

## **Task Based Learning Methods And Assessment Process In Elt Classes-An Exemplary Study**

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### **Abstract**

*The Past decades were filled with the reminiscences of Gurukulas from the time of Rama till Bharatha. Gradually days transformed from the teacher centric to learner centric. The contemporary world is using too much of technology, where learners sail over the globe with a single click of the mouse while browsing the net. Innumerable web references & sites make learners' job easy in learning and understanding things. The method of learning the required stuff from the net is what is called online learning. Hence, keeping in view of all the transforming situations the teachers also should metamorphose themselves accordingly. The change of the teacher's role is the need of the hour, where one can witness the various roles of teachers off late such as mentor, facilitator, manager, and diagnostician, a leader and guide and so on. Hence, this paper throws light on the role of the teacher by highlighting the learner centric methods which are trendy and moderate to enhance the learners' knowledge.*

### **Key words:**

*Feedback, open pairs, closes pairs, learner centric, mentor, facilitator, leader, rapport builder, techniques, and methods.*

### **Introduction:**

The Selection of Assessment Activities/Tasks:

To highlight or promote the students centric method or learner centric methods, a teacher can implement some activities in the class such as True or false questions, Multiple choice questions, Dictation, Gap filling activities, Information Gap activities, Cloze test tasks and so on and so forth. There is no hard and fast rule that only certain activities must be conducted. In fact, it purely depends on a variety of assessments so as to elevate the participation ratio of the students in activities.

However, the selection of tasks must be fruitful to draw out the real purpose, which is the expected outcome from the learner community. If a teacher wants to get reliable results, it can be done through true or false or multiple choice questions. To test the receptive skills of the students' teachers can focus on individual activities. In the same manner, teachers can elicit through extended activities such as summary writing and interviews so as to know the learners ability in productive skills.

## **The role of Teachers in Activity or task oriented classes:**

In a class of L2 learners the role of a teacher plays a multi characteristic which are taken into consideration in this paper. Let us assume that the topic is phrasal verbs/one word substitutions or Idioms. The classical method says to teach the phrasal verbs or dictate the learners about the phrasal verbs list and at the end of the dictation or teaching the teacher asks them to practice. Further, the teacher conducts a test or a sort of examination by giving a question paper on phrasal verbs, one word substitutions and Idioms.

However, if the same class is taken as task based or activity oriented session, the process of teaching completely changes. It goes on in such a way, where the teacher acts as assessor, manager, diagnostician, facilitator, language resource person, monitor, observer, planner, rapport builder and so on. For instance, if we take the phrasal verbs based on activity based as a facilitator, the teacher gives some live examples to the students to elicit answers from the students which should come out of the students on their own. For example, the teacher may say that she is late to the class due to the breakdown of the car.

Now, the teacher can elicit from the students by asking a group or individual questions such as what is the meaning of the phrase breakdown. Hence, this type of live examples by showing the some live objects which are before them in the class room, the teacher tries out to elicit the answers from the students. In this way, the teacher acts like monitor, observer, planner, rapport builder in order to elicit answers from the students.

## **Correction procedure in the task based learning process:**

Further, as the extension of the learning process, to check and observe the outcome from the students, teacher starts giving like tasks which may be individual or group tasks. Say for instance, the teacher can give such tasks like dividing the students into groups and asking to frame as many phrasal verbs as possible combining based on their prior knowledge or else known knowledge about phrasal verbs. Here comes the task or activity name self or auto analysis. In the process of self correction, the team of students who have given time to prepare some phrasal verbs/idioms/one word substitutions on their own, they start correcting their answers with the help of the teacher's instructions. This process is called correcting learners. It improves the learners' autonomy.

In the process of correcting learners, the teacher asks concept related questions and gives the process of code correction. The teacher can apply the method of finger correction, or correction through facial expression or with gestures, where the students will be more alert as the teacher tries to help them out in eliciting the answers.

In some cases, the moderate teacher can ignore some minor corrections which are committed by the students as it will be helpful for the increasing of student participation in activities. Students feel some sort of freedom, and try to avoid their apprehensions when teacher ignores their mistakes in some of the tasks. It may not be possible to ignore all the mistakes committed by the students, however, it is possible to some minor cases where the teacher can prompt the right answer or repeat the right answer, so the learner can catch the right one and they apply from then. This type of correction is called as echo correction.

To talk about the ignoring of mistakes, the teacher can indicate those mistakes committed by the students in the activity time by reformulating them in the correct manner. So it would be helpful to the learner community by not degrading or belittling themselves before their peers. There is added advantage with this system of reformulating of correction by the teacher is the students will come out and take active participation in the activities and tasks. They don't have any apprehensions such as teacher will point out their mistakes before the class.

Upon all the above correction processes, there is another correction process in the task based teaching process that is self correction process. The term itself says about correcting of mistakes of themselves. In this process, the learners will come to know their types of mistakes and they find them and automatically they start correcting their own work. This system of correction is really helpful to develop their ability of editing and re drafting of their own work.

**Conclusion:**

Hence, this paper throws light on various methods and techniques in choosing the assessment activities and finding out of learners' errors by categorising them. The role of teacher may differ but the ultimate motto and purpose of the teacher is to bring out the outcome from the students whatever the task or activity is given in the class. The teacher's role is very dynamic in activity based classes as the teacher has to group the learners, correct their mistakes and should give the feedback so as to improve their knowledge.

Though there is a lot of scope and broader perspectives in exploring of many ways in activity based language classes I have limited my research in this paper with only few aspects such as The Selection of Assessment Activities/Tasks, The role of Teachers in Activity or task oriented classes and the Correction procedure in the task based learning process. There is a huge scope and broader views can be explored and incorporated by the language teachers in the task based classes. But I have confined my view point with only few select ideas only.

## **References:**

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