

ARTÍCULO RECIBIDO: 21/11/16

ARTÍCULO ACEPTADO: 30/11/18

COMMUNICATION-ORIENTED LESSONS: MOVING FROM COMMUNICATIVE LANGUAGE TEACHING TOWARDS TASK-BASED INSTRUCTION

LECCIONES DE COMUNICACIÓN ORIENTADA: DE ENSEÑANZA DE LENGUAJE COMUNICATIVO HACIA INSTRUCCIÓN BASADA EN TAREAS

Diego Ortega-Auquilla / Universidad Nacional de Educación / diego.ortega@unae.edu.ec

Uvaldo Recino-Pineda / Universidad Nacional de Educación / uvaldo.recino@unae.edu.ec

ABSTRACT

Communicative-oriented language teaching methodologies need to have a central role in the current foreign language education. In fact, language teachers are expected to shift away from traditional language teaching methods that have proven to be ineffective for language learning. Nowadays, a movement, which favors and embraces interaction, communication, and negotiation of meaning, is growing in language education; therefore, pre-service and in-service teachers of English need to be responsive to and become aware of the importance of these key aspects. With these notions in mind, the present article can be seen as a contribution to help language teachers gain an understanding of key theoretical notions related to the emergence of communicative language teaching and its most well-known methods – CLT and TBLT. Additionally, this work analyzed CLT and TBLT as these two language teaching methods are not opposing but in line with the communicative approach. The importance of implementing communicative-oriented lessons into the English classroom was also examined. In this sense, a table made up of specific guidelines was elaborated by using works of leading experts in language teaching and learning. The table is intended to help teachers to be better equipped to design and implement TBLT lessons into the classroom, which may have a positive impact on foreign language learning.

Key words:

communicative classroom, interaction, language teachers, lesson design, tasks

RESUMEN

Las metodologías comunicativas de enseñanza de lenguas necesitan tener un papel central en la educación en idiomas extranjeros. De hecho, se espera que los profesores de idiomas se alejen de métodos de enseñanza tradicionales, las cuales han demostrado ser ineficaces en el aprendizaje de lenguas. En la actualidad, un movimiento, que favorece y acepta la interacción, comunicación, y negociación de significado, está creciendo en la educación en idiomas. Por lo tanto, los profesores de inglés en formación y en ejercicio deben ser receptivos y estar conscientes de la importancia de estos aspectos claves. Con estas ideas en mente, este artículo puede ser visto como una contribución para ayudar a profesores de idiomas a entender de una mejor manera nociones teóricas claves relacionadas a la aparición de la enseñanza comunicativa de lenguas y de sus métodos más conocidos – CLT y TBLT. Adicionalmente, este trabajo analizó CLT y TBLT debido a que estos dos métodos de enseñanza de lenguas no son opuestos, sino que están en consonancia con el enfoque comunicativo. La importancia de la implementación de lecciones comunicativas en la clase de inglés fue también examinada. En este sentido, una tabla compuesta de directrices específicas fue elaborada a raíz de trabajos de expertos destacados en la enseñanza y aprendizaje de idiomas. La tabla está destinada a ayudar a los profesores a estar mejor equipados al momento de diseñar e implementar lecciones basadas en TBLT en el aula de clase, lo cual puede tener un impacto positivo en el aprendizaje de un idioma extranjero.

Palabras claves:

clase comunicativa, interacción, profesores de idiomas, diseño de lecciones, tareas

INTRODUCTION

It is imperative that English as a foreign language (EFL) practitioners have a solid understanding of communicative language teaching methodologies, as they facilitate student language learning. Thus, this paper puts forward an analysis of Task-Based Language Teaching (TBLT), which is known to be a descendant of the Communicative Language Teaching (CLT) (Demirezen, 2011). In this sense, it is pivotal to demonstrate that both of these language teaching methods came from a similar theoretical foundation.

It is worth noting that CLT is viewed as a broad, philosophical approach for language teaching and learning, while TBLT is regarded as a realization of this philosophy at the levels of syllabus design and methodology (Nunan, 2004). One of the greatest differences between these two language teaching methods lies in the notion that tasks play a central role in TBLT as they provide a context that activates the learning process and promotes second language (L2) learning in the classroom (Izadpanah, 2010). Furthermore, research (e.g., Aliakbari & Jamalvandi, 2010; Ruso, 2007) indicates the effectiveness of TBLT in L2 pedagogy. Therefore, TBLT positively impacts language classroom instruction because TBLT emphasizes the use of authentic language through communicative, meaningful tasks aimed at developing L2 effectively and enhancing target language use among students.

With the purpose of gaining an understanding of TBLT, key theoretical information as well as study results, indicating its effectiveness, are to be highlighted. In addition to that, the different types of tasks and the framework of lesson design within TBLT methodology, consisting of three major phases, teacher and student roles, procedural options, and the participatory structure, will be provided and analyzed. As a result, it is expected that EFL instructors will obtain a better picture on how to go about designing and delivering more meaningful and communicative-oriented language instruction. As TBLT methodology provides language teachers with clearer guidelines, especially in terms of lesson design, communication and interaction are more likely to occur in the language classroom. In this regard, it is crucial that language teachers plan and deliver their lessons directed by TBLT rather than their instruction being centered on CLT alone, since it provides general guidelines only and lacks a specific methodological framework to employ it in the classroom.

In the attempt to equip language teachers with the necessary knowledge and tools to implement communicative lessons based on TBLT, a table, which details key information of practical aspects of TBLT methodology, was elaborated as part of the present article. The table created makes evident that this communicative

language teaching method provides a greater variety of learning activities and better overall guidance for teachers than other language teaching methods (as suggested by Cook, 2001). The framework of lesson design and methodological procedures allow teachers to build a language curriculum centered around tasks (Ellis, 2003). By learning about these key aspects, EFL teachers are to be prepared to begin shaping a communicative classroom grounded in TBLT, where students have ample opportunities to actively engage in authentic communication by achieving a goal, performing and/or completing a task.

It is crucial that teachers, from the EFL context, create and implement classroom instruction based on communication and interaction by using teaching methodologies aligned with the communicative approach. This is of great importance since there is empirical evidence indicating that the use of traditional teaching methods (based upon focus on grammar, translation, and teacher-centered) hinder students' command of the English language, especially because of a lack of development of listening and writing skills among students from rural and public schools in Azogues, Ecuador. Moreover, it has been found out that teachers, from the above-mentioned setting, need to improve their pedagogical knowledge or competences to facilitate effective language learning among their students. The shortage of English teachers in the public sector and the lack of meaningful professional development and training on the current, communication-oriented curriculum to in-service teachers are at the center of the previously mentioned issues (Ortega, 2017; Ortega & Aucchuallpa, 2017).

A close look at communicative and contemporary language teaching: CLT and TBLT

The Direct Method, the Grammar-Translation Method and the Audiolingual Method were used in the last decades, and their main objective was to help L2 learners to gain a solid understanding of grammatical structures. In this regard, the aforementioned methodologies were common in the field of foreign language education, which had no positive effects on the development of oral communication among learners due to the fact that they were mainly asked to memorize language points and grammar rules (Diaab, 2016). As a consequence, the Communicative Approach (CA) appeared in the late 1960s, and it was grounded in study results in second language acquisition; its course of action became extended in mid-1970s (Demirezen, 2011). Moreover, the main focus of the CA is on the communicative phase or dimension of a target language. With this notion in mind, the language teaching methodologies, which

evolved from the CA, were as follows: Communicative Language Teaching (CLT), Content-Based Instruction (CBI), and Task-Based Language Teaching (TBLT) (Demirezen, 2011; Nunan 2005).

Demirezen (2011) agreed that CLT evolved from the Communicative Approach. It was firstly introduced as a language teaching methodology in the field of English as a second language (ESL) in the United Kingdom in 1970s. Since the beginning of its emergence, the major goal behind CLT has been to facilitate the development of L2 learners' communicative ability, as it places special emphasis on authentic language use for communication and the use of real-life situations that promote meaningful interaction among language learners, as pointed out by Brandl (2008). It is also paramount to state that two CLT forms or versions are distinguished – its weak version provides learners with plenty of learning opportunities in order to use a second or foreign language for communication along the teaching-learning process. Within this version, meaning-based learning and communicative activities have a central role. With regard to the strong version, Howatt (1984) stated that language learning and/or acquisition takes place by means of communication. Therefore, it is crucial to bear in mind these two versions with the aim of gaining a better understanding of CLT.

It should be noted that language learners are likely to develop their communicative competence through in-class instruction based on TBLT and CLT or when these two language teaching methodologies are combined in the classroom setting. In that regard, Izadpanah (2010) and Richards (2006) have asserted that TBLT can be regarded as an extension of the CLT trend. Additionally, Ellis (2003) observed that the strong version of CLT is represented by TBLT, and its major characteristic entails the use of communicative tasks in the language classroom instruction. These kinds of tasks are major components of TBLT and can be used as units to organize a L2 course (Littlewood, 2004). In addition to that, student-centered approach and authentic communicative purposes for language use are fostered in the TBLT classroom (Izadpanah, 2010); therefore, the main connection between CLT and TBLT is that both of them are centered on communication and interaction.

There are key ideas, regarding the interconnection between TBLT and CLT, that are worth discussing. For instance, according to Nunan (2004), CLT needs to be understood as an overarching language teaching methodology. Notwithstanding, TBLT is acknowledged as an attainment of CLT theory at the moment of designing course syllabus and implementing communicative language teaching methodology in the L2 classroom. Furthermore, scholars (e.g., Richards & Rodgers, 2001) hold the view that TBLT and CLT both are grounded in similar, overarching

principles and that these two language teaching methodologies encourage language teachers to implement communicative-oriented lessons into the classroom, which help language learners achieve learning goals. Littlewood (2004) went on to explain that there are similarities between CLT and TBLT, as language learners' experiences, interests, desires and needs must lead classroom instruction based upon either of these communicative language teaching methodologies.

After the relationship between CLT and TBLT has been highlighted, this paper will now discuss CLT solely and TBLT. This is necessary in order to gain a solid understanding of their premises, characteristics, and principles. Consequently foreign language practitioners will be equipped with the necessary information to better put theory into practice in their classrooms. In this sense, it should be restated that CLT can be viewed as a more general language teaching methodology, whereas TBLT provides foreign or second language teachers with more guidance on how to go about planning and delivering communicative-oriented lessons.

When CLT is analyzed, it is paramount to bring into discussion the major assumptions and principles behind this key language teaching methodology. With regard to assumptions, Ahmad and Rao (2013) and Al-Twairish (2009) stated out that a second or foreign language is acquired when L2 learners take part in the process of communicating in the target language. In addition to that, these authors indicated that in a CLT classroom L2 learning is facilitated when students engage in collaborative learning activities, interaction, communication, and negotiation and sharing of meaning. Moreover, learners need to be provided with plenty of opportunities in which they can use the target language in a creative manner and make errors, as especially the production of errors constitute a normal part of the learning process. In fact, learners should not be afraid to make mistakes in the language classroom.

Concerning the fundamental principles of CLT, it is key to take into account that structure-based teaching methodologies do not provide learners with meaningful and communicative learning opportunities, but CLT does provide opportunities for (second/foreign) language learning. Richards (2006) noted that the six key principles behind CLT are as follows: first, the main focus of language learning is authentic communication; second, a provision of lots of opportunities for trying out what learners know and are able to do is essential; third, a tolerance of L2 learners' is needed as this may be evidence of their communicative competence development; fourth, guidance and personalized attention for helping learners develop both accuracy and fluency; fifth, use of inductive learning for grammar instruction; sixth development and enhancement of the major language

skills is essential. Regarding the last principle, Savignon (1997) commented that within a communicative classroom context L2 learners need to develop effectively their speaking, listening, reading and writing skills. Such development is at the center of the CLT methodology because they altogether facilitate learners to achieve communicative competence.

In order to design and implement classroom instruction based upon CLT in an effective manner, it is crucial to switch away from a teacher-centered classroom to student-centered learning. Therefore, as pointed out by Prasad (2013) identifying students' communicative needs and interests as well as developing such identified needs and interests through meaningful and authentic language use inside and outside the classroom are the fundamentals for effective decision making from a CLT perspective. Furthermore, Prasad (2013) added that in order to do so, foreign language teachers need to implement content into their lessons content that is likely to have relevant connections with L2 learners' interests and lives. In addition to that, it is paramount to help learners embark on the task of personalizing their learning, so that they need to be given plenty of opportunities to perform different tasks with their acquired knowledge and developed skills.

Claims of the effectiveness of CLT and TBLT are well-documented in research studies. Concerning CLT, various authors' research findings (Ahmad & Rao, 2013; Efrizal, 2012; Al-Twairseh, 2009; Mohd et al., 2007) have shown that it helps L2 students enhance their English language skills. It has a positive impact on the development of speaking and listening skills by means of language use for meaningful communication. Furthermore, language classroom instruction based on CLT facilitate students to develop self-confidence and increase their motivation. Greater participation, authentic preparation for every day communication outside the classroom, and development of communication strategies are also encouraged and promoted in the CLT classroom. Consequently, these studies on CLT have revealed that it has several positive effects on students' L2 learning process than traditional language teaching methodologies, such as the Audiolingual Method and the Grammar-Translation Method.

Moreover, there is significant empirical evidence (e.g., Ismaili, 2013; Aliakbari & Jamalvandi, 2010; Ruso, 2007) regarding the positive impact of TBLT on student language learning. Ismaili's (2013) study reported that TBLT provided students with meaningful learning opportunities to make use of the English language at school. Additionally, it was shown that task-based activities enhanced student-student interaction and the speaking ability among the participants. The study participants enjoyed learning the target language and became motivated as a result of

engaging in authentic, real-life tasks within a relaxed classroom context. It was concluded that TBLT lessons create a meaningful and suitable context for L2 learning, and this is conducive to help English students attain communicative competence (Ismaili, 2013).

Aliakbari and Jamalvandi's (2010) research study was conducted to determine how effective TBLT role-play instruction would be to enhance English learners' speaking ability and to what degree this kind of instruction would improve the before-mentioned language ability. The study results indicated that role playing directed by TBLT facilitates EFL students to better achieve oral ability within the EFL classroom context. In another study on TBLT, carried out by Ruso (2007), it was found that task-based activities helped improve student language learning in the classroom. Furthermore, it facilitated English learners to experience better motivation and performance due to the fact that TBLT lessons provided the study participants with multiple opportunities for using and practicing the target language in an enjoyable classroom atmosphere. The participants of the study expressed their satisfaction because TBLT lessons created and added variety to the language learning process, led to the enhancement of L2 performance, and fostered greater engagement and motivation towards EFL learning.

Essential information of task-based language teaching (TBLT)

With the aim of having a clear picture of TBLT, it is essential to take into account definitions of it given by leading scholars in the field of Second Language Acquisition (SLA). For instance, Larsen-Freeman (2000) stated that TBLT is an approach that gives learners plenty of opportunities for using the target language in an authentic, natural, and interactive manner as they try to complete a task; this in turn facilitates understanding and expressing meaning in the L2 classroom. Richards and Rodgers (2001) explained that TBLT is a language teaching approach in which tasks have a central role, because they are the starting point for lesson planning and delivery in the language learning classroom. In addition to definitions behind TBLT, Izadpanah (2010) stated that the popularity of this important communicative language teaching approach lies in the premise that a more authentic language use is fostered when task-based learning activities are incorporated into the classroom setting. With these notions in mind, it is believed that TBLT has provided a different perspective for language teaching and teaching in general. Additionally, Nunan (2004) agreed that TBLT has a major role in current L2 pedagogy, mainly because content is selected through a needs-based approach, communication and interaction alike are emphasized for an effective acquisition of

L2. Language itself and the learning process are at the center of ample learning opportunities in which learners constantly engage in the classroom, meaningful language use is favored along the learning process and it is connected and emphasized to take place beyond the classroom as well.

Along the following lines, key aspects of TBLT are to be analyzed. These aspects refer to the most important principles and purposes behind TBLT, as well as what an actual task is and its varied types of tasks. In addition, its framework for lesson design will be highlighted. This information is intended to help EFL teachers to implement lessons directed by TBLT into classroom practice in an effective manner. The main principles and purposes concerning TBLT will then be examined in this article. With regard to its principles, Nunan (2005) indicated the following: a) in order to help learners move on with greater autonomy and understanding in L2 learning multiple instructional practices are needed, b) learning activities and tasks should be created based on the previous ones to come up with systematic task chains, c) student language learning needs to be maximized by recycling different language points and structures, d) a developmental learning process is needed to build linguistic competences among L2 learners, e) language learning takes place effectively when learners are engaged and use the target language as actively as possible, f) lessons should include grammatical structures and how they are used communicatively, and g) learners should engage in learning opportunities that utilize and foster their imagination and creativity rather than engage in drills and passive practices only as part of their teacher's lesson.

Concerning the rationale behind TBLT, Ellis (2000) stressed based on Willis' 1996 work the following key and well-defined purposes: confidence should be given to learners for using their acquired L2 knowledge and skills, spontaneous or natural interaction is important for L2 students to experience in the classroom. This provides opportunities aimed at learning how alike meanings or viewpoints are expressed among peers. Target language should be employed cooperatively and purposefully, meaningful or relevant interaction which is at the center of the language learning process so that students do not say isolated words or short sentences only. Communication strategies must be implemented in the classroom and employed by L2 learners.

As it was mentioned previously, the term task has a central role in TBLT methodology. In this regard, key notions concerning the definition of task itself and the TBLT varying types of tasks are to be examined in the following lines. According to Izadpanah (2010), from a TBLT perspective the L2 learning process is activated and promoted through the use of tasks in the classroom. As affirmed by Nunan (2004), the central idea,

behind the term task, refers to communicative language use derived from the implementation of tasks in the classroom where greater emphasis is centered on meaning, more than forms or structures. Nunan (2004) further explain that a task within TBLT involves creating, communicating, and practicing in the target language and in a learning atmosphere where sharing meaning is more important than the mastery of grammar. In order to plan and deliver effective TBLT lessons, it is pivotal to learn about the different types of tasks. In this sense, Jost (2003) and Willis (1996) suggested these fundamental tasks, along with examples for each one of them: fact-finding and brainstorming are regarded as listening tasks; ranking, categorizing, and classifying are regarded as sorting and ordering tasks; matching and finding differences are considered as comparing tasks; examining unreal and real situations fall within problem solving tasks; exploring personal or family experiences, describing and narrating past and current events and explaining viewpoints may be utilized as sharing lived experience tasks; ordering and sorting, comparing and contrasting, and problem solving are referred to as creative tasks. With the aim of designing and implementing TBLT lessons effectively, it is crucial for EFL teachers to take into account the above-mentioned information. In this way, their lessons can be comprised of both definite tasks and varied types of tasks in order to activate, facilitate, and promote consistent L2 learning in the classroom.

Putting theory into classroom practice: TBLT lessons

It is imperative to examine the TBLT framework of lesson design, as it provides specific direction and clear guidelines that help EFL teachers to put the theoretical information behind TBLT methodology into practice in the language learning classroom. In addition, if EFL teachers carefully analyze and use the guidelines that make up the framework, they will be equipped with the skills and knowledge to shift away from traditional language teaching methods and embark on creating TBLT lessons in a meaningful manner. The framework was proposed by Willis in 1996, and it is made of these three components or phases: pre-task, main task or task cycle, post-task or language focus. The framework at hand is made up of three phases, which are given in detail below, and it is important to know that the below table was elaborated using Ellis' (2006) work and Willis' (1996) work. Specifically, Willis' (1996) work was used to obtain the information with regard to the TBLT different phases and the teacher's and students' roles and Ellis' (2006) work was consulted to acquire the information needed for the procedural options for each phase in the framework.

Table 1. Classroom framework of communicative lessons: Facilitating

language teachers
to design and implement communicative-oriented lessons based on TBLT.

Phase or Component One: pre-task					
<ul style="list-style-type: none"> • Introducing and exploring the topic itself and the task • Highlighting key words, helpful phrases, and statements related to the topic with the entire class • Helping learners explore and understand the language needed to carry out the task and perform outside the classroom • Providing clear instructions of the assigned task that will be performed in the classroom 					
Roles of the participants					
Teacher <ul style="list-style-type: none"> • Explores the topic 		Learners <ul style="list-style-type: none"> • Write useful vocabulary words and expressions / phrases • Try to gain understanding of the individual task 			
Optional procedures for phase one					
<ol style="list-style-type: none"> 1. Assisting and supporting students in carrying out a task that looks like the proposed main task <ul style="list-style-type: none"> • This procedure is carried out through in-class interactions; here the teacher asks questions for guidance in the achievement of the established task outcome among learners 2. Demonstrating how the task could be conducted <ul style="list-style-type: none"> • Helping students become familiar and employ a strategy or varied key strategies 3. Involving learners in non-task learning activities aimed at facilitating task performance <ul style="list-style-type: none"> • Helping learners lower their cognitive or linguistic burden • Coming up with organized ways or a structured plan pertaining to the task topic • Previewing vocabulary words and key, helpful phrases 4. Supplying L2 students with ample opportunities to plan how to conduct the proposed task <ul style="list-style-type: none"> • Strategic and unguided planning procedures • Emphasis on content itself vs. emphasis on linguistic forms: guided planning • Allocation of time, participation and organization 					
Phase or Component Two: main task or task cycle					
<ul style="list-style-type: none"> • the task is carried out in different grouping configurations, such as in small groups • students negotiate how their report will be done using the things they have learned • students elaborate oral presentations or pieces of writing to share their learnings or discoveries • it also offers L2 students a holistic experience with regard to language use 					
Phase components					
Setting up the Task <ul style="list-style-type: none"> • Students use whatever language they already know and/or are able to master, while they attempt to achieve the task outcome 		Planning <ul style="list-style-type: none"> • It has a central part in the cycle and it comes after the task and before the final report • Students are supposed to work on reports in an effective manner and to take advantage of the given learning opportunities 		Reporting <ul style="list-style-type: none"> • Students report their findings as naturally as possible • KIt provides students with a natural stimulus and an opportunity to enhance their language skills 	
Roles of the participants					
Teacher	Students	Teacher	Students	Teacher	Students
supervises and fosters interaction and communication	perform the assigned task ideally in small groups	acts as a language adviser by providing helpful pieces of advice at all times	get ready to report to peer classmates	has the role of a mediator and provides feedback whenever it is needed	hand in written reports and/or present reports orally

Optional procedures for phase two			
<p>1. Key options and possible decisions taken before task performance begins</p> <ul style="list-style-type: none"> • pressure is set or omitted for task performance • access to input data information is optional • some sort of surprise element is included <p>2. Procedural characteristics</p> <ul style="list-style-type: none"> • spoken or written language that is used for every day communication • spoken or written language that involves formulating and conveying messages • a great variety of opportunities that expose L2 learners to encounter and take risks • varied learning opportunities in which students pay implicit and explicit attention to key linguistic structures through clarification requests and recasts, for instance • common, determined task goals, such as use of L1 during the task performance • use of scaffolding in order for students to communicate in the target language 			
Phase or Component Three: language focus or post-task			
<ul style="list-style-type: none"> • Students are given the chance to reflect on the task • a more detailed study of the specific linguistic features and forms employed during the completion of the task • learners receive meaningful feedback as a whole class • the use and the meaning of lexical items and language forms are examined in a detail and careful manner 			
Phase components			
Examination or analysis		Practical application	
<ul style="list-style-type: none"> • Activities that facilitate L2 students to draw attention to form and to better understand meaning they have explored during the main task 		<ul style="list-style-type: none"> • Practical exercises or activities are centered on key language features that have occurred in previous written communication or in previously studied language. 	
Roles of the participants			
Teacher	Students	Teacher	Students
goes over and examines the task	analyze and talk about characteristics of the text, as well as incorporate new vocabulary words or expressions/phrases	leads practice of unknown lexicon among L2 learners	work on or rehearse the task
Optional procedures for phase three			
<p>1. Repeating task performance</p> <ul style="list-style-type: none"> • Students experience improvements, in terms in language production, when they have the opportunity to repeat a task. For instance, utterances are expressed more clearly and oral production becomes more fluent. <p>2. Reflecting on the task performance</p> <ul style="list-style-type: none"> • L2 learners work on reports, which are presented orally or in writing: <ul style="list-style-type: none"> • writing a summary about the task outcome • making reflections and assessing their task performance • discussing which aspect of language use, namely fluency and accuracy, was given more emphasis along task performance • talking about issues and problems pertaining to communication and interaction • expressing what language was learned out of task performance • making recommendations about what might be enhanced <p>3. Paying attention to structures or forms</p> <ul style="list-style-type: none"> • Going over errors made by L2 students during task performance • Consciousness-raising activities • Practice centered on production and noticing. For instance, using dictation or making a transcript could be implemented in this phase. 			

Note. This table was created by using key information from the works of two leading experts, Jane Willis and Rob Ellis, on second language instruction. Thus, the information regarding the phases of the TBLT framework and the roles of the teacher and students was adapted from Willis (1996) and the information concerning the procedural options for each phase in the framework was adapted from Ellis (2006).

Key remarks and learnings regarding TBLT and CLT to take into account

First and foremost, TBLT is linked to the overarching philosophy of the communicative approach, and it is descendant of the CLT methodology. That is to say, CLT and TBLT are two language teaching methodologies that can help foreign language teachers to elaborate communicative-oriented lessons; therefore, they are interconnected in nature as both of these facilitate and promote L2 learning communicatively. Additionally, they both are grounded in the same principles and have overall characteristics in common (Demirezen, 2011; Nunan, 2004; Richards & Rodgers, 2001). Their most common and important features are as follows: fostering communicative use of the target language among L2 learners, prioritizing student-centered lessons, and identifying and addressing students' needs and interests along the teaching-learning process (Littlewood, 2004).

Secondly, the methodological principles and theoretical concepts behind CLT are essential because of their great importance in current L2 classroom practice. In this regard from a CLT perspective, it is pivotal for L2 students to become engaged in communication and interaction as these two aspects facilitate L2 learning, the use and development of all the major language skills need to be integrated over the course of student language learning, the creative use of L2 should be emphasized and error production should be seen as a natural part in the gradual

process of language learning, student engagement in authentic communicative interactions is essential to take place in the classroom, and the foundation for lesson planning and delivery is based on the communicative needs and interests identified among students (Prasad, 2013; Richards; 2006).

Finally, TBLT goes further than CLT due to the fact that it is recognized as an attainment or accomplishment of CLT theoretical claims at the levels of syllabus and lesson design and, above all, actual communicative language teaching methodology in classroom practice. This key realization, which is evident in the TBLT framework of lesson design, supports and guides language teachers to create a more communicative instructional practice. Consequently, the use of tasks is crucial in the language classroom, as they activate and promote student learning and help elaborate language curricula based on interaction and communication (Izadpanah, 2010; Nunan, 2004; Ellis, 2003). Therefore, the above-mentioned TBLT framework provides teachers with detailed guidance or specific guidelines to facilitate and promote students' language learning, which is more likely to take place when the pre-task, main task, and post-task phases are implemented successfully into classroom instruction. Moreover, when language teaching is based on using TBLT, teachers elaborate and implement effective task-based lessons. In fact, these kinds of lessons need to be the foundation for current L2 curricula with the aim of fostering effective student language learning worldwide in the 21st century.

CONCLUSIONS

In language classrooms, it is paramount for teachers to be up to date with the new trends in L2 pedagogy and implement the most effective teaching practices. In this regard, language teachers can better help their learners get the most out of in-class lessons and undergo meaningful, positive language learning. These, in turn, facilitate the enhancement of foreign language proficiency among (English) language students at different educational levels.

In this respect, the information highlighted in this paper is fundamental towards facilitating language teachers to gain a solid understanding of CLT and TBLT and their alignment with the communicative approach. The former provides overarching principles, notions, and concepts for an effective communicative classroom practice, whereas the latter provides specific methodological procedures and lesson design guidelines that aid teachers in building a more communicative and interactive classroom.

By having EFL teachers become confident with the framework of lesson design within TBLT methodology, by means of the crucial information and the table included in this paper, they are to be empowered to shift away from dominant, traditional language teaching. Consequently, with the aid of all the components of the table, language teachers will find it less difficult to know how to go about designing and implementing communicative-oriented lessons based on TBLT.

All in all, it is essential to take into account that these two key language teaching methodologies, CLT and TBLT, have an important role in contemporary foreign language instruction. Thanks to the creation of the TBLT framework of lesson design, foreign language teachers have specific guidelines in order to craft authentic communicative classroom instruction. Within the context of a communicative classroom, language students can experience relevant, meaningful learning experiences that help them create their own understanding in the target language within and beyond the school setting.

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