

Overcoming Challenges of Teaching English as a Foreign Language in Technical Classrooms: A Case Study at TVTC College of Technology

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Abstract : The perception of the whole process of teaching and learning is undergoing a drastic and radical change. More and more student-centered, pragmatic, and flexible approaches are gradually replacing teacher-centered lecturing and structural-syllabus instruction. The issue of teaching English as a Foreign language is no exception in this regard. The traditional Present-Practice-Produce (P-P-P) method of teaching English is overtaken by Task-Based Teaching which is a subsidiary branch of Communicative Language Teaching. At this juncture this article strongly tries to convey that - Task-based learning, has an advantage over other traditional methods of teaching. All teachers of English must try to customize their texts into productive tasks, apply them, and evaluate the students as well as themselves. Task Based Learning is a double edged tool which can enhance the performance of both the teacher and the taught. The sample for this case study is a class of 35 students from Semester III - Network branch at TVTC College of Technology, Adhum - Kingdom of Saudi Arabia. The students are high school passed out and aged between 19-21years. For the present study the prescribed textbook Technical English 1 by David Bonamy was used and a number of language tasks were chalked out during the pre- task stage and the learners were made to participate voluntarily and actively. The Action Research methodology was adopted within the dual framework of Communicative Language Teaching and Task-Based Learning. The different tools such as questionnaires, feedback and interviews were used to collect data. This study provides information about various techniques of Communicative Language Teaching and Task Based Learning and focuses primarily on the advantages of using a Task Based Learning approach. This article presents in detail the objectives of the study, the planning and implementation of the action research, the challenges encountered during the execution of the plan, and the pedagogical outcome of this project. These research findings serve two purposes: first, it evaluates the effectiveness of Task Based Learning and, second, it empowers the teacher's professionalism in designing and implementing the tasks. In the end, the possibility of scope for further research is presented in brief.

Keywords : action research, communicative language teaching, task based learning, perception

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