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ELT Quarterly

An International Peer-Reviewed Journal

Volume: 21 | Issue: 1 | March – 2022



Published by

**H. M. Patel Institute of English Training and Research
Vallabh Vidyanagar, Dist. Anand, Gujarat, India.**

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Editor-in-Chief

Dr. N. V. Bose

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- Principles of teacher training
- Technology and the classroom
- Community and language teaching
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- **Introduction:** It should pertain to specific area of the study and should cover only relevant researches. It should not be a long review of the subject area and details of history.
- **Abstract:** Abstract of the paper should not be more than 200 words.
- **Methodology:** This should cover Techniques, Sample and Tools/Measures
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Creation of Community of Inquiry: A case study of English classes at High School

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ABSTRACT

CoI framework lays down the foundation for a learning experience where it happens in a natural way. The learners involved do not simply absorb information but are guided towards it through a series of events that flow in a streamlined manner. The ultimate learning is more an experience than a conscious assimilation of knowledge. The collaboration between the teacher, the learner and peers form the entire Community of Inquiry, that immerses into the situation where interaction occurs and arguments take place to attain the objectives. To hold a class based on the framework of CoI, a detailed and diverse planning goes in by the instructor and a variety of investigative questions are prepared to coerce the learners to cogitate. A very essential factor to keep in mind in an online session of CoI is that the human touch must be added in the initial stage of the session itself to form a connection with the learners and involve them to interact among themselves too. The connection and the interaction formed in the beginning of the class decide the success of the learning outcomes. The paper probes into the construction of community of inquiry with a case from a CBSE school of an English class wherein the teacher facilitated the students to develop their concepts by guiding them and generating probing questions. It led to developing rational thinking skills in students and helped them realize the importance of endorsing their arguments with reason and logical evidence. The freedom to interact and communicate with each other led to a healthier environment to grasp new knowledge as compared to a traditional classroom environment.

Keywords- *CoI, Case Study, English Class*

Online teaching is the need of the hour more now than ever. On one side where it provides ample opportunity, the physical absence of a teacher and a learner might create a gap. This gap sometimes leads to lags in learning as well for which arises the need of creating well-structured learning designs which should be a mix of activities and flexibility for the students.

As said by Cole (2004), technology must play a role in the learning of remote learners as they would learn on campus. The teaching method thus devised must be such that its effect is as good as for any learner within a real classroom. Here, it is essential to understand a little about the learning theory. Learning theory primarily deals with how people learn.

Some popular theories are the theories of Behaviorism, Cognitivism, and Constructivism.

The **behaviorism** theory is more understood by Pavlov's bell experiment. It simply states that a student can learn better if a certain stimulus or behavior is repeated that excites the mind to learn or react to knowledge.

Learning is concerned not so much with what learners do but with what they know and how they come to acquire it (Jonassen, 1991b). **Cognitivism** focuses on the conceptualization of the learning processes of students and addresses the issues of how information is received, organized, stored, and retrieved by the mind. According to the theory of Cognitivism, the learner is a very active participant in the learning process. Cognitivism has not been ruled out by constructivists. It gives a few constructivist thinkers the basis of their works.

Constructivism is a theory that equates learning with creating meaning from experience (Bednar et al., 1991). Constructivists differ from Behaviorists and Cognitivists in the belief that knowledge is independent and it can be documented in a learner's mind.

The learning theories have a major role to play in helping instructional designers to arrange the content for the learners in a way that is worthwhile. It provides them an understanding to gauge how people retain and recall information and stay motivated and engaged in learning (Oyarzun & Conklin). The theories for learning have been rather dynamic in nature and have evolved over time.

Constructivism is divided into two major schools of thought: cognitive constructivism and social constructivism. Great theorists such as Piaget, Bruner, and Dewey established the theory of **Cognitive Constructivism**. Learners construct their knowledge on the basis of their individual experiences which can also be understood as 'experiential learning. The other theory known as **Social Constructivism** was grounded in the works of Vygotsky (1978). It states that social interaction plays a major role in the development of cognition i.e., learning first happens at the social level and then later at the individual level (inside the mind).

Based on these two theories, towards the end of the twentieth century emerged the concept of **Collaborative and Cooperative learning** amongst learners' face to face and online. Collaborative learning practitioners believed in the idea of forming

learning communities where there is an increased interaction among the faculty and the learners. These communities become the channel for delivering collaborative learning. With the internet as a tool, cooperative learning, where smaller groups work with each other to achieve results picking up new learning in the process, and collaborative learning have become a mighty combination to maximize the effects of the constructivist theory (cognitive and social). The Community of Inquiry framework has demonstrated that teacher, social and cognitive presence is strong in online learning and fully supports constructivism, and this reduces transactional distance (Zigelman,I,2018).

With almost a paradigm shift in the learning trends in India recently, the role of the Community of Inquiry framework is of great importance.

Let us discuss the CoI framework in online teaching.

The Community of Inquiry Framework

A few decades ago, it was believed that the most brilliant students in a class could 'think critically' whereas some were 'clear thinkers' naturally. There was no idea of what was to be done with the not-so-bright ones. This became a concern for the educationists and psychologists towards the last decade of the twentieth century and the concept of 'critical thinking and how to develop it' gained momentum. The in-service teachers were also expected to devote their time to this idea for better execution of the content and for achieving learning outcomes. The Community of Inquiry framework developed when it was recognized by researchers and educationists that 'the community of inquiry approach' was the most appropriate pedagogy to develop 'higher-order thinking skills' in students.

Online teaching is a complex process that requires rethinking the role of the instructor, student interactions, and meaningful ways of learning. The CoI framework gets at the heart of establishing and sustaining online educational experiences through the development of three interdependent elements: social, cognitive, and teaching presence (see figure 1).



Figure 1

Source- https://cde.athabascau.ca/coi_site/documents/coi_model.pdf

A fruitful learning experience can be achieved by a balanced and meaningful involvement of the teacher and the learners. The model of this Community of Inquiry assumes that learning occurs within the Community through the interaction of three core elements. As seen in Figure 1, the educational experience is the culmination of the three elements which also combine individually with each other to enhance the process.

An educational community of inquiry is a group of individuals who collaborate to engage in a process of learning through purposeful dialogue that leads to a meaningful construction of information along with a mutual social connection and understanding. The Community of Inquiry theoretical framework represents a process of creating a deep and meaningful (collaborative-constructivist) learning experience through the development of three interdependent elements – social, cognitive, and teaching presence (Garrison, D. R., Anderson, T., & Archer, W. (2000)).

Garrison (1997) argued that computer conferencing has the potential to create a collaborative community of learners in a cost-effective manner. However, the condition to fulfill this purpose in education is the involvement of the three main elements- social, cognitive, and teaching presence stated earlier. These have been discussed in the following sections, turn wise.

Social Presence

According to Garrison, Anderson, and Archer, the social presence is achieved in online sessions by the faculty and the students “projecting their personal

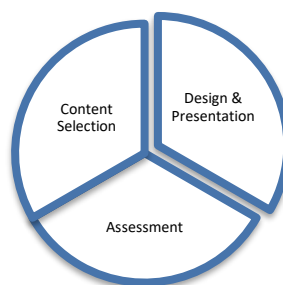
characteristics into the discussion so they become ‘real people’”. This reflection of the ‘real people’ supports trust-building at a social level which lays the foundation for cognitive development as the session advances. Social presence can also be achieved by simple exchanges from the teacher like “*My favorite book is God of Small Things*” or “*I love to have a coffee before coming to work.*” Such information helps the learners to identify the instructor as ‘a person’.

The trend can then be extended by advancing the discussion to common subjects such as an informal discussion about pets, favorite holiday destinations, festivals, or the like which would encourage the learners to know each other better and become ‘real’ to each other. A strong social presence builds an environment that is comfortable, trustworthy, and conducive to cognitive expansion.

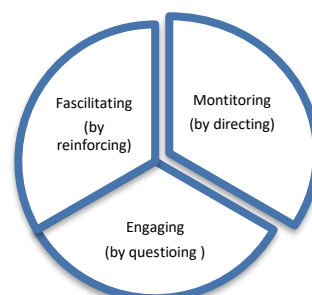
Teaching Presence

The teaching presence during the learning course happens in two major stages:

1. First during the preparation of the course material before the learning begins where the instructor chooses the syllabus and content, designs the presentation, assignment, and assessment planning. May be depicted as follows-



2. Then it is reflected at times during the course where the teacher is seen facilitating the learners by monitoring, guiding, engaging by questioning, and overall directing the course of action towards shaping the learning that should take place. May be depicted as follows-



The first step of teaching takes place on the idea of what the session would be like whereas the second step is a more customized series of actions which the instructor decides as the session progresses and the need of modification arises. The teaching presence must encourage learners to track what they are learning and why they are learning it.

Cognitive Presence

While in a Community of Inquiry, the teacher and learners must be able to shape and finally comprehend meaningful results from their discussions. A constructive strategy of targeting cognitive presence is involving the learners in identifying their learning goal(s) for the discourse session. This strategy helps the instructor to discern the learners' mind-sets, their existing level of knowledge, their confidence and expectations from the session to be held. The cognitive presence lays more focus on what has been learnt rather than how much has been learnt. A meaningful cognitive presence requires time, careful listening and reflection, and appropriate response to boost the learning among the participants. This type of presence requires constant involvement and sincere commitment from the instructor. There are many places where the cognitive and the teacher presence seem overlapping like when posing questions to the learners and responding to their questions-these also lead to achieving the learning outcomes.

The Case Study

A class group of eighteen students of grade ten were involved and an online class for the English Language was performed. The topic was 'Analytical Writing' where the resource (a concept map on 'Setback' Figure 2) was shared and students were given some time to study and analyze the chart.

Before the map was shared the teacher shared her own experience of a setback and expressed her misery over it. She also asked for the students to suggest her a better way of dealing with it. Some students tried to extend ways to overcome the grief and move on. There were also some who felt the same grief and agreed that it was difficult to come out of it and carry on with regular life.

Then the students were asked to read the map with attention and state what they understood.

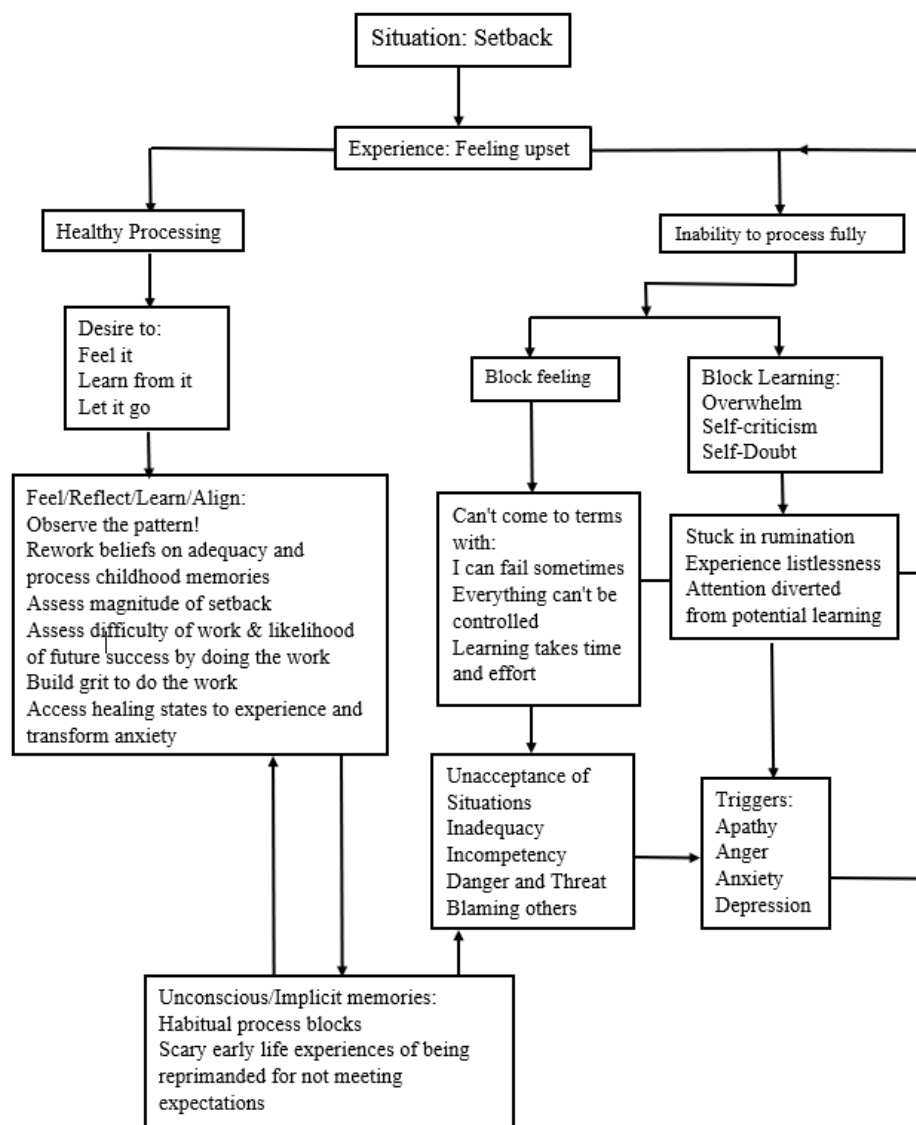


Figure 2

Source- https://cbseacademic.nic.in/web_material/SQP/ClassX_2021_22/EnglishL-SQP.pdf

Once the observation time was over, the facilitator asked whether the students had ever experienced a setback.

The response was quite satisfying as many of them raised their hand to share their experiences. After a few excited answers a lot of mixed replies poured in. Almost every student shared an experience. The instructor too shared her experience. It was done to make the interaction more real and human.

The next question put up to the group was how one should deal with a setback. This was a question where some learners were initially hesitant to open up. But, once

they learnt about the reactions and solutions of their peers, the responses were overwhelming. They not only shared their current approach to deal with a failure but also explained what they were doing wrong and how they would check it to deal with such situations effectively.

The consolation of being together in spirit and connecting emotionally with each other gave them the strength to open up. In a way, the sense of community saved them from the vulnerability one feels in admitting one's weakness or inability to tackle problems. When it comes to trusting someone with their true feelings and emotions, it is not easy to put faith in everyone. It is selective. The community provided them with the confidence to trust.

At the next step, the students expressed their views and opinions on what they read in the concept map and connected the different steps in a sequential order. They also made a comparative study of the positive and negative reactions of dealing with a setback. Following this stage, the observations were to be noted down and presented in writing. Here, the teacher took a back seat after revising the format for writing the essay and initiating what the students were expected to write and then also read out their points. The others were asked to give feedback on the language and the expressions of the presenter and point out any errors they observed once the speaker had shared his/her presentation. This made each participant alert and they felt responsible for what was read and what was passed as correct. Even the passive participants got to work once they realized that soon it would be their turn to present their ideas.

The other learners quickly reviewed the chart again and picked up points and prepared the essay while one of them read out their text. They even asked questions to each other to get a better understanding of the points. The class was quite noisy at some parts but the noise reflected the learning that was taking place with all the interaction and discussion that was going on.

There was collaboration between the teacher and the students, and the passive learners learn with the cooperation of their mates. The learners who needed better understanding inquired from their fellow learners and grasped some new knowledge which was the purpose of the class. Sharing feedback for each other's essays gave them the opportunity to reaffirm their previous concepts and also pick up any new knowledge in the process. The instructor's inputs and feedback fulfilled the purpose of the teaching learning process.

The CoI provides opportunity to the participants to cast off their apprehensions and connect with one another based on their common insecurities. When everyone fights the same battle, they form a stronger team together. Wherever one participant falters the others step up to support them. A true sense of community prevails in such a

scenario. In a traditional environment, the instructor is more of a manager controlling the conditions and situation and does not allow much flexibility.

A major requisite to have a CoI framework is to keep in mind the presence of 'reality'. It is essential that everyone involved in the team is a real living person. Real people have feelings, emotions, strengths and weaknesses. The interaction may not be successful if the learners involved do not feel 'a sense of belonging' and 'a sense of trust'. For the same reason the instructor must make all the efforts to initiate the session with simple 'ice-breakers' where the participants indulge naturally and sharing begins readily.

The traditional classroom environment is more formal and time bound, on the contrary the ambience in a CoI session allows open discussions giving space for building trust and learning comfortably. 'How much is learned' is secondary to 'what is learnt and how well'. The CoI framework provides this liberty. Traditional ways of learning do not provide tangible outcomes in terms of real learning whereas the outcomes achieved in a Community of Inquiry learning framework are measurable and reflective.

Conclusion-

The above study with the students of grade ten, it appears to be an effective way of imparting learning. The involvement of a learner is a major deciding factor for measurable learning to happen. The freedom of expression improved their understanding and it led to the learning of the English language better.

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Development of a Task Based an English Language Programme to Enhance English Language Competency among Aspiring Engineers in Gujarat

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ABSTRACT

English language has gained profound popularity in India within the education and professional domain. The integration of English education in India has ensured the development of working professionals that are well-versed in the language. Engineering profession being increasingly popular within the country forms a vast majority of the professionals within the country. Owing to the requirements of the profession, the necessity to incorporate adequate English language competency within aspiring engineers is quintessential. The thesis focuses on the development of an English language training program which is need-based to ensure testing and development of English language competency within aspiring Engineers. An adequate sample size would be selected to ensure an in-depth understanding regarding the proficiency of the language is tested and presented through the research paper.

Keywords: Development, Task based English Language Programme, Engineering students

Introduction:

In today's global world the English language is considered to be the most persuasive language and plays a major role in the widespread circulation all over the globe. English is assessed as the communication medium in several fields such as research, technology, tourism, innovation, medical assistance, internet access, e-mail, classroom instructions, expression medium in examination, etc. The English language administers an enormous number of objectives in the field of science & technology, it helps individuals to express their ideas, innovations, and researches rendered by them via their publications like articles, reports, journals, papers, etc (Meganathan, 2021). Thus, there is no peculiarity about this fact in the branch of

engineering education, as in today's modern era the communicating skills are given the primary significance to achieve good results and best benefits in their work.

English Language in India:

The English language gained ground, soon after it was introduced as a trade language to India. From being the great language of the colonists, the foreign country's language (English), and now the main official language in the whole world, English has come a long in India. Therefore, it makes a deep hole into the country's overall system, be it law, education, business, governance, or medicine. Nowadays, English is the most common language, and in India, it is more important for several reasons. In India, the state Gujarat ranks very high in the number of candidates who want to go abroad for employment and studies. This state is in a line with education policy of the Central Government. In Gujarat, the English language teaching to natives as well as native Gujarati speakers starts at a low level. Even several teachers of good English language are insufficient to fulfill this task. It has been seen that the entire focus is generally on content while teaching the English language (Rana, 2019). The skills of language take the last seat at the time of learning and teaching as well.

Speaking & Writing Skills in English:

In today's world engineers play a major role from presenting an excellent design of an automobile, building, road, etc. To create visionary software or products but at the same time, it is also important to have the proficiency to interact with other individuals and groups of people to reap their concept designs into development. In this article we mainly focused on the importance of speaking and writing effectiveness for engineering students as it is important to elicit proper reports to signify technical data and results, providing explanations about the goals and processes and descriptions about the items and preferences. It is important that the people who examine or read these reports could be someone who understands the technical terms but could also be someone from a non-technical business department, keeping all types of audiences in sense, one must formulate their report in simple and clear language which can be convenient to everyone. On the other hand, employing managers or employees aiming leadership aspirants search for the proficiency to present their goals and objectives, information, analysis, conclusions & recommendations (Kumar & Divya, 2021). The efficient presentations and public communication skills help the engineers to express their designs, plans, analysis, projects, conclusions with other associates who know the technical language and also the probable clients in the business meetings, thus, engineers speaking skills should include the aptitude to translate the technical designed concepts to simple and easy language for connecting.

The Rationale of the Study:

This study mainly focuses on ascertaining the ELT program's effectiveness for developing competencies in language amongst all prospective engineers. English language usage became more widespread due to the revolution in the business environment. In today's time, this language is used by every single person in the whole world due to ongoing advancements in technology like the internet and some other businesses. Also adding to the English language importance, found that this language is essential in all professions.

Therefore, an analysis of technical courses' syllabi in Indian Universities creates a very sad scenario of English learning and teaching status. This Language is mainly used at the high level within the scope of skills of communication. It is highly observed that in all the institutes of higher education focus in on core or technical subjects, whether students or teachers. Although the communication skills importance is accepted, it is not provided the needed amount of the importance because of a paucity of time (Rao, 2019).

When it generally comes to the communication skills components, the skills of speaking and writing are the most challenging skills. Writing is a complicated and complex task. Therefore, all the learners must be proficient in the skills of writing for business communication; writing will be an essential skill. On another side, it is seen that writing skill for learners is examination and classroom-bound. Also, students hardly get feedback for the writing, whether examination or assignments. This mainly refers to the writing skills (which are underdeveloped) in the English language. Along with this, students need a lot of practice for speaking for a professional communication in different sectors. In today's time, it is important for the learners to perfectly communicate with another person in the English language for a better and great future. For this skill, the ELT program is created in this study for teaching the engineering students to develop their language skills.

ELT Course:

The education system of India is more relaxed of their traditional teaching procedures which is majorly related to grammar and is teacher oriented but in today's world it is more important to focus on activities related to communication skills. English courses are designed for the students of department such as medical and health, engineering, tourism, management, pharmacy, physical sciences, etc.

The English courses are added to their syllabus in the first semester and second semester respectively (Margaryan & Kalugina, 2020). For one year the whole course continues that is for approximately 50 hours in total, in which they majorly discuss about various communication skills for example communication types, interviews, surveys, questionnaires, group discussions, personal assignment, demonstrations,

conferences, workshops, presentations, etc. In this article the researcher formulates this particular study while surveying different engineering institutions, and examines, analyzes, and intends various strategies to benefit the students in some of the details of intellectual writing and speaking so that learners can often use English instead of encountering it as an obstacle to their accomplishment. Thus, the researcher prepared an ELT programme comprising of several stages and investigated and examined those programs on the engineers to achieve the best language skills. The researcher describes the knowledge, assess and execution of the ELT programme, which is proposed to enhance the beginners' intellectual language at the secondary and tertiary levels. In an ELT programme the plans are designed on the basis of requirement of strategizing, in which it is required to know about the need of the learner, as we have directed on students primary English-speaking skills and writing skills, we need to add it into our schedule and find or design a study material which can cover some part of the syllabus required and need to develop our materials and task and activities to achieve the expecting results. In our ELT course, we have divided both the skills in time duration of 25 hours each which comprises of 5 different units in each module and 25 different activities in them, which starts from beginners level to get the basic knowledge and skills and then the intermediate and advanced level activities will be done to acknowledge and provide the best possible speaking and writing skills to the students for their better personality development and self-confidence along with the technical skills to compete in this global world.

Literature Review:

According to Zhang & Zhang, 2019, With the cognitive psychology development, metacognitive has attracted the attention of more researchers and gives a great perspective for the EFL writing. Also, metacognitive awareness has a reciprocal connection with the self-regulation as well as individual writing and speaking approaches' development of students. Among all strategies of learning skills, the metacognitive strategy is one of the higher-order skills that involve evaluation, planning, and monitoring. Once all the learners have the metacognitive strategy's good command, they all will become autonomous and independent, as well as more able to evaluate, plan, and monitor their process of learning and become more efficient and perfect learners.

This entire study teaches the skills of writing and speaking that supports all the learners to develop their proficiency of writing to the main point where all of them are aware of what is exactly expected as a writer from them and deliver it with more clarity and fewer errors. Teachers of the learners have to find out some effective methods for the feedbacks of the skill's activity that takes common method's drawbacks of the feedback, their positive aspects, and the learners wishes. Therefore, the main goal of any particular course of writing and speaking is the main factor which is required to be taken in how to give proper feedback for proper learning.

According to Yaroslavova & Leskina, 2021, There is a huge relationship between speaking skills and writing skills. There is not a single question that all the individuals who improve and develop a huge writing vocabulary tend to improve the huge speaking vocabularies. Indeed, the power of writing of learners relies on the regular improvement or development in the knowledge and understanding of vocabulary or skill learning that gives a perfect speaking or communication skill. The importance of the knowledge and understanding facilitates the skill of speaking, which has been a main source in the writing skill development. Therefore, continuous development in knowledge with the help of great writing has the potential to improve the skills of speaking. ELT is the main resource for the teachers and for the students who are learning the English language in the higher classes. This study evaluates the ELT program in Indian colleges by eliciting all the views of learners regarding all the qualities as well as using the result as the main base for suggesting improvement in the skills. This comprises two different courses of skills: writing and speaking, which are mainly taken by the new teachers of students to improve and develop their skill proficiency. This will also give different modules for the skill activities which improve and develop the speaking and writing skills of all the learners or students.

According to Chetia & Bhatt, 2020, In this study, different students or learners in the Intensive courses of ESL and in the Engineering Writing Class of ESL were asked to do the questionnaire relating to the thinking and feedback cues. Moreover, 3 different classes were checked out to see that how every single teacher uses the thinking and feedback cues in their learning classes and responded to the speaking and writing of the student. Results showed that all learners preferred the feedback of the teacher (teacher-student conferencing, commentary, identification of error, and more) to the feedback of the non-teacher (self-correction and peer correction). These components are most central to any speaking and writing course.

Conclusion:

With the above discussion, it can be concluded that engineers in today's world it is essential to have both the technical skills and communication skills to compete and achieve the best possible outcomes, therefore good engineers must develop the precocious skills to gather the data in an accurate and precise language with effective thoughts expression (Meganathan, 2021). To attain excellence in this competitive technological world, it is necessary to be multitalented, therefore the establishment of English language and communication skills programs is a crucial element and regular learning eventually bestows the learning of life-long processes. Thus, the universities can influence prominently in the development of communication skills along with the technical skills to uphold in this globalized world using several different learning programs that design and strategize the syllabus for achieving the best possible outcomes (Margaryan & Kalugina, 2020). ELT is the main resource for

the teachers and for the students who are learning the English language in the higher classes.

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Origin, Development and Features of Legal English

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Abstract

Legal English is distinct from general English as it has its specific legal register. It is perceived that legal language aims at precision and therefore it never compromises with language in terms of its technical register, phrases, impersonal style of writing etc. Legal English that is used today, is a result of several social, political and cultural factors that affected Britain, a place from where legal English emerged. Therefore, this paper aims to study the origin and development of English and along with it the nature of legal English that makes it distinct from English used for day to day communication.

Key terms: Legal English, legal language, legal register, jargons, archaism

Introduction

It is an evident fact, that legal English is quite different from the general English that is used for day to day communication. Legal language uses too many legal phrases and terminology, Latin phrases, complex sentence structure etc that it become difficult for a common man to understand legal documents. The language used by lawyers is too difficult for a layman to comprehend and that is why attempts are being made to simplify the language so that layman can comprehend the legal language (Bazlik and Ambus ,2008). Joyti Sagar in an article published in *The Economics Times* titled “ Whereof they’re ipso facto words: India needs to simplify the ‘language of the law’ writes :

“Over centuries the “language of the law” has been subject matter of criticism and jokes. Jonathan Swift in Gulliver’s Travels (1726) wrote of a society of lawyers who spoke in “peculiar cant and jargon of their own, that no other mortal can understand”. Thomas Jefferson complained in 1817 that in drafting statutes his fellow lawyers had the habit of “making every other word a ‘said’ or ‘aforesaid’ and saying everything over two or three times, so that nobody but we of the craft can untwist the diction and find out what it means” (Sagar, 2018).

From the above passage it becomes evident that since ages, Legal English has always been a subject to criticism as it is difficult to understand because of the over use of legal

jargons, phrases and archaic words. It is just not the legal terminology, phrases and jargons that make legal language complex to understand but the manner of composition where complex sentences, passive sentences, repetitive sentence structure also makes it difficult for a person to understand.

Origin and Development of Legal English

It is a known fact that English language had its roots in Germanic language. In Britain, with the coming of the Germanic tribes, English language had sets its roots into the region. Later English language came to be influenced by Latin and French and other languages like Spanish, Italian and Portuguese. Thus, English language came to be combination of several words borrowed from other foreign languages.

Before 55 BC, the Celtic language was used by the people of Britain and the laws that were formed were in oral form. The language of the King's courtroom was also Celtic and there were many legal maxims that were in Celtic language. When the Roman Emperor Julius Caesar conquered Britain in the Gallic wars, the rule of the Romans established and legal tradition and customs of the Romans were followed in Britain.

After the Anglo-Saxon Germanic tribes annexed Britain, the Romans had to leave the Empire in Britain. In Britain, the invasion by several tribes like Jutes, Angles and Saxons gave birth to legal English. As the Anglo-Saxons had ruled in different areas, there were different laws that were passed on orally. And therefore, there was a need for a centralized system of law and justice. Therefore, Common Law came into existence that had laws, principles and customs that had to be centrally accepted and implemented. King Etherlbert from Kent wrote laws and principles in old English. It was observed that the laws that he wrote were influenced by Latin language. And thereafter, the legal documents came to be written in old English that had many Latin terms and maxims. As a result, old English became dominant in the field of administration and education.

The Duke of Normandy became the ruler of England after he defeated Prince Harold who belonged to Anglo Saxons. The Norman conquest where Britain was invaded by French force, made Anglo-Norman French language as the language of masses especially those belonging to upper class. The Norman French language became language of aristocracy, honour and power. Not only this, but Norman French language became the language of the courts. Alfred the great, issued The Book of Law, where the law was made after collecting the customs of the three Anglo Saxon tribes. Thus, Anglo-Saxon's language greatly influenced the legal English that was used at that time. For around three hundred years, Anglo-Norman French came to be the language of legal proceedings that was official accepted in England. The beginning of the formal Legal English started with the introduction of the "Statutes

of Pleading Act” in the year 1362, where it was decided that all proceeding related to law should be conducted in English language whereas Latin should be used in recording the same. This was because French language was not understood especially the legal language that was used in the courts by all. In spite of these, there were many words in Legal English that were of Anglo-Norman French origin. For example, words like tenant, bailiff, property, mortgage etc that are used in Legal English today are of French origin. Commenting on the French influence of the grammar Schneiderová, A. (2018) in the article titled ‘Historical background to English legal language’ writes:

“From the point of view of grammar, French had a short-lived influence on the English language, but its remnants continue to exist in official and legal terminology, where the position of substantive and adjective has been changed, e.g. attorney general, whereas in English, as well as in other Germanic languages, the word order is the opposite, i.e the adjective precedes a substantive, e.g. German Generalanwalt – literal meaning general attorney– principal legal advisor to the government (in the UK). Similar terms are, for example heir apparent, court martial, body politic, fee simple absolute, letters testamentary, malice aforethought, solicitor general, etc” (Schneiderová, 2018, p. 124).

Thus from the above quote it becomes evident that even though directly the French influence was short lived but indirectly the influence still existed through ages to come.

The rule that stated that legal documents should be drafted in English was drafted in French language and even after passing of the statute it was highly ignored by legal professionals. Haigh as cited by Schneiderová, A. (2018) in the article titled ‘Historical background to English legal language’ puts forth that English alone was used as language of legal documents from around 1489. Whereas ‘The Statutes of Pleading Act’ was passed in the year 1362. This shows that there was hesitance in accepting English as a language of legal discourse.

In the year 1483, the first Act of Parliament was introduced that was written in English language and in 1650, the parliament passed the law that all the books of laws and the case proceedings should be written in English language. In 1731, the Parliament banned the used French language in the court. Today, while looking at the legal language, it become evident that the Legal English that is used today is a mixture of old English, Latin and French languages. Thus, the complexity of the legal English that is used today is the result of the influence of various social, political, cultural and linguistic factors that occurred in the historical past.

Considering the Indian scenario, English is the language of law in India. Since India was colonized by the British colonizers, Indians had to obey the laws made by them

that were in English. Sabnis V.J (2017) in the minor research project writes titled "Legal Language as 'English for Specific Purposes': A Study" writes:

"The backbone of legal system-Indian Penal Code was introduced by the British and we have following it even today. Because of all these reasons, the language of law remained English. Moreover, the British English became the language of law. English in India is the language of law as well. Many British-made rules and regulations, concepts and terms, words and phrases are still in vogue. Hence, English is heart and soul of our legal system. Most of the primary sources of law are available in English alone and it is the language of court in honourable High Courts and the honourable Supreme Court." (Sabnis, 2017, p.21).

Thus, the importance of legal English still remains the same in India as the language of used in High Courts and Supreme court is English.

Nature of Legal English

As stated earlier, legal language is a result of several cultural, social-political and linguistic factors that affected the history of human civilization especially Britain from where legal English originated. And because of these influences it became a complex language to be understood by common man. It is a preconceived notion that legal language is ambiguous, verbose, impersonal etc. Apart from this archaic words, Latin phrases, long and complex sentences make the legal language all the more distinct from other languages.

"Traditional legal language is archaic legal language that is full of legalese, illogical word order because of Law French and Law Latin, complex grammatical structures, and sentences of excruciating length." (Bhatia 2010, as cited in Chauhaan L, 2013, p.333)

The technical words those belonging to legal register, the Latin and French phrases and jargons make the language incomprehensible for those who are not associated with the legal field. Some of the key features of legal English are:

Use of Latin words: Legal English had flourished during the middle ages when Latin was used by the administrative power as well as the Roman Church in Britain. As a result, Latin language has highly influenced the legal language. Even today few Latin phrases and words are used that makes the language incomprehensible for those who are not well versed with Latin language. For example, the phrase *flagrante delicto* which means in the very act of committing the crime, *mala animo* meaning an act with evil intention, *onus probandi* meaning a burden of proof. Apart from these there are hundreds of words that are from Latin language and are used even today in the legal documents and proceedings. But with the time span and the repetitive use of these Latin terms, the general public have understood the meaning of these phrases wherever they are used in legal documents. For example: *ab initio*, *bona fide*, *ex officio* etc.

Use of Archaic words: The use of archaic words forms a peculiar characteristic of legal English that is used today. Archaism means use of old English words that are outdated. The words like *whatsoever, thereafter, aforesaid, heretofore* etc are considered to be archaic words and they are still used in the legal language. The lawyers claim that these archaic words used in legal English make less ambiguous and clearer reference to what is talked about in legal language (Gibbons, 2003). Thus, scholar and legal experts believe that though archaic words are difficult to comprehend, but they serve the purpose of making language clearer and precise.

Frequent use of Binomials and Trinomials: The use of binomials and trinomials forms a common feature of legal English. According to Alcaraz and Brain (2002) binomials are collocations in which synonyms or near meaning words are combined in pairs. These words can be adjectives, nouns, verbs and even preposition. For example, the words “null and void”, “last will and testament”, “answerable and accountable”, “due and payable”, “Legal and valid” etc. Apart from Binomials, even trinomials are used in legal language. For example, the trinomials that are used frequently in legal language are “Possession, custody and control”, “cancel, annul and set aside” etc

Repetition of Lexical words: Repetition of words and phrases are often found in the legal text for avoiding any ambiguity. Adil Bouharaoui in the article titled “Some lexical features of English legal language” writes that as legal language is highly concerned with exactness of reference, it has lexical repetition. For example: “I hereby solemnly swear to tell the truth, the whole truth and nothing but the truth” (Alcaraz, E., and Brain , H. (2002).

Complex sentence structures: It is often found that legal documents have long and complex sentence structure. This is done to avoid ambiguity and develop clarity of the thought/content expressed. Several dependent clauses are used in a single sentence which makes the sentence sometimes difficult to understand by layman but it is more comprehensible for those associated with the field of law. Gustaffson (1975) as cited in Abu-Ssaydeh, A., & Jarad, N. (2016) states that complex sentences form approximately three quarters of the sentences in legislative documents. Mattila (2006) as cited in Abu-Ssaydeh, A., & Jarad, N. (2016) had come upon a sentence that was around one hundred twenty page long.

Passive Sentence Construction: Legal documents are found to be written in impersonal style. And therefore passive sentences are used in order not to highlight the subject’s identity. It is often observed that lawyers use passive sentence structure when they do not want to grab the attention of the identity of the doer. For example: The Defendant shot five rounds at Mr Pritam. (active voice). Mr Pritam was shot (passive voice). Passive voice is often used in legal drafting when the action is stressed more than the subject who does it.

Nominalization: One of the key feature in legal text is nominalization. Qurik (1985) as cited in Pavlíčková, E. (2012) explains nominalization as process where a verb/ adjective is transformed into a noun. Words like argue (verb)- argument (noun), here the word argument is nominalization of the verb argue. Other examples of nominalization used in legal English are: Assume (verb)- assumption (noun), decide (verb)- decision(noun) etc.

Conclusion

Since legal English is highly affected by socio-political, linguistic cultural phenomenon, many other foreign languages like Latin and French have affected the legal language. Apart from this use of impersonal style, passive sentences, use of complex sentences, use of binomials and trinomials etc are the factors that highly contribute to the distinctiveness of legal English as compared to the general English that is used for day to day communication. Though these distinctive feature make legal English difficult to comprehend, it is believed that these features are essential and needed to avoid any kind of misinterpretation of the legal documents.

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Using Task Based Instruction to Improve Grammar Acquisition-With Special Reference to Prepositions

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ABSTRACT

One of the most difficult things teachers face in the classroom is teaching grammar. It could refer to a set of rules for sentence structure. Grammar is an unseen force that assists us in constructing sentences. Grammar is the most crucial aspect of learning a foreign language in the twenty-first century, but it was not supposed to be taught at all during the 1980s. It is critical that a teaching innovation be implemented in order for students to have a thorough understanding of both linguistic knowledge and theory at the same time, and to be able to put that information into practice, even if such practice is limited to the classroom setting alone. Students learning English will be introduced to and tested on the Task-Based Learning method by the author while they are studying the English language. Grammar can be taught in a different way with task-based learning. A simulation of a real-world situation can benefit the student. Situation in which verbal communication is needed for completing a certain task. Students benefit from task-based learning by having the opportunity to do real-world tasks. The author wants to explain how Task-Based Learning works and what activities can be used to teach Prepositions with this method. Task-Based Learning (TBL) is being tested on diploma students at Parul University to see how it affects prepositional instruction. In order to determine whether or not it is meaningful, the researcher employs the pre-test and post-test procedure.

Keywords: English grammar, task-based learning, prepositions, pre-test, post-test.

Introduction

Grammar is the backbone of any language and its importance in learning a new language, such as English, cannot be overstated. We can see that English is a living system of communication and grammar by looking at the history of grammar. The heart of any language is knowledge of grammar and vocabulary. The term "grammar" can be interpreted in various ways by different people. Grammar is often viewed by the general public as a measure of a language's correctness or incorrectness. As a guide for pupils, it may be interpreted as rules for putting together sentences. Grammar can be an unnoticed factor that aids in the construction

of our verbal communication. We can't effectively communicate our thoughts and ideas until we first arrange them into an acceptable and appropriate structure.

Grammar knowledge is essential to learning any language. Learning a foreign language in the 21st century required a strong grasp of grammar while in the 20th century it was discouraged from being taught at all. Currently, the majority of people think that teaching grammar can benefit students, but how it should be taught remains a contentious topic of discussion among educators. There are three techniques of teaching grammar, according to Thornbury (1999): teaching grammar from rules, examples, and texts.

In the process of teaching English as a foreign language, a new language structure is introduced. Teachers and colleagues in this field employ a variety of tactics and procedures in the classroom to teach these structures. There are a number of elements that contribute to the success of a language education process, whether they are external or internal. A classroom where English language is taught has a wide range of learners, including those of varying levels of English, different ages, different races, and distinct cultural backgrounds. In order to meet these demands, educators employ a variety of approaches, strategies, and methodologies. While the methods and tactics used to achieve this goal may differ, the end result is the same: the acquisition of a new language.

Listening, speaking, reading, and writing are the four pillars of the English language. They are, however, like the links in a chain that only work when linked together. Prior to being able to communicate fluently in another language, one must have a firm grasp of the language's grammar. If they wish to be proficient in the English language, students are more likely to focus on their grammar studies.

However, efficient grammar education necessitates a series of processes and procedures that must be meticulously prepared, and which lead to successful foreign language grammar mastery. Traditional training in foreign language grammar structures was formerly delivered to students through curriculum and even diverse teaching approaches. A grammatical translation procedure was used in the past, requiring students to acquire English mechanically. As a result, learners lost interest in learning English and new approaches to grammar instruction were implemented as a response.

In the end, innovative and productive grammar teaching methods and approaches were developed, which helped students learn well and also made the teaching process easier. As a motivational tool for students who learned language structures successfully, Task-Based Language Teaching & Learning is one of the ways in language learning, including grammar. With the help of conversational skills, TBLT teaches grammar effectively.

When attending a TBLT, the student participates in a wide range of tasks and activities in which language is not seen as a goal but rather as a means of communication. On the other hand, people who believe that grammar is important in learning a foreign language are divided into two camps: those who believe that grammar is crucial in learning a foreign language and those who believe that learners should place more emphasis on meaning than on form. In contrast, the TBLT experiment demonstrated that when learners acquire grammar through tasks and activities, they learn both its form and its meaning, which combines both principles.

Task-Based Approach in Grammar Teaching

The Task-based approach to language teaching has received a great deal of attention over the past twenty-five years. This method focuses on the task of the classroom activity as well as the significance of the activity itself. This strategy allows the learners to express themselves in whichever language they want while being completely focused on the meaning of their message. A key benefit of this strategy is that it allows the student to experience a real-life conversational setting.

Instead of paying attention to the format, students in Jane Willis' Task-based learning paradigm concentrate on achieving their communicative goal first. Students are required to write an explanation of how they completed the assignment after completing it. Occasionally, they listen to a fluent speaker doing the same thing as they are doing. It's all about the grammar at the end of the assignment. As stated by W (Willis, 2005). Teaching grammar using the Task-based approach emphasizes the language task rather than the theory of grammar. Because the task-based approach emphasizes communication rather than grammatical exercises, it is a more effective method than the traditional method.

The primary goal of Task-based grammar training is to increase students' ability to communicate effectively in the target language. Traditional grammar instruction, on the other hand, focuses on grammatical correctness first and then on fluency. Traditional grammar instruction places a greater focus on correctness than on fluency in task-based grammar instruction. Fluency is generally emphasized in traditional models when grammatical consistency is attained. Teachers' natural tendency is to correct any discovered faults, therefore allowing students to make incorrect grammatical choices due of fluency might be uncomfortable. However, this is a common occurrence in Task-based grammar training.

Research on prepositions. Even for advanced ESL/EFL learners, prepositions in English are a challenge. When it comes to prepositions in English, they are both multi-functional and polysemic. Prepositions are mostly used to communicate spatial and chronological links, but they can also be used to represent the functions

of roles (e.g., of and by). Prepositions are not only defined by their grammatical forms, but also by the context in which they are used.

An important initial step in teaching pupils how to cope with more abstract areas of meaning is to "anchor the meaning of prepositions in spatial relationships," according to Larsen-Freeman and Celce-Murcia (2015). (p. 419). For example, the spatial connotations, which are the most typical of prepositions, are metaphorically expanded from physical space into more abstract mental regions (Yue, Fang, Shuo Cao, and Jing Huang, 2022). Teaching prepositions using picture schema and action in context can promote deep knowledge and long-term retention because meanings are conceptualized through visuals and embodied experience. Using kinesthetics such as Total Physical Response (TPR) or gestures, for example, can explain the core meaning of prepositions (Wang, Fan, 2019), or sketching images can demonstrate the core meaning of prepositions.

Literature Review

Why teaching Grammar?

Grammar education and learning has been a crucial topic throughout the history of the language. No topic in language pedagogy has been more contentious than the role of grammar instruction, but Nassaji and Fotos (2011) are correct when they state that "nothing in the field of language pedagogy has been as contentious" As far as the study of grammar goes, there have been many different schools of thought. The Pre-grammarians believe that learning grammar is the most important thing a student can do in order to produce adequate structures. The Anti-grammarians believe that a student can learn a language just as well through communicative practice as the Grammarists do. The Grammarists are the third school of thought. The Moderate school of thought is somewhere in between. Both the form and the meaning should be taught to students at the same time. (Baleghizadeh and Ghobadi, 2012).

The role of grammar instruction in the field of language learning and teaching has become increasingly accepted by scholars and researchers. If we want English language learners to gain fluency in their target language, Fotos (2004) argues that they must have access to appropriate grammar responses.

Also important is Ellis (2006), who emphasizes that grammar, should not just be taught in the form of grammatical structures, but that it should also be explored for its meanings and purposes.

The effects of task-based language teaching in Grammar

Learning a language through task-based instruction necessitates collaboration among students. Through the use of communicative tasks and activities, it encourages students to interact with one another. Learning the target language in a TBLT context allows students to be free and comfortable with the language. As a result of these activities, students can utilize the target language even if they are unfamiliar with its grammar. Using the Task approach, learners are able to more simply accept the structures and quickly master them. In these situations, students are given the opportunity to work on a project in which they are directly involved, and their sole goal is to complete the project successfully, regardless of how well they deal with grammar. When these procedures are repeated and intensified, students are more likely to quickly and precisely pick up on grammatical structures than they are with more traditional techniques of grammar instruction.

"TBLT enhances learners' confidence by providing them with many of opportunities to utilize language in the classroom without being continuously fearful of making mistakes," says the author (Willis & Willis, 2007).

Students can communicate more freely since tasks take the pressure off of them. When students are under a lot of stress, their communication may become incoherent or they may resort to using their mother tongue. Even if their language is rudimentary, it is preferable to speaking in one's mother tongue.

Kris and Branden created TBLT (2016). Both Prabhu and Long agreed that learning a language should be done via the exchange of ideas, rather than through the study of its form. It is easier for students to learn when they are able to focus on the activity at hand rather than the manner in which it is being performed. Additionally, they believe that language is the only means through which a work can be completed, so students place an emphasis on speaking and writing in a natural way rather than on perfecting their grammar or spelling. To achieve these aims, instructors and pedagogical supervisors must carefully plan and implement assignments that are aligned with school curricula.

Task-Based Language Teaching (TBLT) is a method of teaching languages that involves students in real-world conversation and interaction so that they can gain grammatical knowledge by actually using the language (Van Le, Tuyen, 2014). TBI, a descendant of CLT, was split into weak and strong variants, as had CLT been in the beginning of its development. It is argued that task-supported teaching, a weakened version of TBI, offers students the opportunity to practice communicative use of language elements that are often taught in a grammar-based setting, such as PPP.

Tasks are considered as important units in the planning and delivery of instruction in the strong form, called TBI. This version's tasks are both essential and sufficient in

and of themselves (Ellis, 2003b; Nunan, 2004). TBI, according to Willis (1996), is the answer to the challenges associated with the classic PPP strategy since it creates optimal conditions for the acquisition of foreign languages.

In TBI, learners are exposed to actual spoken and written language in use, given opportunities to apply the language in real-world contexts, and encouraged to process the use and exposure. To satisfy the psycholinguistic and communicative needs of language learners in the twenty-first century, several researchers have proposed TBI as a new language teaching strategy (Long, 2014).

It's not all plain sailing while implementing TBI. To begin, instructors' lack of knowledge of TBI makes it difficult for them to implement the strategy effectively in their classrooms. As a general communication technique, TBI appears out of place in countries where traditional, grammar-based exams are the norm. Because the task effort may improve fluency at the price of accuracy, TBI may also produce a difficulty with linguistic accuracy. Students' reluctance to communicate in English in the classroom is also a problem. The teacher's initial intentions and ideas that learning English implies using it to communicate may be at odds with students' excessive usage of their mother tongue (Richards, 2006; Meas, 2010).

Research Methodology

Sampling. This research is being conducted in Parul University. The sample are the students of diploma from this particular university.

Method. In order to teach prepositions to the students dominoes method is being used. **Game pieces known as dominoes are used to play Dominoes, a tile-based game.**

Interpretation of task

Task-based Techniques for Teaching Prepositions in English Grammar

This section provides an overview of the tasks and instructions that have been offered for the purpose of improving grammar. These activities are best suited for usage in a classroom setting.

As a result, in order to increase their understanding of prepositions, the tasks are examined and efficiently exercised through the following exercises. When it came to teaching prepositions, the teaching modules based on tasks and activities were used. The teacher's function is that of a guide and facilitator, assisting the students in the acquisition of prepositions.

Task1: Newspaper clippings

As part of this work, the instructor would introduce students to various sorts of English prepositions, which he or she may accomplish through the use of audio-visual aids such as video clips or photographs. Afterwards, the instructor would advise the pupils to read over the newspaper clippings that had been prepared and distributed among them by the instructor. On a separate piece of paper, the students should record all prepositions; these should be underlined or indicated in the newspaper clipping as well, as a final step. This is where the instructor serves as a guide and facilitator, assisting the pupils in their learning. Many interactions with the teacher may arise as a result of the students' uncertainty over the prepositions in the sentences. This short activity can assist students in determining whether or not they have a solid understanding of Basic English prepositions.

Task2: Playing the Game of Time Dominoes

Using audio-visual aids, a teacher would explain to students the prepositions of time. With the help of this dominoes game, the teacher can help the pupils grasp the concept of using prepositions of time. Each pair of students should have a copy of the worksheet, which the instructor should cut into dominoes (see Figure 1) as shown.

| | | | | | |
|---------------------------|----|---------------|----|-------------|----|
| Christmas day | in | night | on | 10 minutes | at |
| Friday | in | 9 o'clock | on | 2012 | at |
| 22 nd June | in | noon | on | winter | at |
| my birthday | in | 19:30 | on | the morning | at |
| May 1 st | in | bedtime | on | a minute | at |
| Tuesday | in | half past two | on | 1969 | at |
| 14 th February | in | midday | on | summer | at |
| New year's Eve | in | 7 o'clock | on | May | at |

Figure 1: Samples of Dominos for Conducting Preposition Game (prepositions of time)

Afterwards, each student would be given a shuffled set of dominoes by the teacher, who would then split the pupils into pairs. Afterwards, she should ask the pupils to divide the dominoes evenly. Both students should take turns laying dominoes in front of them. Then, with their dominoes, they should try to match the prepositional phrase with a temporal expression. The pupils should continue to play dominoes until one student has no more dominoes. That pupil would be named the winner of the competition. If a student places a domino that is wrong, they will be penalized by having to reclaim their card and forfeit a turn. If a student is unable to attend, the assignment will be given to the next available participant.

Task3: Playing the game of Place Dominos (invite me out)

Using audio-visual aids like video clips, a teacher or instructor would demonstrate the prepositions of location in this lesson plan. After that, he or she would instruct the students on the game's mechanics and regulations. The teacher can also give students with images depicting the location prepositions. It is possible for him/her to hang the wallpapers in their classroom.

Invite me out. This game's name is "invite me out," as previously stated. For this activity, students play dominoes by connecting prepositions to places and times. Prepositions of time and location are also taught to students when they practice writing invitations.

Each group of four students should have their own copy of the worksheet, which the teacher should cut into domino pieces as shown in Figure 2. The teacher should go over the time and place prepositions in, on, and at before starting the game.

Invite me out

| | | | | | |
|---------------|----|-------------|----|---------------------------------|----|
| 2015 | at | 7 p.m. | on | Saturday | in |
| summer | at | the park | on | the 8 th of July | in |
| 5 minutes | at | midnight | on | Monday morning | in |
| the afternoon | at | the cinema | on | Tuesday afternoon | in |
| winter | at | night | on | Friday evening | in |
| an hour | at | the weekend | on | the 7 th of April | in |
| Paris | at | home | on | Thursday afternoon | in |
| the morning | at | one o'clock | on | the 2 nd of December | in |
| Invite | | Invite | | Invite | |
| Invite | | Invite | | Invite | |

Figure-2 Sample Dominos Games for Teaching Preposition

Procedure of the Task

In the classroom, students should be told that they will play a game of dominoes in which they must match prepositional expressions to places and times, with the goal of removing as many dominoes from the board as possible. Each group of four pupils would be given a set of dominoes with the invitation cards tucked inside. When they have dealt out five dominoes each, he or she will ask them to put the rest face down in a mound. The first player must place one of their dominoes face-up on the table before the rest. By matching up a preposition with a time or location on the domino to the player's left, they must then place one of their own. This is how the players will add dominoes to the board. Both the invite card and an out-and-about request, such as: Would you like to go to a movie on Friday night? are alternatives available to a player who hasn't put one of their dominoes down. If this occurs, the player has two options. As soon as you've done this, you should put the card back into the deck. Instead of using the dominoes at the top, they can try to use one from below. Only students who are unable to put down time or place dominoes are eligible to play Invite Cards. In order to be declared the winner, a player must eliminate all of his or her dominoes first. Afterward, the groups might reshuffle and begin a new game. The dominoes depicted in Figure 2 can be used for this purpose, as shown in the figure.

Conclusion

Task-based approaches and practices are becoming increasingly popular as a means of teaching and learning English in the modern era. Learning grammar, especially prepositions, using standard teaching methods can be tiresome and even challenging for certain students. This is why it's beneficial to use task-based exercises in the classroom to motivate pupils to learn prepositions in English grammar. In this study, the introduction of activities in the form of gaming tasks for students in high school and middle school can considerably stimulate them to understand English grammar and its many prepositions. There are a variety of prepositions in English that can be employed in a wide range of contexts, so learning about them might be a challenge. Task-based teaching strategies can help us overcome this problem by bringing the joy of learning into the classroom and creating a student-centered environment rather than teacher-centered.

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Exploring Task Based Language Learning for Language classrooms

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Abstract

For worldwide linguistic communication, English has become increasingly important. It is no longer the library language of possibilities. A sufficiently high level of English language proficiency and excellent communication skills increase the employment opportunities of students. With the growing importance of English for career development, states and universities have begun offering communication skills courses as part of their general English courses. And, now it is the time to do some innovative teaching practices in order to make learning effective, interesting and sustainable. Following this, the present paper explores Task Based Language Learning method, its structure and some of the suggested ways to design tasks by language experts.

Key Words: Task Based Language Learning, Language Classrooms

Introduction

The goal of English classes is to teach pupils how to communicate in the language. Providing pupils with projects to complete is one method of achieving the learning aim. Painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, making a hotel reservation, writing a check, finding a street destination, and helping someone across a road are all examples of tasks that people do for themselves or for others, whether for free or for a reward. In other words, by 'task,' people mean the countless activities they perform in their daily lives, at work, at leisure, and in between.

Students should be presented to a significant context in which the form or language is employed during the learning process. As a result, learning should be empowered so that kids may express themselves rather than just generate grammatically acceptable sentences. Apart from other significant benefits to attain, such as students' acquisition of self-confidence, sense of initiative, encouragement, and avoidance of continuous bad feelings, it will be able to prompt them to negotiate meanings, change, and re-paraphrase things. "Task-based language training" is one of the most strategic options.

Task Based Language Learning

The concept of "assignment" is an important part of curriculum design, teaching and learning processes, and learner assignment. The curriculum of the task-based approach is analytical. That is, it consists of tasks rather than a set of language elements classified as synthetic. A student-centric approach to second language education is task-based language learning. This is a subset of communication techniques that encourage learners to use real-world target languages to complete meaningful tasks such as Scenarios wherein you may encounter the real world or other activity-based tasks. Most approaches are data driven. Students focus on real problems and express real experiences through language. While these approaches use the subject as a language training tool, the task-based approach uses the resources available to students to complete their work and reach actual results.

Long (1985:89) defines target tasks in his approach to task-based language education, claiming that a target task is:

‘A piece of work undertaken for oneself or for others, freely or for some reward. Thus examples of tasks include writing a cheque, filling out a form, dressing a child, sorting letters, taking a driving test, painting a fence, borrowing a library book, making a hotel reservation, typing a letter, making an airline reservation, buying a pair of shoes, weighing a patient, finding a street destination and helping someone across the road. In other words by ‘task’ is meant the hundred and one things people do in everyday life, at work, at play and in between.’

When these instances are transferred from the actual world to the classroom, the tasks take on a more instructional nature. A learning task is defined as follows:

As a result of comprehending or interpreting language, an activity or action is carried out. Tasks can include drawing a map while listening to a tape recorder, listening to an instruction, and carrying out a command. Language creation may or may not be required. According to Richard and others (1986), a task usually necessitates a teacher describing what constitutes efficient completion of a task. It is said that using a variety of tasks in language instruction improves the enjoyment of language study. It offers meaning to a classroom activity that is more than just language practice for the sake of language practice.

According to David Nunan (2004) TBLT pedagogically has enhanced the following ideas and practices:

- ✓ A need- based approach to content selection.

- ✓ An enhancement of the learner' personal experiences as important contributing elements to classroom learning.
- ✓ An emphasis is on learning to communicate through interaction in the target language.
- ✓ Introduction of authentic texts to the learning situation.
- ✓ Provision of opportunities for learners to focus not only on language, but also on the learning process itself.
- ✓ The linking of classroom language learning with language use outside the classroom.

Moreover, Kohonen (1992) has offered a model that can be viewed as a pedagogical blue print for TBLT and following are some of his points:

- ✓ Encourage the transformation of knowledge within the learner rather than the transmission of knowledge from the teacher to the learner.
- ✓ Encourage learners to participate actively in small collaborative groups.
- ✓ Embrace a holistic attitude towards subject matter rather than a static, atomistic and hierarchical attitude.
- ✓ Emphasize the process rather than the product, learning how to learn, self-enquiry, social and communication skills.
- ✓ Encourage self-directed rather than teacher-directed learning.
- ✓ Promote intrinsic rather than extrinsic motivation.

Ellis (2009) provides a more detailed description in his research article and says that for an action to be labelled a task, it must meet the following criteria:

- ✓ The primary emphasis should be on "meaning," which means that students should be concerned with grasping the semantic and pragmatic meaning of utterances.
- ✓ There should be some kind of 'gap' (i.e. a need to convey information, to express an opinion or to infer meaning).
- ✓ To complete the task, learners should be made to rely substantially on their own resources (linguistic and non-linguistic).
- ✓ Aside from the use of language, the outcome is plainly conveyed.

In his essay, Hendry. J (1994) writes that there is a major line for developing task-based learning.

- ✓ Carefully look back at the learner's linguistic needs and motivations.
- ✓ Development of doctrine practices through communication interactions, oral and written communication both inside and outside the classroom.
- ✓ Must provide a genuine contextualized language.
- ✓ Focus on the learning process.
- ✓ Application of learning strategies and development of autonomy.
- ✓ Integrated development of communication skills.

Task-based learning does not focus on grammar or vocabulary, but rather on helping students develop language strategies to perform assigned tasks within what they know about the target language. This is because the emphasis is on the spontaneous and creative use of language rather than absolute accuracy, and the assessment is based on the outcome of the task.

Phrases of Task Based Language Learning

Pre-task activity. A pre-task phase usually begins with a series of actions. Teachers can introduce topics, give students clear instructions on what to do during the task phase, and help students remember language that may be useful for tasks. Because assignments are meaningful and relevant, students will know why they completed them and how they relate to situations that may occur outside of the classroom. The pre- task phase can also often include playing back recordings of people doing the work. This gives students a clear idea of what to expect. Students can spend time taking notes and preparing assignments in the teacher's guide. In an upper-level classroom where grammar and vocabulary are already introduced, students can ask them to brainstorm the language and linguistic skills they need to successfully complete a task.

Task. Students actively engage and complete tasks in pairs or groups using available language resources, while teachers observe, provide support and intervene when needed. The results of assignments are clear, so both students and teachers know if the assignment was successful. Teachers usually end up in the role of an observer, intervening only when students appear to deviate too far from their assigned tasks.

Post-task activity. Finally, the teacher chooses a language area to practice based on the needs of the student and the outcome of the task. Students then practice to build confidence and write down useful words. Here, students present their work in a specific way. Results can be shared across classes. They can share their stories, videos and posters with their classmates. At this point, the teacher may ask the student to perform a peer assessment, depending on their goals and available time.

Homework assignment. As homework, teachers can ask students to write essays based on shared tasks. They can write reflective articles, self-criticism about what they have achieved and what they have learned. They can write assessments of other members of a group, other group, or project as a useful learning tool. They can submit versions of their projects as if they could work independently and explain why they would do it differently if given the opportunity.

Types of Tasks

N. S. Prabhu has identified three types of tasks: Information-gap Task, Opinion-gap Task, Reasoning-gap Task.

In information gap activities, students exchange information between participants to solve problems. In TBLT lessons, students need to share information within the group to complete the class schedule. In this assignment, the classes can be divided into groups, each group consisting of 34 students. Each group is assigned a topic for collecting data and reports in the class. In addition, you need to ask free-form questions for class discussions and answer questions from teachers about reading textbooks and other related topics. Ultimately, teachers and other classmates will need to score groups based on presentations and reports.

An opinion gap tasks require students to express their personal tastes, feelings, or attitudes in order to complete the task. This is a task for students to practice how to participate in an English debate. For example, a student may encounter a social problem such as high unemployment and be asked to suggest some possible solutions, or may provide advice to a friend who has asked for advice on a dilemma. The teacher prepares playing cards and the students are divided into groups of five. One or two students can be judges. Each member of the group needs to pick up the cards to determine the order of the discussions. Teachers can randomly assign one for-groups to discuss with one against groups. The teacher then prepares the topic for 10 minutes. After all, the best For-groups and Against-Groups are chosen by teachers and students. Your gapped opinion assignment is as simple as a student asking classmates about their favorite and less-favored subjects.

A Reasoning-gap activity requires students to infer some new information by inferring from the information they have already received. For example, teachers can design writing tasks for students to create plot structures. The teacher can show the YouTube clip first, then pause and ask the student to predict what will happen next and write down the end of the story. Once the student has finished writing, the teacher can play the clip to the end. The teacher and student then discuss and compare their predictions and what happened with the clip. Sometimes students are asked to solve a puzzle.

In his book, Prabhu (1987) laid more emphasize on reasoning-gap tasks, because information gap tasks often require one-step information transfer rather than ongoing negotiations, and opinion gap tasks tend to be more open-minded. Reasoning-gap tasks, on the other hand, facilitates a more sustainable investigation of meaning, but is still characterized by the use of some predictable language.

Further, Ellis (2009) suggested two tasks for TBLT i.e. unfocused or focused tasks.

Unfocused tasks are tasks designed to provide learners with general communication opportunities. For example, students need to plan an itinerary to catch a train. Students use their language resources to complete the assignment. According to Loschky and BleyVroman (1993), tasks are designed to provide communication opportunities using specific linguistic elements, usually grammatical structures. For example, the task of identifying the owner of a briefcase left behind in a taxi. Of course, there is no guarantee that the task will generate the grammatical structure intended by the task designer. Ellis (2009) believes that focused tasks, like all tasks, should make sense. For this reason, the characteristic target language for focused tasks is "hidden."

Advantages and Challenges of Task-Based Approach

Task-based language Learning and Teaching helps shift the focus of the learning process from teacher-centric to student-centric. Assignments help learners meet their immediate needs and provide a framework for making lessons interesting and addressing their students' needs. These tasks give students a different understanding of the language as a tool, not a specific goal. The task-based approach is activity-based, which allows students to work in groups and select topics of interest. They design questionnaires, analyze and interpret the data, and finally present the results in the class. Students have a much wider variety of language usages with this approach and are exposed to a wide range of vocabulary phrases, collocations and patterns, and linguistic forms. It can bring the education of abstract knowledge to real-world applications. Use this activity to develop a natural context from the student's experience in a personal and relevant language. This is a powerful communication approach where students spend a lot of time in communication. In this way, students gain the potential to use language meaningfully in real life. It's fun and motivating.

In his research paper, Ellis (2009) suggested that task-based language Learning and Teaching promotes the learning abilities of natural language learners rather than making systematic attempts to teach the language gradually. Task-based education helps encourage students to use the target language positively and meaningfully. The underlying premise of task-based Language Learning is not a practical approach to language teaching, but a foundation for education that is more effective than other language education approaches that stick to ideology.

Moreover, Lin (2009) in his research paper states that the educational benefits of EFL task-based education are numerous. A task-based approach helps learners naturally internalize their language skills and shows them how to solve problems they face in real life.

Conclusion

Hence, it is an obvious observation that Task Based Language Learning and Teaching has several benefits to boost learning process. However, it is to be treated with much caution and handled with expertise by the teachers who would like to try this in their language teaching classrooms.

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The National Education Policy 2020 W.R.T Language Acquisition and the Medium of Instruction: An Analysis

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Abstract

India has always been the pivot for world knowledge and therefore taking the educational system of our country to the next generation and replacing the 34 - year old National Policy on Education (NEP 1986), the New Educational Policy (NEP 2020) aims in bringing out transformational reform catering to the needs and demands of the current times. NEP 2020 holistically discusses all aspects of education and this article aims at providing an insight and analysis of the avenues discussed by it with respect to the medium of instruction, its importance, take outs, its challenges and also points out some areas which, if added , could have provided a better roadmap. The medium of instruction or the language in which education is imparted plays a key role in the success of it .The article discusses the glorious process and consideration put into the formation of the policy with the aim to ensure universalization and equitable quality education. The fact of incorporating early childhood education, multilingualism, interdisciplinary approach and three language formula is applauded and analyzed further in the article to lay its importance in language acquisition and medium of instruction. It also discusses the challenges of textbook and curriculum formation and teacher education in this respect.

Key Words: New National Education Policy 2020, education, reforms, medium of instruction, language diversity, language acquisition, multilingualism, interdisciplinary, teacher education, language, three language formula, economic growth, globalization, human development , gender.

Introduction: The New National Education Policy (NEP2020) aims to bring reforms in the education systems of the country (both in schools and in higher education) to a transformational level. This policy replaced the years old National Policy on Education (NPE), 1986, initiating educational reforms for the twenty first century, most appropriately as per the need and aspiration of the current times of globalization.

It is indeed a visionary education policy with a long sighted aim of capacity building and transforming the learning landscape so as to bring out the capabilities of each

student and meet the long withheld dream to universalize education , not only for economic growth but human development too.

The medium of instruction or the language in which education is imparted plays a key role in the success of it. India is a country wherein language diversity it is an adjacent fact that there is a wide variety of mother tongue. Even in a single apartment in most cities people in each household tend to speak different mother tongues. And most people are also multilingual using different languages for different roles in their lives and different social settings and requirements. Therefore to choose a language which would cater to such a linguistically diverse classroom is a challenge .And therefore a policy that caters as a prism to make the approach and outlook clearer is a hearty welcome. Let's go through the aspects considered in NEP 2020 in this regard and also the aspects which if considered could have found its space in the policy.

The Glorious Process – A Change Much Needed

The National Education Policy 2020 (NEP2020) replaces the 34-year-old National Education Policy (NPE), which was drafted in 1986 and amended in 1992. Humongous changes have taken place in our country during this time including society, the economy, industrial interests and the world at large. Therefore, it is inevitable and much needed to change our mindset and change our policy so that we can strengthen the education sector according to the needs of the 21st century and our people. India has always been the basis of world knowledge and this policy will indeed be seen as the pillars on which India will mark its path towards innovation and world-class quality research.

For a long time education has been treated as a mere means to create human resources, less humans and more resources which can work in the industries. But here's the news! The times have changed and we are living in the world of artificial intelligence and mechanical robots and humans are in no need or required to act as one .They need to be creative, innovative and driven with self-worth and world's goodness. And for this, it was high time we started treating education as more than just a means to prepare human resources but to nurture humans into thinking and creative individuals and meet the true meaning of education that is to fulfill the endless potential of an individual. So it is a welcome change when the Ministry of Human Resources and Development was renamed as the Ministry of Education. Although in Romeo and Juliet, William Shakespeare writes: "that which we call a rose by any other name would smell as sweet", but sometimes the name can set the tone towards the purpose.

The introduction of the Government's New Education Policy has been an unprecedented process that is inclusive, participatory, and comprehensive.

Some Unprecedented Reforms

The entire policy has been effectively structured into four parts apart from introduction. Part I is dedicated to all the aspects of school education, Part II discussed holistically about the higher education, Part III addressed all the other key areas and the Part IV concludes all the aspects discussed earlier through a roadmap of implementation:

Universalization of Equitable Quality Education

Universalization of education and ensuring none of the children in India is left out from getting enrolled and remaining enrolled till they finish their educational journey by 2030 has been the driving force for the NEP 2020 brought and led to its various major reforms. Even for students who have dropped out, the NEP 2020 aims in bringing them back into the mainstream education through open schooling route. The aim to improve the enrolment is not only limited to the school level, but it also proposes setting up of fund to do the same in higher studies. Even the socially and economically disadvantaged groups are put into consideration to ensure equitable, universal education for all.

Universalization of equitable quality education will remain a dream unless proper investment is infused in this sector. Therefore, it is advised by NEP to increase the public investment in the education sector to reach 6% of GDP at the earliest with the collaborative approach of both the Centre and the States.

“The global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 - seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030.”(Pg3 NEP 2020)

Childhood and Language Acquisition

“As research clearly shows that children pick up languages extremely quickly between the ages of 2 and 8 and that multilingualism has great cognitive benefits to young students, children will be exposed to different languages early on (but with a particular emphasis on the mother tongue), starting from the Foundational Stage onwards.” (pg 13, NEP 2020)

It is a well-known fact that children learn languages best in the initial years and during their early age. India is a multi-linguistic country thus if we cater to early childhood education, children can show unprecedented linguistic achievements. As this is the time when their native language is formed. With proper planning and execution, if children have access and exposure to more than one language in this period, they are more likely to end up with more than one native language. This

policy realizes the importance of early childhood and primary education. Early age is that period of life when language can be acquired naturally and effortlessly, especially from birth to early adolescence. After that language acquisition becomes a tedious task. Thus this fact marked its presence in the NEP 2020 thus giving us some roadmap to cash in this opportunity and the biological gateway that our brains provide for language acquisition. Not only NEP 2020 for the first time acknowledged that multilingualism is in fact an asset which has great cognitive significance.

NEP 2020 believes that education must reach for all at each and every level of education from pre- primary to university level. It has replaced the earlier 10+2 system with a new 5+3+3+4 academic structure targeting all the age groups (3-8, 8-11, 11-14, 14-18). The age between 3 to 6 is considered the crucial stage for the development of mental faculties of a child, especially linguistic abilities. Earlier, the early childhood education especially 3 to 6 years remained unaddressed but in this new system, the school curriculum will provide a policy also for the age group of 3 to 6 years which was not covered earlier through any formal structure. Where now even this age group education will have a curriculum and model to adhere to, earlier it was just practiced without any formal structure mostly by the private sector. The new policy has an addition of three years of Anganwadi/ pre-schooling along with 12 years of schooling. This addition of importance to early childhood education (3 to 6 years) can be a great success in terms of language acquisition if catered well with well linguistically equipped teachers with necessary skills and knowledge.

Interdisciplinary Approach and Skill Development

The new policy emphasizes on all aspects of education as per the current needs and understands the interdisciplinary nature of education. Thus it incorporates Foundational Literacy and Numeracy. This foundational principle is a priority and shall be achieved by 2025 as suggested by the education minister while presenting NEP 2020. Also it negates the earlier rigid separation between streams in terms of curricular, co- curricular or academics and thus there is no hard separation between arts and sciences, between curricular and extracurricular activities, between vocational and academic streams. Vocational Education will start with internships from class 6 is also a major step towards skill creation and development. Also in Higher Education curriculum has to possess Flexibility of Subjects. Now with NEP 2020 Various Entry/ Exit is to be allowed with relevant certification in higher studies which will enable an individual to explore through avenues and figure out where one's interest and heart lies. And to facilitate Transfer of Credits, the Academic Bank of Credits is also planned to be established. Also this policy proposes the Setting up of Multidisciplinary Education and Research Universities (MERUs). All these reforms aim to value the importance of varied individual potentials and provide us with a module to felicitate each student to explore their individual interest and potentials.

“recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student’s holistic development in both academic and non-academic spheres” (PG5, NEP 2020)

Students can learn to use and interrelate and make connections amongst the ideas even if it is from different disciplines. None of the discipline can be treated as a secluded entity in this time and age of well-connected and in fact inter-connected living space where we co- exist , thus students must learn to form associations and treat knowledge as knowledge and utilize them irrespective of disciplinary boundaries. It not only deepens their learning experience but also provides better understanding of ways to apply the knowledge gained in one discipline to another discipline by providing a bird’s eye perspective. And to achieve this, collaboration between the educators is much required. Another significant factor which harnesses the learning with clarity is the medium of instruction. If the students are well equipped with the lexicon across disciplines backed by strengthened language acquisition of the language employed as the medium of instruction, it can be a great success with better assimilation of ideas and concepts across disciplinary boundaries.

“Education thus, must move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields” (pg3, NEP 2020)

Medium of Instruction

Medium of Instruction means the language through which education is imparted to students in the different levels of the educational system.

The New Education Policy emphasized that in a creation of a situation where imposition of any language is completely out of question and till Grade 5 , the mother tongue, home language, local language and regional language based instruction will be emphasized so the student’s understanding in their indigenous language is promoted and learning is prioritized over hegemony of any language. This flexibility shall continue preferably till Grade 8 or beyond as suggested by NEP 2020.

“It is well understood that young children learn and grasp nontrivial concepts more quickly in their home language/mother tongue” (pg 13, NEP 2020). NEP 2020 undoubtedly laid stress on the importance of mother tongue as a medium of instruction till Grade5 but it was still required more to address the implementation challenges in the multilingual setting of India. Although it says: “However, at times in multilingual families, there can be a home language spoken by other family members which may sometimes be different from mother tongue or local language”

(pg 13, NEP 2020). This challenge pointed in the policy is quite insightful and leaves us with the window opportunities to discover as to how this challenge would be addressed in execution. The policy also needs clarification on a number of unaddressed issues though. As for the English medium schools, how the mother tongue/local language based education would be implemented when quite naturally we may experience resistance from their existing structure. Often the language used as mother tongue at school is not even the mother tongue of the students; they could be the local language. In such scenario how to address such a multilingual classroom and ensure mother tongue based education or shall we just assume that local language be treated as mother tongue because if that's the case , isn't the purpose behind the cause is lost. The scenarios when both the parents or even grandparents in the exclusive social structure of India may have different mother tongues and the student is using them all. In such a situation where a single student has more than one home language, how does the school language be decided thereof? In scenarios where students are constantly moving from one region of the country to another because of the transferable nature of the job of their parents, the challenge to maintain consistency of their medium of instruction also needs further clarification. Also as the education minister himself emphasized in not imposing any language, how much flexibility and say does the student they have over the chosen medium of instruction? These questions, if not answered, may cause hurdles in the execution of this almost perfect policy. But the policy in itself is a great start and catalysis our minds to discover the solution.

For the question: What language will English-medium schools teach in? The policy says that "This will be followed by both public and private schools." But the most preferred, private schools in India adhering to this principle will remain a challenge and is most likely not to change. The NEP says "wherever possible" local language/mother tongue should be used. Therefore the school is likely to continue teaching in their medium of instruction mostly in EMI or English Medium Instruction and use local language when feasible or provide an excuse of not using it at all. This execution hazard may be a threat towards the execution of an equitable and quality education for all and restraining it only for those who can afford it. Thus the already flawed and disparity in the medium of instruction definitely sees a glimpse of hope in the policy but also leaves a lot of stake in the execution mechanisms to ensure that the principles that are laid in the policy are respected and adhered. . Medium of Instruction is an important factor in ensuring the learning, uniformity, clarity and equability of education.

The policy however well deserves applause for mentions of how the mother tongue can be used as the medium of instruction and the process which may equip us towards getting ready to accomplish it. It says:

1. “High-quality textbooks, including in science, will be made available in home languages/mother tongue.” (Pg13, NEP 2020)

2. “All efforts will be made in preparing high-quality bilingual textbooks and teaching-learning materials for science and mathematics, so that students are enabled to think and speak about the two subjects both in their home language/mother tongue and in English.”(Pg14, NEP 2020)

Note: But here the challenge is how can we cater this mammoth task with the restraint of language experts creating those resources and also considering the multilingualism of India with 23 (including English) scheduled languages and in reality more than 19,500 languages and dialects which are spoken in India as mother tongue as per the latest (2018) analysis of the census by The Registrar General and Census Commissioner, India.

3. “All efforts will be made early on to ensure that any gaps that exist between the language spoken by the child and the medium of teaching are bridged.” (Pg13, NEP 2020).

4. “In cases where home language/mother tongue textbook material is not available, the language of transaction between teachers and students will still remain the home language/mother tongue wherever possible”. (Pg13, NEP 2020)

5. “Teachers will be encouraged to use a bilingual approach, including bilingual teaching-learning materials, with those students whose home language may be different from the medium of instruction.” (Pg13, NEP 2020)

Note :The pertinent question for the point 3,4,5 is that to bridge this gap the integral role lies on the teachers who themselves should be equipped with the medium of instruction as well as the varied mother tongues spoken in a single classroom . Teacher education therefore upholds the responsibility to prepare such skilled teachers. To answer few doubts here NEP 2020 also adds:

5.1 “There will be a major effort from both the Central and State governments to invest in large numbers of language teachers in all regional languages around the country, and, in particular, for all languages mentioned in the Eighth Schedule of the Constitution of India. States, especially States from different regions of India, may enter into bilateral agreements to hire teachers in large numbers from each other, to satisfy the three-language formula in their respective States, and also to encourage the study of Indian languages across the country. Extensive use of technology will be made for teaching and learning of different languages and to popularize language learning.”(pg13, NEP 2020)

5.2 “Teaching duties also will not be excessive, and student-teacher ratios not too high” (pg40, NEP 2020)

5.3 Also the policy mentions Robust and transparent processes for recruitment of teachers and merit based performance.

5.4 “Teacher education is vital in creating a pool of schoolteachers that will shape the next generation.” (Pg 42, NEP 2020).

Note: As the entire implementation of this visionary policy lies on the shoulders of teachers , it is important to strengthen and equip them with best skills and knowledge and this is very much realized in the policy .The Teacher Education - 4-year integrated stage-specific, subject- specific Bachelor of Education as prescribed in the policy should be handled as the best and specialized sector wherein the best minds can be employed and implemented so that they can create even better minds for bringing the future glory of the nation. Teacher education is included in the Single overarching umbrella body for promotion of higher education but it excludes medical and legal education.

While understanding the importance of teacher education, we may consider in the future excluding it too from the umbrella. It can be a perspective worth consideration that since teaching is more of a skill which needs to be practiced and perfected with constant perseverance in the field; it also seems to have been better to set up teacher training integral to schools, colleges and universities in line with the way it is carried out in medical education.

6. “All languages will be taught with high quality to all students; a language does not need to be the medium of instruction for it to be taught and learned well.”

7. “India will be promoted as a global study destination providing premium education at affordable costs thereby helping to restore its role as a Vishwa Guru.”(Pg 39, NEP 2020).

Note: English Medium instruction which is most widely prevalent in India needs to draw the principles from the policy so that the present haphazard execution can be reformed for good.

Multilingualism and the Three Language Formula

The promotion of the Indian language does definitely have a pivotal position in the policy and it understands the significance of multilingualism and corresponds it as an asset for the very first time in the history of policies.

The new National Education Policy (NEP) recommends yet again the three-language formula for the same but this time with a revised and clearer structure.

Now the students will learn three with at least two of them being native languages of India. Although a wave of apprehensions surged after the announcement of the policy, nothing is said about the compulsion of any language, not even Hindi. Thus nothing has been said about Hindi or any other language being compulsory. For example: If a student in Jharkhand is learning Hindi and English, he/she will have to choose to learn another Indian language.

“The three languages learned by children will be the choices of States, regions, and of course the students themselves, so long as at least two of the three languages are native to India.” (Pg 14, NEP 2020)

But this principle of compulsory study of two Indian languages changes from sixth Grade as it says: “students who wish to change one or more of the three languages they are studying may do so in Grade 6 or 7, as long as they are able to demonstrate basic proficiency in three languages (including one language of India at the literature level) by the end of secondary school.”(Pg 14, NEP 2020). This can be exploited by the Private Institutions promoting and adhering EMI or English Medium Instruction, thus the implementation authorities must ensure that the principles laid in the policy is followed to the very root.

Conclusion

This is beyond doubt that this policy will empower the future prospect of the quality of human resources in our country and education. But a large part in its success depends on the execution of it which is itself a mammoth task for a country as vast as India. Everyone working in the mechanism of education in India and are the stakeholders in this regard (which leaves absolutely no one) must work on cohesion and harmony to achieve what is aspired in the policy and lead India to become a “Vishwa Guru” wherein no child loses any opportunity to learn and excel because of circumstances of birth or background.

Reference

https://www.mhrd.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf