



Using TBLT on Teaching Listening in Zahedan

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Abstract

This qualitative study aimed to investigate the perceptions of teachers regarding the impact of Task-Based Language Teaching (TBLT) on teaching listening skills. The research was conducted with 20 instructors, comprising 14 males and six females, with an average age of 32 years, who were interviewed using a structured questionnaire that consisted of four fundamental questions. The following results indicated that TBLT significantly impacted teaching listening skills. The findings revealed that TBLT provided a practical framework for teaching listening skills, allowing students to communicate authentically. The instructors reported that TBLT helped students develop their listening skills by providing opportunities to practice listening in different contexts and situations. Moreover, TBLT encouraged students to use their existing knowledge and skills to solve real-life problems, enhancing their motivation and engagement in learning. The instructors also highlighted the importance of task design in TBLT. They reported that well-designed tasks could facilitate the development of listening skills by providing students with clear goals, instructions, and feedback. Additionally, the instructors emphasized the need for appropriate assessment methods in TBLT, which should align with the learning objectives and provide students with opportunities for self-reflection and improvement.

Overall, the study revealed that TBLT is a practical approach to teaching listening skills, as instructors acknowledged that TBLT provides students with opportunities to engage in authentic communication and problem-solving. The findings revealed that TBLT significantly and undeniably impacts teaching listening skills.

Keywords: Listening, TBLT, Teachers' Perception, Stages of TBLT, Teaching Listening

Introduction

Language is used to communicate and share feelings, thoughts, and ideas. Also, Researchers indicated that Language is essential for personal continuity and advancement as a human being. Communication tool (Language) is the consequence of cultural background. Language is shaped as an arrangement that accommodates phonetics, grammar, and vocabulary. (Patel, 2008)

Teaching the English Language is a complicated process that has an undeniable role in students' learning process. In order to achieve educational goals, teachers should proceed based on the proper approaches and methods. (Celce-Murcia, 2014)

The instructor directs the classroom and teaching process using various resources and valid content. The purpose of the teaching process is to improve understudies' performance. (Chien, 2014)

TBLT stands for Task-Based Language Teaching; various ways to teach English exist. TBLT is considered one of the best ways to teach English to understudies in the real world. TBLT can elevate understudies' skills by utilizing Technology and various activities. (Chong & Reinders, 2020)

Nowadays Role of the English Language and the issues of English language teaching for instructors, which are related to understanding the methodologies and strategies, are getting crucial. (Wiryachitra, 2002)

TBLT has various techniques and strategies for all English language skills, which could be used to facilitate the teaching process and reduce understudies' struggles and teaching problems. (Huang, 2016)

The four essentialities in the English Language are Reading, writing, listening, and speaking; if a skill is ignored and needs to be taken seriously, understudies will face shortcomings, which makes it able to affect the teaching process. Listening is a skill that gets less consideration, and Its value needs to be consistently underestimated in acquiring Language. Also, Listening plays a crucial role in acquiring Language. (Sadiku, 2015)

TBLT's focus reflects on all aspects of the Language, and it has a crucial impact on listening skills which is the underestimated skill among the four essentialities of the Language. (Kord, 2022) Instructors need to concentrate on listening skills in the teaching and learning process. It claimed that instructors would only listen to skills in the classrooms if they were required to be

tested.(Syafii, 2020)

Koichi (2002) states, "Teachers do not have the specific notion that listening should be integrated with other skills, i.e., speaking, reading, and writing. When real-world communication is examined, humans never finish verbal communication appropriately without doing something after listening. For example, when we have a conversation with someone, we have to respond to him or her. It is never just one-way communication" (p. 5).

Listening skill is associated with other language skills; elevating listening skill could expand the understudy's performance in other skills. (Renukadevi, 2014)

Research reliably indicated that listening comprehension shifts and variability are vital indicators of perusing the English Language and developing reading comprehension and writing skills. (Kim & Pilcher, 2016)

Listening

The ability to listen and utilize it as a crucial skill has yet to be addressed, while it is the most needed skill in daily transmission. The capability of listening to an individual and replying accurately must be taught, like all other language skills. (Kavaliauskien, 2008)

Listening, the fundamental language skill, the most rudimentary language skill, is consistently linked and interrelated and intervenes with the other language skills. In acquiring the English language, Listening is the most critical part of communication because it is the key to getting a relevant and meaningful answer. (Renukadevi, 2014)

Humans spend most of their communication time using listening skills. It claimed that at least 45% of the communication time is spent listening. This statistic is even higher in the classroom; studies indicated that students spend 60-70% of their time listening. (Djabborova, 2020)

Listening and Hearing: It is necessary to demonstrate the difference between Listening and hearing; hearing is purely physiological matter, simply implying the activation of auditory sensors by sound waves. Listening is a cognitive skill, considered a mental and analytical activity that focuses on the overall message. (Norbert, 2000)

Listening Process: Listening skills are a contextual communication act in a social environment.

The listener can exclusively resolve listening qualities based on situational listening actions. (Adelmann, 2012)

Listening is a complicated, intuitive handle where audience members effectively decipher what they are conscious of and hear. It could be clarified from the schematic aspect, which includes the association between the background knowledge and the information as of now they are obtaining. (Skillet al., 2009)

Listening Strategies: Strategies of listening skills are approaches and methods that link the apperception and remembrance of listening straightforwardly.

Top-down: Top-down strategies are based on the auditor. Listeners focus on the framework, background knowledge of the subject matter, the circumstances, the Language, and the format of the content.

Bottom-up: Bottom-up strategies are based on the context; It claims the listeners focus on the message of the Language; it consists amalgamation of grammar, words, and sounds, which creates a message. (Babita, 2013)

TBLT

Task-based language teaching (TBLT) is an academic method that focuses on communication and using a set of appropriate tasks as a tool for teaching language more effectively in classes. TBLT focuses on using Language accurately and requiring students to answer purposeful tasks utilizing the Language. (Pavel, 2013)

Teachers' Perception: Teachers' perception is indicated based on the fact that they consider TBLT as an approach based on utilizing assignment as the core unit of arranging and teaching the target language. It also reflects on the teaching process as challenging accountability; the instructor will face different undergraduates, but using the same assignment with step-by-step action could offset the number of shortcomings and significant problems that the instructor faces in the classroom. (Thi & Cao, 2004)

The instructor has various teaching roles based on the TBLT method. The instructor must be

a facilitator; the instructor should teach understudies by using proven techniques. The instructor must be creative; the instructor should utilize related pictures, audio files, and Technology in the teaching process. The instructor should be the designer, the instructor who designs various and valuable tasks based on the needs and level of understudies. (Iverson, 2019)

Stages of TBLT: According to Ellis (2019), TBLT depends on the activity of the students and their responses to the tasks. Based on the evidence of previous research, there are three stages for TBLT; Pre-task, the task, and Wrap-up.

Pre-task: Pre-task refers to tasks used for the student's initial acquaintance with the subject. Instructors use this task to present the lesson to the students and consider it a preparation activity.

Task: The task refers to the main activity, which assesses students' performances individually and in groups. In this process, learners maximize their learning opportunities after doing activities with planning and reporting.

Wrap-up: Wrap-up (post-task) refers to a phase after the main activity or task. In this stage, the instructor tries to provide appropriate feedback based on the student's performance, level of interaction, and partnership.

Teacher's role: Based on the TBLT, instructors are mentors for the learners, and their primary role is to pick out practical tasks for the teaching process. Besides that selecting tasks based on the subject, educators must prepare learners to step by step regarding their responsibilities and how constructed assignments should be done. (Hismanoglu & Hismanoglu, 2011)

Teaching Listening

In teaching listening skills, instructors must arrange students by using specific strategies such as top-down or bottom-up and giving students tasks that improve students linking ability and examine how much students have comprehended. (Celce-Murcia, 2014)

Using Technology: Nowadays, utilizing Technology and communication devices is a fundamental instructing theme. For successful instructing and expanding the proficiency of understudies within the classroom, instructors can utilize pictures, games, songs, and educational

recordings that apply to the lesson's subject. (González-lloret & Ortega, 2011)

Spy: In teaching listening skill instructor should watch students, analyze the behaviors and looks of understudies, and be able to recognize students who can compose the response while listening to the audio file. This makes the instructor realize the capacity of his understudies and clarify them based on their level. (Nunan, 2004)

Songs: Utilizing songs in teaching listening skills can have a crucial impact on students' performances. Also, based on previous investigations indicated that songs create relaxation and make students feel safe in the classroom, the songs make the classroom more pleasant, and this leads to incrementing students' activity in the classroom. The instructor could utilize a song whose topic and subject are related to the audio file of the lesson. (Skills & Learners, 2006)

Statement of the problem

Listening skill has not been taken seriously in classrooms, emphasizing that educators were focusing more on other subjects, and the teachers' focal point for the course has always been the students' performance in the final assessment; This factor has caused students to perform poorly in this skill.

Considering the role of the Teacher in the classroom and his ability to use various methods, listening skills can be significantly expanded.

TBLT is an established and applicable teaching method that utilizes in the classroom, and teaching based on this method makes students more interested in the subject and advances their performance in this skill. Teaching based on the TBLT method and using different tasks and various assignments make students more involved in the learning process, and this is the driving factor for a developing instructor's ability to teach listening sufficiently.

Research Question

To what extent does TBLT impact teaching listening skills?

Research Hypothesis

There is not any significant relationship between using TBLT and improving teachers' performance in teaching listening skills.

Research Methodology

The methodology for the research study is qualitative. Qualitative data has been collected by utilizing four fundamental questions about TBLT in the form of an interview with twenty selected instructors in Zahedan.

Participants

Twenty male and female (14 Male & 6 Female) educators of the English language have been recruited. These educators were interviewed as the selected community. Their average age was 32 years old, the oldest participant was 51 years old, and the youngest was 23 years old.

Instruments

The data collection instrument utilized in this study was a structured questionnaire consisting of open-ended questions. The questionnaire aimed to gather information on the teachers' perceptions of the impact of TBLT on teaching listening skills, the factors contributing to its effectiveness, and the challenges encountered during its implementation. The interviews were conducted face-to-face, recorded as an audio file, and transcribed accurately. The results obtained from the educators' responses were fully generalizable.

Data Collection Procedure

The method of data collection involved conducting structured interviews utilizing a structured questionnaire. The questionnaire comprised open-ended questions that centered on the teachers' viewpoints regarding the influence of TBLT on teaching listening skills, the factors that facilitated its effectiveness, and the obstacles encountered during its implementation. The interviews were carried out in person, recorded as audio files, and transcribed meticulously. The outcomes derived from the responses of the educators are entirely transferable.

Four constitutional questions of the interview are as follows:

Question One: Have you ever taught based on the TBLT method?

Question Two: Is TBLT effective in listening skill strategies?

Question Three: What effect will the use of the TBLT method have on the listening-teaching process?

Question Four: To what extent can Technology be used to teach listening skills based on the TBLT?

Data Analysis Procedure

The data were analyzed using thematic analysis, identifying patterns and themes in the teachers' responses. The audio recordings were transcribed accurately. The themes were reviewed and refined through research discussions until a consensus was reached. Thematic analysis was used to identify key themes related to the teachers' perceptions of TBLT in teaching listening. The analysis of the collected data indicated that TBLT is a creative and impactful approach to teaching listening skills, according to the perceptions of 20 instructors who participated in the study. TBLT effectively taught listening, and the findings indicated that it significantly impacts teaching listening skills. The elicited data also identified factors that facilitate the effectiveness of TBLT in teaching Listening.

Results of the Study

Question One: Have you ever taught based on the TBLT method?

Respondent A: No, I have never taught based on this method; my teaching method has been a traditional method since the beginning of my professional career as an instructor.

Respondent B: Yes, I teach based on this method; In Sampad schools, according to the facilities at my disposal, I can teach based on this method, but I have yet to teach based on this method in other schools.

Respondent C: Yes, I teach based on this method; I try to advance the teaching process according to this method by using various instruments.

Other respondents' answers are similar; Eleven educators answered the same as the second respondent, Five educators gave the same answer as the first respondent, and two educators gave the same answer as the third respondent.

Thirty percent of instructors in Zahedan have yet to teach based on TBLT. Sixty percent of instructors teach only in special schools based on this method. Ten percent of the instructors always teach based on this method.

Result: TBLT is a creative approach that has got expanded.

Question Two: Is TBLT effective in listening strategies?

Respondent A: TBLT is an effective method for listening strategies. It supports different strategies, such as monitoring performance while listening, using keywords for topic identification, and asking for clarification.

Respondent B: TBLT is a method that can be effective for listening skills and its strategies, but according to the conditions and facilities of the classroom, teaching based on this method becomes more challenging.

Respondent C: Nowadays TBLT method is essential in teaching because of various tasks and specific learning objectives in listening skills, using different strategies, and assigning tasks to teachers.

Other respondents' answers were similar; Nine educators had the same answer as the first respondent. The answer of four educators was similar to the second respondent. The answer of four educators was similar to the third respondent. Fifty percent of educators assure the TBLT method affects listening skill strategies undoubtedly.

Twenty percent of educators believe it is practical but challenging to implement. Twenty percent believe that using this method is a necessity today.

Result: TBLT is an impactful approach to listening strategies.

Question Three: What effect will the use of the TBLT method have on teaching Listening?

Respondent A: Listening and speaking skills are more prominent nowadays, and instructors should focus more on these skills for teaching the English language significantly; The TBLT method affects the teaching process by using various and different tasks for each part of the teaching process and involving the students.

Respondent B: By using the TBLT method, concerning the use of related images, videos, and songs in the direction of education, instructors could elevate the students' listening skills in many dimensions. This variety of tasks and classroom activities in the teaching process for the teachers is beneficial.

Respondent C: Through a step-by-step approach, the TBLT method aid teachers in teaching listening skills accordingly, and this teaching improves the execution of students. The answer of other respondents was similar.

Result: One hundred percent of the respondents agreed on the effectiveness of TBLT in teaching Listening.

Question Four: To what extent can Technology be used to teach listening skills based on the TBLT?

Respondent A: Technology in teaching cannot be limited to the classroom; The Teacher can transfer the lesson materials designed based on this method to the students in online study groups.

Respondent B: The use of educational materials in the classroom using Technology could differ according to the school.

Teaching based on TBLT is still challenging because it utilizes various tasks and contents despite its effectiveness.

Participant C: Today, humanity is faced with the widespread use of Technology in different parts of life; its utilization in teaching based on the TBLT method could end up improving the performance of understudies;

In teaching based on TBLT, the educators fully involve the students by emphasizing the pre-test and post-test processes and using pictures and songs.

Result: TBLT significantly has an undeniable impact on teaching listening skills.

Discussion

According to Lai & Li (2011), TBLT has to persuade instructors' concentration in the past 30 years and constantly attended to the educator's performance in the teaching process based on the needs and considered factors.

The elicited data of this study indicated that the use of the TBLT method in teaching has got

expanded; Carless (2012) claimed it had been proven that TBLT is a creative method that has expanded; by utilizing this teaching method, instructors prepare understudies to apply language skills in real life situations.

The findings of this study indicated that TBLT is an effective method that impacts listening strategies. Maghsoudi (2017) considered that TBLT significantly improves understudies' listening skills by using various tasks. It has a crucial impact on listening strategies which leads to realizing the instructor's performance in teaching.

It is also found that instructors believe in the effectiveness of TBLT in teaching Listening; Nunan(2004) revealed that TBLT affects the teaching process by utilizing pre-task, during-task, and post-task activities, which is significantly effective in teaching language skills.

Based on the evidence of the study, instructors believed that using TBLT in teaching listening has a relationship with Technology; this goes in line with what Chong and Reinders (2020) revealed about using Technology, which acknowledged that Technology plays a crucial role in the classrooms of the 21st century. The use of Technology could directly affect the teaching process.

Understudies in the study appealed that utilizing materials in the teaching process elevates the educator's role in the classroom; Woottipong (2014) revealed that utilizing different materials in the teaching process also modifies the role of the instructor. The educator's role has altered from facilitator to observer.

Conclusion

Based on the qualitative data collected through interviews with 20 instructors, it is clear that TBLT is an approach to language teaching that focuses on using Language for communication. TBLT could be a highly impactful method when it comes to teaching listening.

TBLT has a significant impact on the process of teaching listening skills. The result of this study indicates that TBLT is an expression of creativity, and it has expanded widely. Also, the evidence of previous research has confirmed it. The findings also reveal that TBLT is an impactful approach to listening strategies with meaningful and challenging tasks.

Moreover, the study reveals the effectiveness of TBLT in teaching listening, which empowers

teachers by fostering autonomy and promoting self-efficacy in their language teaching.

Overall, the evidence suggests that TBLT represents a practical approach to teaching listening skills. The study showed that TBLT is a successful and innovative method for teaching listening skills, as reported by the 20 instructors

who took part. The approach was found to be effective in enhancing listening abilities and had a considerable impact on the teaching process.

Furthermore, the evidence of this study is consistent with prior research studies that demonstrate TBLT's value as a language teaching method, as it assists instructors in enhancing the teaching process in various ways.



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