

PRINCIPLES OF TASK-BASED COURSE DESIGN FOR A ZULU SECOND LANGUAGE COURSE ON SOCIALIZATION FOR BUSINESS PEOPLE

BY

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DECLARATION

I, the undersigned, hereby declare that the work contained in this thesis is my own original work and that I have not previously in its entirety or in part submitted it at any university for a degree.

ABSTRACT

The concept of exploring principles for designing a Zulu language learning course for business people stemmed from the need that there is not enough course material available for learners wanting to learn a second language. The preliminary component of the thesis is based on the theoretical framework for language learning theory advanced by Noam Chomsky, which is theory-driven and derives from an in-depth analysis of the properties of languages in an effort to determine the highly abstract principles of grammar.

This study reviews the different definitions of second language learning and teaching employed by various linguists, for example, Cook, Odlin and Sharwood-Smith. It presents the different kinds of grammar explored in the analysis of a second language. Following the discussion of principles of grammar, a broad definition of the term 'universal grammar' (UG), is explored and how this UG model relates to views on teaching of Zulu, is identified.

The thesis demonstrates the relation between second language learning and language teaching and the influence that UG has on language teaching. It will be argued that the theory of Chomsky and the knowledge of second language acquisition is suitable as a framework for language teaching because it incorporates the essence of second language learning that may be useful to a second language educator.

Finally, this study will present the principles of task-based course design which will be followed by a discussion of the types of syllabuses required for the construction of communicative Zulu tasks.

It is hoped that the conclusions arising from this study will assist in the development of research material and teaching aids for second language Zulu task-based courses, thus providing the field of second language teaching with efficient and successful language teachers and researchers.

OPSOMMING

Die konsep van die ondersoek van beginsels vir die ontwerp van 'n Zulu taalvaardigheidskursus vir sakemense het ontstaan uit die behoefte aan gepaste onderrigmateriaal vir Zulu-tweedetaal onderrig aan die sakemense. Die aanvangskomponent van hierdie tesis is gegrond op die teoretiese raamwerk vir taalaanleer soos voorgestaan deur Chomsky. Die Chomskiaanse teorie van taalkennis is ontwikkel uit 'n in-diepte analise van die eienskappe van taalkennis ten einde die hoogs-abstrakte beginsels van taal te bepaal.

Die studie bied eers 'n oorsig van verskillende definisies van tweedetaalleer en –onderrig soos aangewend deur verskillende taalkundiges soos Cook, Odlin en Sharwood-Smith. Daar word 'n bespreking gegee van die verskillende sieninge van die aard van grammatika in tweedetaalonderrig. Na die bespreking van die beginsels van grammatika-onderrig in tweedetaalleer en –onderrig word die implikasies van die Chomsky se Universele Grammatika benadering beskou vir die tweedetaalonderrig van Zulu.

Die tesis ondersoek ook die verband tussen tweedetaalleer en –onderrig en die invloed wat Universele Grammatika op taalonderrig het. Daar sal aangevoer word dat die UG teorie van Chomsky en die verband daarvan tot tweedetaalonderrig gepas is as 'n raamwerk vir tweedetaalonderrig omdat die essensiële beginsels van tweedetaalleer wat bruikbaar kan wees vir die taalonderrigpraktisyn.

Die studie sal, laastens, die beginsels van taakgebaseerde kursusontwerp ondersoek, wat gevolg sal word deur 'n bespreking van die tipes sillabusse benodig vir die konstruksie van kommunikatiewe take in Zulu.

Die gevolgtrekkings wat voortspruit uit hierdie studie kan bydra tot die navorsing van tweedetaalonderrig vir Zulu en die ontwerp van taalonderrigmateriale vir taakgebaseerde kursusse vir Zulu. Hierdeur kan 'n bydrae gemaak word tot die lewering van bekwame navorsers en taalonderrigpraktisyns vir Zulu tweedetaalonderrig.

IQOQA

Umqondo wokuhlela izifundo zesiZulu zomabhizinisi wavezwa isidingo esikhombisayo ukuthi akukho obekulotshiwe maqondana nabafundi bolimi lwesibili. Ingxenye yokuqala yophando igxile esakhiweni senqubo lwazi yokufunda nokufundisa ulimi lwesibili eyaqhutshwa nguNoam Chomsky, eqhutshwa yinqubolwazi futhi isukela ocwaningweni olunzulu zezilimi emizameni yokuthola imigomo enzulu yohlelo lolimi.

Lolu cwaningo luhlola izincazelo ezehlukene zokufunda nokufundisa ulimi lwesibili ezisetshenziswa abahlaziyilulimi esingabala kubona, uVivian Cook, Terence Odlin kanye noSharwood Smith. Lwethula izinhlobo ezehlukene zohlelo lolimi ezihlolwa ekucwaningweni kolimi lwesibili. Kulandela izingxoxo ngemigomo yohlelo lolimi, incazelo ebanzi yetemu 'Universal Grammar' (UG) iyahloliswa nokuthi lemodeli ye-UG isetshenziswa kanjani esiZulwini.

Loluphando lukhombisa ubudlelwano phakathi kokufundwa nokufundiswa kolimi lwesibili nomthelela omuhle kumbe omubi we-UG ekufundiseni ulimi. Kuzobhekisiswa ukuthi inqubolwazi kaChomsky nolwazi lokufunda ulimi lwesibili kulungile yini ukuba yisakhiwo senqubo yokufundisa njengoba luhlanganisa ingqikithi yokufundisa ulimi lwesibili okungenzeka ukuthi ayijwayelekile kumfundisi wolimi lwesibili.

Okukugcina, lolu cwaningo luzokwethula imigomo yezifundo ezihlelelwe phezu komsebenzi othile kuyolandelwa ukuxoxisana ngezinhlobo zamasilabhasi ezidingekayo ukuhlanganisa imisebenzi yesiZulu yokuxhumana.

Kuyathembakala ukuthi iziphetho eziyovuka kulolucwaningo ziyosiza ekuthuthukisweni kwezinto eziwusizo ophandweni kanye nezinsiza kufundisa zolimi lwesibili zezifundo ezihlelelwe phezu komsebenzi othile wesiZulu, kanjalo bese ziletha kulendima yokufundisa ulimi lwesibili othisha nabacwaningi abawenza ngempumelelo umsebenzi wabo.

DEDICATION

This dissertation is dedicated to my dear father, late Mr. Abichand Gokool, whose love and encouragement will always be remembered.

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CHAPTER 1

INTRODUCTION

1.1 INTRODUCTORY PERSPECTIVE

Language teaching and learning is a study field which is centrally concerned with language education and literacy in terms of the language competencies and abilities that people must acquire for effective social and economic participation in the modern world. The field of language teaching and learning has developed over the past decade within the various theoretical frameworks of applied linguistics, specifically developments as regards educational linguistics. The field of second language learning and teaching is specifically concerned with the crucial considerations as regards the learner's acquisition or learning properties and strategies in the process of learning a second language. In addition, the field is concerned with the skills and techniques that can be applied by the teacher in developing successful language courses, including syllabuses and teaching methods.

1.2 A BRIEF DESCRIPTION OF THE THEORETICAL FRAMEWORK

This dissertation focuses upon three areas, namely: theoretical assumptions on second language learning and second language teaching and the principles of a task-based course design and a design of a Zulu course for second language learners. The study of the theoretical assumptions entails an examination of the proposed theories based on the work of Noam Chomsky. The theoretical framework for the description of second language learning and teaching adopts a Chomskyan approach which is theory-driven and derives from an in-depth analysis of the properties of languages in an effort to determine the highly abstract principles of grammar.

My intention in this dissertation is to equip language teachers with the necessary expertise to design and manage successful second language programs for Zulu. In the field of education numerous language planning and policy documents have emphasized the need to develop good syllabuses and effective methodology for especially teaching Zulu as second language. To achieve this goal language teachers should equip themselves with the required subject knowledge which constitutes an essential foundation for effective second language teaching. The fully-fledged definition of second language will be outlined in chapter two.

1.3 CONCLUSION

A short explanation of the content of the respective chapters of this dissertation now follows. Chapter two has two aims: firstly, a broad definition of second language acquisition. This definition starts detailing the different kinds of grammar. It then covers the ever popular Universal Grammar components, where the principles and parameters are outlined. The second aim is to examine the relation of second language learning theory to language teaching.

Chapter three contains a discussion of the defining characteristics of task-based course design as proposed by Breen. The aim of this chapter is to arrive at which tasks and syllabuses are most appropriate for language teaching.

In Chapter four a task-based course design for Zulu second language socialization communication is presented. The aim of this chapter is to formulate courses in Zulu for second language learners wanting to communicate in Zulu second language.

Finally, Chapter five encapsulates the need for well presented communicative tasks in Zulu second language teaching.

CHAPTER 2

THEORETICAL ASSUMPTIONS ON SECOND LANGUAGE LEARNING AND TEACHING

2.1 INTRODUCTION

Chapter two examines two major aspects within second language development namely, universal grammar (UG) and the relation of second language learning theory to pedagogy. An overview of the principles and parameters theory of syntax is given and this is followed by an explanation as to how this relates to the UG model of language acquisition. Finally, some of the issues in applying the UG model to second language learning will follow.

There has been an explosion of theoretical assumptions in the field of second language learning and teaching. This chapter discusses some of the theories proposed by Chomsky, Cook, Odlin and Sharwood Smith. A brief discussion of the different kinds of grammar is also included in Chapter two as proposed by Cook and Odlin.

Chapter two commences with a section in which the theoretical assumptions on second language (L2) learning and teaching are explored. This is followed by a section in which L2 learning and teaching are examined. The concluding section identifies the features needed for strong L2 learning and teaching.

2.2 SECOND LANGUAGE ACQUISITION AND UNIVERSAL GRAMMAR

Second language acquisition research is a recent academic subject that has emerged in the field of linguistics. It focuses on second and foreign language learning from a scientific perspective. Understanding second language learning provides invaluable insights into language teaching.

Grammar is seen in terms of morphemes, patterns or structures and universals spread across many languages. This image captures some aspects of second language (L2) learning. Grammar is the most 'distinctive' aspect of language. It has features that are unique to language. The term 'grammar' has been given several definitions in the context

of L2 learning. The following are the different kinds of grammar proposed by **Vivian Cook** and **Terence Odlin**.

2.2.1 Different kinds of grammar

- ◆ Prescriptive Grammar – this type of grammar ‘prescribes’ what people ought to do. According to Cook, modern grammarians try to avoid using this type of grammar because it describes what rules of languages are and that grammarians have no right as to how people should speak. Odlin, on the other hand, also views prescriptive grammar in a negative light in terms of it showing ‘biased and amateurish’ views of languages. However, he mentions that prescription makes languages standardized and therefore communication is easier between different dialect regions. Furthermore, target languages that are codified, simplifies both the teaching and learning of second languages.
- ◆ Descriptive Grammar - this kind of grammar consists of all branches making up a language. It includes aspects of syntax, morphology, phonetics and phonology as well as semantics and lexicons. Descriptive grammars provide a more detailed look at languages than prescriptive grammars do. It also looks at contemporary usage and earlier patterns in the language.
- ◆ Traditional Grammar – this popular meaning of grammar refers to labeling sentences with parts of speech. Some language teaching uses forms of grammar that resemble a sophisticated form of traditional grammar.
- ◆ Structural grammar – describes the sentence by fitting the parts together in a more complicated way. Language teaching makes use of this kind of grammar on the basis of phrase structure, which displays how some words go together and some do not.
- ◆ Grammar as knowledge – this is also known as linguistic and grammatical competence according to Cook. This kind of grammar refers to the nature of the relationship between unconscious and conscious grammar which is one of the great dilemmas in L2 learning. The terms ‘communicative competence’ and ‘pragmatic competence’ also fall under this category. ‘Communicative competence’ exists the native speaker has the ability of how language is used whereas ‘pragmatic competence’ reflects different

uses of language including communication. Odlin refers to this type of grammar as being an internalized system where both performance and competence play a pivotal role.

- ◆ Grammar is seen as an 'axiomatic system' by Odlin (1994:7). The study of grammar goes a long way back to the ancient world. Since the 20th century new conceptions of grammar have come about. One such development is generative grammar which is used to study human languages and is one of the most important benefits of work on 'axiomatic systems'. The aim of generative grammar is to achieve comprehensiveness of an ideal descriptive grammar.

The above discussion of the different types of grammar focuses on issues of description and theory. What follows next, are recent approaches to Universal Grammar and their implications for both second language acquisition and second language teaching. This has been a radically different approach of looking at grammar. This approach has become popular in recent years. This theory is associated with the leading figure in linguistics, Noam Chomsky, whereby he claims that humans are biologically endowed with universal language – specific knowledge that he has labelled Universal Grammar. From a linguistic perspective, UG has been used to explain how second languages are learnt.

The approach to second language acquisition known as UG emerges from a different perspective, that of learnability. Universal principles form part of the mental representation of language. It is properties of the human mind that make language universals the way they are. Universal grammar assumes that language consists of a set of abstract principles or rules that are shared by all natural languages. Universal grammar is postulated as an innate language faculty that limits the extent to which languages can vary. In other words, it specifies the limits of a possible language. All human minds are believed to possess the same particular principle.

A quotation taken from Vivian Cook's book entitled **Chomsky's Universal Grammar** reiterates the above statements concerning UG. Universal grammar refers to 'the system of general principles, conditions and rules that are elements or properties of all human languages..... the essence of human language' (Chomsky, 1976:29).

Research into universal grammar to second language instruction or teaching offers a better understanding of the difficulty encountered in second language acquisition. In addition, a distinction can be easily made between native and target languages.

2.2.2 Universal Grammar Principles and Parameters

This section of chapter two gives an overview of the principles and parameters theory of syntax and shows how this relates to Universal Grammar. The Chomskyan UG model of language acquisition is based on the theory of syntax initially known as Government/Binding (GB) Theory, which introduced the concepts of principles and parameters. Government Theory refers to a syntactic relationship between a governor (i.e. possibly a noun, verb, adjective and so on) and an element that is governed. Binding theory, on the other hand, is concerned with how pronouns and other types of nouns relate to each other. The principles and parameters theory conveys the unique central claim that language knowledge is made up of principles universal to all languages and parameters that vary from one language to another. Cook (1994:25) explains that the human mind consists of built-in language 'principles' that is part of its knowledge of any language. However, it also consists of 'parameters' that fall within these principles whose values are set to the actual language it learns.

The principles that will be covered in this sub-section are the structure-dependency principle, projection principle and the subadjacency principle. The parameters include the head parameter and the 'pro-drop' and the 'non-pro-drop' parameters.

A) Structure-dependency theory

A simple example of a principle is the structure-dependency principle that has been used as test-case. This principle entails that in many languages, the knowledge of language depends on the structure of the sentence itself rather than on the sequence of words in it. Structure-dependency is a principle of language knowledge programmed in to the human mind. It forms part of any language that is learnt. The principles and parameters theory claims that an important component in the speaker's knowledge of any language comprises of a handful of general language principles such as structure-dependency. Chomskians claim that learners already 'know' that rules are 'structure dependent'. The

concept of phrase structure within these structural relationships has to be established for a better understanding of structure-dependency.

It was assumed that sentences are made up of phrases – structural groupings of words. Sentences have phrase structure. According to Haegeman (1994:31), the words of a sentence are placed into a hierarchical order to form a bigger unit called a phrase. In terms of syntax, the structure of a sentence is represented by phrase structure rules. These rules give the structural configuration of the words in a sentence. The rules are written in the following manner in isiZulu:

Ikati elimnyama
(The black cat)

NP → (Determiner) → N

The phrases are determined by lexical insertion. The inserted words that determine the syntactic category of the head of the phrase determine the phrasal category. The phrasal category revolves around the notion 'head of a phrase'. This suggests that in a noun phrase (NP), the head of this NP is the noun (N). In a verb phrase (VP), the head is the verb.

The phrase structure analysis of the sentence breaks it up into smaller and smaller constituents. A sentence is not merely a string of words in a linear sequence but is structured into phrases, all of which connect together to make up the whole.

To sum up the structure-dependency principle: the principle has been placed forward as a universal principle of languages. Whenever elements of the sentence are moved to form passives or questions for example, such movement takes account of the structural relationships of the sentence rather than the linear order of words. Cook (1996:11) stresses the fact that 'an important insight into the nature of human language will be missed if structure-dependency is treated as a feature of a particular language'. It seems evident that the structure-dependency principle is used in all languages. The Structure Dependency principle is therefore needed for the Binding Theory and other areas of grammar. The UG theory claims that such principles are inherently impossible to learn, if they are not learnt, they must be part of the human mind.

B) Projection Principle

This principle can be defined as the properties of lexical items that project onto the syntax of the sentence. According to Chomsky, the categorical representation of the lexical structure at every syntactic level is of utmost importance. The projection principle represents all levels of syntax. It is somewhat likened to an insurance policy, to ensure the category for each lexical item must remain at each level. The lexical information of items is preserved at all syntactic levels by virtue of the projection principle. The Projection Principle represents a further universal of human language. All languages integrate their syntactic rules with their lexical entries in this manner. Once again there is no logical necessity for languages to be this way, it also seems the Projection Principle is a built-in mechanism of the mind.

C) Subjacency Principle

The Subjacency Principle limits the amount of movement that can take place within sentences. Studies conducted by Schachter and others revealed different results about this principle with reference to access to UG. Some studies showed that UG could be only partially available whereas others for example Schachter, argued that UG was unavailable to second language learners (L2) learners since they were not using the principles for structures they already knew. Hence, with regard to UG principles, there is conflicting evidence as to whether learners have access to UG or have no access at all.

The issue of what kind of access the learner has to UG comes in play. Vivian Cook notes three different possibilities with reference to access to UG. One possibility, advocated by Bley-Vroman and others, is that UG is no longer accessible due to the claim that L2 learners acquire the L2 grammar without consulting the UG in their minds but through other mental faculties. A second possibility is that UG is still directly accessible and hence L2 learners acquire the L2 in exactly the same way as L1 learners by using UG. The third possibility, postulated by White, is that L2 learning is largely influenced by the parameter value set in the L1.

Sharwood Smith views access to UG in a slightly different light. The three central views of UG are briefly outlined below. His first possibility, 'the fossilized UG view', claims that UG principles have been activated during L1 acquisition to make the learner's first natural

grammar, and that some or all these principles are transferred over to the L2 in the form they have taken in the L1 grammar. In this way, L1 grammar serves as an 'initial template' for L2 system. This in turn means that the learner has to 'restructure' in Sharwood Smith's words, those aspects of the L1-based grammar. Concurrently, UG itself is no longer active. It has fossilized in the form of L1 grammar. As a result, UG cannot help the learner in creating new areas of the interlanguage not based on L1. Since interlanguage is influenced by UG, it is 'parasitic' on the L1 grammar.

The second logical possibility by Sharwood Smith is referred to as the 'recreative view' whereby L2 systems are acquired in the same way as L1 systems and the constraints on possible shapes the L2 grammar may take are imposed directly and not via transfer. The idea behind recreation is that each time a learner learns a language, the language is recreated in the learner's head. In other words, the learner 'recreates' the L2 grammar as if he or she was a native learner of the language.

A third view proposed by Sharwood-Smith is the 'resetting view'. This view refers to a kind of reorganization of the template provided by a L1 interlanguage system. This means that the parameters of UG set for the first language are applied where possible to the parameters of L2. The learner will then have to reset some of those parameters.

Parameters are aspects of human language that vary from one language to another within some limitations. Each parameter governs a set of properties of a language and has an initial, unmarked 'setting'. Second language learners need to acquire new parameters such as the Pro-drop parameter, often starting from their first language. Some languages which allow sentences without subjects are called 'pro-drop' languages. Other languages that do not allow sentences without subjects are 'non-pro-drop'. The Pro-drop parameter has effects on the grammars of all languages. Each of them is either pro-drop or non-pro-drop, therefore this parameter has two values or settings. This form of grammar has close links to language acquisition. The parts of the language that have to be learnt are the settings for the parameters on which languages vary. The parts of the language that do not have to be learnt are the principles that all languages have in common.

D) Head Parameter

In addition to the Pro-Drop parameter, the Head Parameter is an element that contributes to the concept of principles and parameters theory. The head parameter refers to the theory that captures variations between languages. The specifications of the order of certain elements in a language fall under the scope of the head parameter. The principles and parameters theory incorporates a particular theory of phrase structure called X-bar theory. One distinctive claim is that the essential element in each phrase is its head. An important way in which languages vary concerns where the head occurs in relationship to other elements of the phrase, called complements. The head of the phrase can occur on the left of the complements or on their right. By virtue of the head parameter, the variation in order of elements between languages amounts to a single choice between head - first or head - last.

2.2.3 Summary

It can be assumed that the principles are already in the mindsets of human beings. However, it is the parameter settings that have to be learnt when learning a second language. The learner needs examples of the language in order to set the parameters. Many linguists feel that the UG model is the most powerful account of L2 learning, since it links L2 learning to current ideas about language and language learning which I will discuss later in the chapter. The UG model handles the most profound areas of L2 acquisition which are central to language and to the human mind. Finally, the UG model strongly reminds us that learners have minds and that one crucial question is the form that language knowledge takes in the human mind. Furthermore, having discussed the views of certain leading linguists, it is evident that the knowledge of grammar is believed to be the central core of the language system. It is clear that grammar is the most distinctive aspect of language since it has features that are unique to languages. Grammar is proven to be highly systematic thus making L2 learning an easy task.

The next point of discussion deals with the link between second language acquisition and language teaching.

2.3 SECOND LANGUAGE LEARNING THEORY AND LANGUAGE TEACHING

Second language learning research is an exciting and phenomenal development which provides second language teachers with the most invaluable tools in the language teaching field. Second language learning research enhances the general level of understanding of educators. By getting to know what language learning consists of, educators are made aware of what happens in the classroom. The research also provides insight into specific level of the choice of teaching methods, the construction of teaching materials and the design and execution of teaching techniques. These are a few suggestions of what can be done in second language teaching, according to Vivian Cook.

Another argument brought forward by Susan Gass is that teacher-training programs should set up courses in second language theory for prospective teachers. This she says, will provide the essential background information for the teachers to understand and evaluate second language research.

Language is the core of human life. Language learning and language teaching are pivotal to the everyday lives of millions. It reveals how people learn particular aspects of language. What link does SLA have with language teaching? What are the most effective methods educators can employ when teaching a language? What role should an educator portray? These are some of the questions I will try to answer in this chapter.

2.3.1 The role of second language acquisition

Our focus now is on the role of second language acquisition (SLA) in language teaching and how it relates to language teaching. There are many findings when dealing with SLA theory. Some theorists argue for SLA and on the other hand, others are totally against SLA. Due to the limited scope of this research, I shall delve slightly into their views.

The vital question one would ask in this regard is, Do educators need a course in second language acquisition? My answer is absolutely. Teachers do need a SLA course. SLA research seems to have a profounding effect to the understanding of the nature of language learning. According to Susan Gass, educators need to acquire a sound knowledge about SLA theory and to be able to read recent literature on SLA. The kind of

knowledge referred to above is knowledge of the structure of the language and knowledge about how people acquire that knowledge.

However, on the other hand, we receive a different view from Newmeyer and Weinberger. They describe the relationship between language teaching and SLA as 'unhealthy'. They believe that the links between the two fields are 'not fully severed'. Furthermore, L2 learning research "shows every sign of shedding its legacy of direct involvement in pedagogical questions."

In a survey, Gass found that SLA courses includes a variety of topics from Universal Grammar, learning strategies to fossilization and language teaching methods and so on.

A few examples are provided below to illustrate the vital role of SLA in pedagogy. SLA provides a basis for evaluating and understanding the language classroom. It gives an assessment of whether what is done in the classroom is appropriate or not. Previously, language teachers relied heavily on old-fashioned systems of teaching that comprised theories of learning and contrastive analysis. These methods proved to be inadequate and insufficient.

In order to understand the link between SLA and the language classroom, one must consider that what the learner does naturally cannot necessarily be done in the context of a classroom.

The next point to consider about SLA is that it reveals the knowledge of how L2 are learned. Teachers need to equip themselves with the necessary tools for knowing how to test and to interpret acquisition within a classroom environment.

Input enhancement postulated by Sharwood Smith is another very crucial item to consider. Without a general picture of SLA, language teachers will be unable to evaluate claims about input.

Another theorist, Valdman, claimed that 'replicability' is an important aspect of understanding the applicability of SLA research to the language classroom. Replication provides more valid and reliable SLA research according to Valdman.

The so-called Garden Path studies proposed by Tomasello and Herron is another example to consider. The purpose of the above studies feature 'exceptions'.

Here the exceptions are learnt together with the rule itself. It allows the learner to make incorrect generalizations, then the exception is introduced. We find here the error is corrected by virtue of the incorrect or faulty generalization.

Universal Grammar (UG) is one of the major aspects of SLA. What effect does UG have on language learning? The UG aspect was discussed in great length earlier in the chapter so now I will be very brief and specific.

Universal grammar is presumed to be a system of parameters associated with the lexicon. Language researchers need to understand what is universally specified and what is language specific. This hypothesis of universally specific is believed to be part of us and does not have to be learned. The presumption of language specific has to be learned and may be taught in some way.

There has been several programs of research that proved to be quite fruitful for language teaching. Firstly, with reference to the different parameter values. Where first language and second language differ in parametric values, the new value must be learned and thus becomes relevant for language teaching. Our next example refers to government direction whereby relative clauses that contain an empty category must be interpreted in respect to the head noun phrase. The third important research contribution describes the relearning subcategorization features. The results from this research suggest that transfer from L1 is not successful in the acquisition of subcategorization features of L2 lexical items. Consequently, learners must learn afresh the lexicon together with its relevant features and subcategorization properties. The wh- movement is another study which show that learners seem to have greater difficulty with parameterized structures. Lastly, results from the functional categories study suggest that derivational complexity is yet another difficulty in acquisition and that learners might be enhanced by further instruction.

These findings of UG-based L2 acquisition research was to compare L2 acquisition to L1 acquisition in order to learn whether there is any grammatical knowledge underlying L2 acquisition which does not need to be learned by L2 learners since it is made available to them by the language faculty.

Flynn and Martohardjono suggest that UG-based research paradigms can and should guide teachers in building efficient language teaching methodologies.

The concept of grammar as viewed by Diane Larsen-Freeman is another example to consider. Some very important remarks were highlighted in her study. She claims that SLA theory makes one understand grammar and it has transformed teaching. Language acquisition has influenced language teaching in encouraging learner centredness. According to Diane, learner centredness together with a focus on communicative competence has helped to transform the language teaching field dramatically. There has been an emphasis on learners' expressing their own meanings through language rather than an explicit focus on the language itself.

In conclusion, SLA is a crucial aspect to any language learning process. Teachers with an enhanced understanding of SLA are more efficient and effective in the classroom as they make decisions that are in keeping with the student's learning. With an expanded awareness of fascination with SLA, teachers can manage their classrooms better. Teachers need to be actively and intellectually engaged with teaching and learning in order to avoid teaching becoming routine and boring. The above are major considerations of SLA theory to language teaching.

2.3.2 Second language teaching or pedagogy

In this sub section, I will discuss some effective ways to teach L2 proposed by some highly acclaimed linguists. There is a vast number of teaching methods at teachers' disposal. However, the difficult task is selecting the correct methods for a particular language group of learners. There are many other factors, aside from the array of teaching methods available that must be considered in the field of L2 teaching.

In the studies conducted by Lightbown and Spada, five proposals for classroom teaching are suggested which they claim are the most effective ways to teach second language. The first proposal has to do with "getting it right from the beginning". It describes the way in which most of us were taught a second language in school. Learners were not allowed to speak freely as teachers believed that this would allow them to make errors. Lightbown and Spada concluded that this proposal was not very effective to provide L2 instruction.

The results from their studies showed that learners were not given the opportunity to practise their communicative skills.

The next proposal was about “say what you mean and mean what you say”. The emphasis here was for learners to have access to meaningful and comprehensible input through conversational interactions with teachers and other learners. It was argued here that when learners are engaged in conversations, they are ‘negotiating meanings’. In other words, they are expressing an idea, thought or opinion that will allow them to arrive at a mutual understanding. Negotiation is an important process in language teaching as it leads learners to acquire the language forms. An example of the negotiation process is displayed with group work activity. This group work study was undertaken by Michael Long which involved differences in the quantity and quality of student and teacher centred activities. The study was the first to suggest how opportunities for more group work interaction may be beneficial for L2 learning. Long’s results suggested that learners produced greater quantity and greater variety of speech in group work than in teacher centred activities. Another study by Porter entailed learners talking to learners. Porter compared the speech of native and non-native speakers in conversations and compared the differences across proficiency levels in these conversation pairs. Initially, Porter observed that learners talked more with other learners than with native speakers. Secondly, learners produced more talk with advanced learners than intermediate level learners because their conversations with the former lasted longer. Porter concluded this study with an argument that negotiation of meaning is essential for language acquisition. Despite the fact that learners cannot provide each other with accurate grammatical input, learners can offer communicative practice.

The third proposal was the “just listen” one where comprehensible input is provided through listening and reading activities and not to drill and memorize language forms in order to learn them. This approach is one of the most influential and most controversial approaches to L2 teaching. According to this view, it is enough to hear and understand the target language. Stephen Krashen’s comprehensible input is closely linked to this approach where he claims that the crucial requirement for L2 acquisition is the availability of comprehensible input. According to Lightbown and Spada, these comprehension-based programs appear to be beneficial in the initial stages of learning. However, they may not be sufficient to learners wanting to continue to advanced levels.

“Teach what is teachable” is another feature of effective ways for teaching. The researcher, Pienemann, is the figure concerned with this approach. Here, some linguistic structures can be taught successfully at any time, for example, vocabulary and some grammar, whereas other linguistic structures cannot be taught because learners are not ready to learn.

The final approach was “getting it right in the end”. This approach is very similar to the one above whereby a role for instruction is recognized but not everything has to be taught. It claims that much will be acquired naturally through the use of language for communication. Furthermore, some things cannot be taught if the timing of the teaching fails to take the learner’s readiness into consideration.

The proposals discussed above are all based on assumptions where researchers and linguists have conducted studies in the relevant field to come to an understanding as to what works best in the language classroom. There are other factors that affect language teaching such the physical environment, the age factor, motivation of learners, the amount of time available for learning and a host of other variables.

Language teaching has come a long way. Much of the traditional forms of teaching are rapidly replaced with communicative language teaching programs. With this kind of program, the amount of error correction is minimized and the meaning of structures and not form is emphasized. A variety of discourse has been introduced through stories, role playing, use of ‘real-life’ materials, for example, television, newspapers and field trips. In addition, there has been little pressure to perform at high levels of accuracy and a greater emphasis on comprehension and not production.

2.4 CONCLUSION

All aspects discussed above are crucial features in second language acquisition and pedagogy. The field of second language learning and teaching is a vast one and this study cannot cope with the overwhelming studies and research conducted. My study briefly highlights the most invigorating research undertaken and I have deliberately chosen specific linguists and their studies to complement my research.

CHAPTER 3

PRINCIPLES OF TASK-BASED COURSE DESIGN

3.1 INTRODUCTION

The principles of a task-based course design are fundamental for any language teacher or researcher who is embarking in the process of designing a task-based course. This chapter commences with the meaning of tasks in task-based learning (TBL) and the different aspects of tasks. An overview of the different task types and the different types of syllabuses are included. In the field of second language learning and teaching, there are an overwhelming number of syllabus designs and tasks available. The concept of task is extremely helpful to create what second language teachers do. The question is which tasks are important components of the teaching and learning process.

3.2 DEFINING CHARACTERISTICS OF TASK-BASED COURSE DESIGN

There are several definitions to tasks. The following definitions are just a few. In general, the word 'task' refers to various activities such as grammar exercises, practice activities and role-plays. In terms of second language research and teaching, tasks are always activities whereby the target language is used for a specific purpose to achieve an outcome. In other words, we use communicative tasks to achieve our goal.

From a second language research perspective, Breen suggests that syllabus design be considered as a decision-making process whereby a range of requirements needs to be adhered to. The four principles that form the basis for creating a syllabus are focus, selection, subdivision and sequencing. These principles are a reflection on language, upon using languages and upon teaching and learning a language. Michael Breen states that:

“Any syllabus will therefore provide a *particular representation* of what is to be achieved through teaching and learning as an expression of the dominant paradigm or frame of reference of the profession at a particular moment in its history.” (Breen, 1987:157)

Another view on the concept of task proposed by Graham Crookes and Susan Gass, is that there are two major foci of tasks. The first focus is that tasks are seen as an aspect of the research methodology used in the studies of SLA. Secondly, tasks are seen as a concept used in second language curriculum design.

3.3 ASPECTS OF TASKS

Communicative tasks play a pivotal role in the learning of a second language. It appears to be one of the more favourable tasks employed by language specialists. The use of communicative tasks establishes a more effective way to assist language learning in the classroom and the study of processes of SLA. Furthermore, communicative tasks are important tools for teachers and researchers whereby these tasks can be compared with other classroom or research activities in light of current theoretical perspective on language learning. Furthermore, communicative tasks allow learners to practice using language as a tool of communication rather than as a device to learners to focus on grammatical features of the language. With reference to grammar, one of the best ways to include grammar in language instruction, as suggested by Loschky and Bley-Vroman, is through the use of 'consciousness raising' activities. This approach facilitates the development of grammatical knowledge through hypothesis testing and inferencing.

In terms of their study, Pica, Kanagy and Falodun mention that there are two features included in communicative tasks thus making communicative tasks different from other activities. The two features that actually define tasks are based on communicative and interactional activity. By virtue of these two features, communication is best learnt and taught through interaction. This interaction activity creates opportunities for learners and their interlocutors to perceive, comprehend and internalize second language words, forms and structures and exchange information and communicate ideas. In addition, these activities would encourage sharing ideas and opinions between learners and their interlocutors that would lead to working towards a common goal. Social interaction of learners and their interlocutors would lead to the negotiation of meaning and mutual comprehension of each other's message.

3.4 THE DIFFERENT TYPES OF TASKS

Tasks in the second language learning and teaching field, have one central concept that weaves its way through and this concept is called communication. Tasks are designed and selected to achieve one ultimate goal that is to encourage learners to communicate in the second language concerned.

Pica, Kanagy and Falodun view tasks as goal-orientated tasks and work or activity related tasks. Tasks that are goal-orientated mean that learners must arrive at an outcome. On the other hand, tasks that is work or activity related suggest that learners take an active role in carrying out a task by themselves. The two features of interactional activity and communicative goal as advocated by Pica, Kanagy and Falodun, are expanded into categories for a typology. With this expansion of categories, communicative tasks can be identified, classified and compared with reference to their roles of meeting instructional and research purposes. They list five task types; namely information gap, jigsaw, problem solving, decision-making and opinion exchange. The three researchers using the five types of tasks captured several tests and data collection. These tests and studies prove which task type proved to be most and least effective. In their research, it appears that 'information gap' had a wider range of use than 'jigsaw' in the process of language learning and teaching. The learner's comprehension, feedback and interlanguage modifications were better satisfied through interaction of an information gap task. They found that learners worked together to achieve one common goal and a single outcome. The term 'problem-solving' was used to characterize tasks focused toward a single resolution of outcome. 'Decision-making' was used to refer to tasks in which learners were expected to work toward a single outcome, but have a number of outcomes available to them. Finally, the term 'opinion exchange' refer to a variety of classroom activities whereby learners are engaged in discussion and exchange of ideas. These three tasks vary in terms of interactant relationships and interactant requirements. They begin with shared access to the information needed for the given task to be completed. However, interaction is not necessary for learners to carry out the task, as learners can work individually, using the information to solve the problem, make a decision or form or convey an opinion. Their findings reveal that there is a reduction in comprehension, feedback and production opportunities because more than one task outcome is allowed. They concluded that the least effective of all task types was the opinion exchange task because the fewest opportunities for comprehension, feedback and modified production were found

in this particular task. The most effective task types were the information gap and the jigsaw.

The three task types mentioned above, provide comprehension, production and feedback opportunities to second language learners. Language teachers and researchers need to distinguish the different types of tasks and discover which task would best form part of our classroom activities.

There are six more varieties of tasks classified by Jane Willis, namely listing, ordering and sorting, comparing, problem-solving, sharing personal experiences and lastly, creating tasks. Listing brings about a lot of talking in practice. Some examples of listing are brainstorming and fact-finding. The outcome of this particular task would be a completed list or a draft mind map. The next task type of ordering and sorting entails four processes. They are sequencing items in a logical or chronological order, ranking items in terms of personal values or specified criteria, categorising items in given groups or giving groups headings and lastly, classifying items in different ways. The task of comparing involves comparing information of a similar nature but from different sources to identify common points and differences. The following processes take place with the task of comparing. They are matching to identify specific points and relate them to each other, finding similarities and things in common and finally finding differences. Problem-solving tasks are demanding on a learner's intellectual and reasoning abilities. They are indeed challenging, however they are engaging and satisfying to solve. The task of sharing personal experiences encourage learners to freely talk about themselves and share their experiences with others. This type of task is also referred to as an open task, which I will discuss later. With this kind of task, conversations are on a casual social basis and it is not really a goal-orientated task. The last task – creative tasks, often involves projects and groups of learners in some sort of creative work. Creative tasks tend to have more stages than other tasks and sometimes involve a combination of the other task types mentioned above. Organizational skills and teamwork are two important factors in getting the task completed.

A further distinction is made between 'open' tasks and 'closed' tasks. Loschky and Bley-Vroman define information in 'open' tasks as relatively unrestricted with a less specific goal whereas 'closed' tasks are highly structured ones that lead to more negotiation of meaning. 'Closed' tasks appear to be superior to 'open' tasks for two reasons. Firstly, it

promotes negotiation of meaning that facilitates comprehension and secondly, it promotes focus on the form of utterances in input. Negotiation is considered a major factor in the learning process. Examples of 'closed tasks' are 'Spot the difference' and 'Match the design'. With 'Spot the difference', it is widely used in classrooms and it has been widely discussed in the second language acquisition literature.

3.5 TYPES OF SYLLABUS

In his research paper on syllabus design, Breen discusses four types of syllabuses. They are the Formal and Functional syllabus types, which are characterized as propositional plans. These syllabus types express an accepted interpretation of language. A further two types of syllabus that are characterized through process plans are Task-Based syllabus and the Process syllabus. These two types of syllabus are quite different from the former types, in that they represent current views on the nature of language and its use and on the learning and teaching of language. A detailed discussion of Breen's theories on tasks and syllabuses will be covered in the latter part of this chapter.

There are a further two types of syllabuses, namely analytic and synthetic syllabuses, according to Long and Crookes. In their research paper, Long and Crookes define analytic as follows:

"Analytic refers not to what the syllabus designer does but to the operations required of the learner." (Long and Crookes, 1994:11)

Procedural, process and task syllabuses are examples of analytic syllabus type, which will be discussed below. 'Synthetic' language teaching strategy refers to the role of the learner. This type of syllabus is defined as follows:

"Different parts of language are taught separately and step by step so that acquisition is a process of gradual accumulation of parts until the whole structure of language has been built up.....At any one time, the learner is being exposed to a deliberately limited sample of language." (Long and Crookes, 1994:11)

Some examples of synthetic syllabus are structural, lexical, notional, functional and most situational and topical syllabuses. A further distinction of syllabuses is made by White, called Type A and Type B. Type A focuses on what is to be learned, the second language, while Type B focuses on how the language is to be learned.

3.5.1 Synthetic syllabuses

The following examples of synthetic syllabus will be briefly outlined. The first type is the Structural syllabus which is made up of a series of separate linguistic forms or morpho-syntactic 'structures', for example, yes/no and wh- questions, articles, prepositions and a list of other forms. This type of syllabus is synthetic and Type A which is still the most widely used as it is relatively easy to employ. Although it is easy to use, structural syllabus is criticized on several grounds. The first criticism relates to the structurally and lexically graded dialogues and reading passages, which are unnatural. A comment made is that textbook characters hold entire conversations in which all verbs are marked in the same tense and aspect. The second problem arising affects teachers and textbook writers due to the tendency to model usage. Thirdly, there is a problem with misleading mixing of different functions of language which happen to be encoded using the same form. Wilkins adds another problem to the list. The negative effects of motivation are the added problem where learners need to be able to communicate as soon as possible. However, because of inefficiency in the idea the whole grammatical system has to be taught when few learners need it all.

The next type of synthetic and Type A syllabus is notion and function. This is the most popular alternative to have emerged to the type mentioned above. Here, the target language is presented as groups of language devices needed to encode the various semantic categories. The notional-functional syllabuses are improvements over the structural type in that the target language use is emphasized and the value of communication highlighted. However, there are some flaws to this type of syllabus. Similar to the structural type where the target language is separated, one notion or function is presented at a time. There are also very practical problems for anyone trying to produce a notional-functional syllabus as the notions and functions are difficult to define or distinguish. These are just a few criticisms on the notional-functional syllabus that I have pointed out. There are more criticisms, which this chapter does not permit me to discuss.

Situation and topic is another syllabus type. The term 'situational' refers to another variant of the basic structural kind. Teaching a language is accomplished by means of a series of everyday situations. The course content consists of topics, which are illustrated by situations which show how interaction in that topic scenario might develop. Problems arise from this type of syllabus. Firstly there is difficulty in defining and distinguishing situations and topics. Due to the broadness of the concepts, there is a lack of accuracy for materials design. A further problem deals with grading. There is no way to grade situations in terms of difficulty. In addition, there is no way to grade or sequence topics. Long and Crookes sum up the problems associated with this type of syllabus:

“To take situation as the unit of analysis in a synthetic syllabus is problematic because most situations are too ill-defined and too broad to be used in identifying learner needs, designing materials or testing. Where you use language, it also turns out, is less relevant for language learning than what you use it for, i.e. task. While not without problem itself, task comes closer to providing a basis for all those aspects of course design.” (Long and Crookes, 1994:23)

In conclusion, the synthetic syllabuses share a static, target language, product orientation. The content is based on an analysis of the language to be learned. SLA research provides no evidence to suggest that these synthetic units are meaningful acquisition units.

3.5.2 Analytic syllabuses

Both analytic and Type B syllabuses share the view that language is something that may be acquired by analysis. The concept of task has been chosen as the unit of analysis. There are varying definitions of tasks and three very distinct types of task-based syllabuses that have appeared. They are procedural, process and task. Each task-based proposal will be discussed in turn.

Task-based syllabus types organize and present what is to be achieved through teaching and learning in terms of communicative competence of a learner. It addresses how learners may develop this competence through learning. Task-based syllabus focuses on

the learner's own experience and awareness of language learning. All three approaches focus on the learning or language learning process and how best to facilitate it.

Task-based language teaching/syllabuses

Tasks are defined as:

“a piece of work or activity, usually with a specified objective, undertaken as part of an educational course or at work.” (Crookes, 1994:39)

With this definition in mind, task-based language teaching is based on the processes involving L2 learning, on the findings on L2 classroom research and on the detailed principles of course design.

Breen, on the other hand, describes task-based syllabus in terms of five important elements. The kind of knowledge it focuses on, the capabilities it focuses on, how does it select and subdivide what is to be learned, how does the process of sequencing take place and finally what is the rationale of task-based syllabus.

There are two major types of tasks -communication tasks and learning tasks. Communication tasks focus on the sharing of meaning through spoken or written communication, where the target language is given priority. The latter type focuses on the work of knowledge systems and how these may be worked upon and learned. In other words, task-based syllabus is two syllabuses next to each other, a syllabus of communication tasks and a syllabus of learning for communication tasks which serve to facilitate a learner's participation. Once a task has turned into action, a communicative task facilitates the learning of something new and uncovers a problem that has to be worked on in a later learning task.

Task-based syllabus focuses on communicative knowledge as unity of text, interpersonal behaviour and ideation. Furthermore, it focuses on the learner's experience and awareness of working upon a new language.

In terms of capabilities, there are two kinds of capabilities that task-based syllabuses focus upon. The first one is communicative abilities and the second is learning abilities.

Learners work within a task-based syllabus framework to learn how to achieve correctness or accuracy, to be socially appropriate and to be meaningful and share meanings. This last criteria on essentially important in that the abilities to interpret meaning and express meaning rely on the crucial ability to negotiating meaning. Breen states the following with reference to negotiation of meaning.

“It is the overt negotiation of meaning interpersonally and the covert personal negotiation of meaning which is the essential design features of any communicative task.” (Breen, 1987:162)

It is assumed that learning tasks also engage in the same abilities as communicative tasks.

Task-based syllabus is selected and subdivided in terms of two points of reference. Firstly, communicative tasks are selected on the basis of competence, actual language use, knowledge of participant to be accurate, appropriate and meaningful. The pattern of skill use which refers to the way a learner may interpret, express or negotiate must also be considered. In other words, genuine participation in the use of the new language is required. Designers of tasks will select and bring together tasks for the syllabus which are most common in the target situation or the most relevant with reference to learner need and interest.

Learning tasks are selected on the basis of ‘metacommunicative’ criterion. Learning tasks focus on the rules and convention of the knowledge systems. They focus on the ways of interpreting, negotiating and expressing that has taken place.

The next element of subdivision consists of three types. The first subdivision entails mapping of facilitative learning tasks onto other communicative tasks. The next subdivision represents a cluster of related communication tasks. Finally, the third type of subdivision involves a single large activity together with other tasks to form a completed overall activity. Although the activities and tasks are subdivided in terms of these units, task-based syllabus is also subdivided in terms of sequencing criteria.

Sequencing of task-based syllabus relates to two items namely, the nature of a task and learning problems of learners which are discovered during participation in a

communication task. Two types of sequencing stand out very clearly; sequence of refinement which relates to tasks and the second type is the sequence of diagnosis and remediation which relates to learning problems. Tasks are sequenced in terms of familiarity of textual, interpersonal and ideational knowledge and familiar use of the abilities.

The sequence of diagnosis and remediation depend on identifying learning problems or difficulties as they arise, priority of particular problems and identifying appropriate learning tasks which address the problem points. This suggests that sequencing in terms of learning problems will stem from the learner's own syllabus and from the learner's experience of working with the new language.

An example of a task that stems from task types and sequenced to form the task-based syllabus is called pedagogic tasks. Teachers and learners actually work in the classroom on the pedagogic tasks. These task-based syllabuses imply assessment of student learning by virtue of task-based criterion-referenced tests. Focus is on whether or not students can perform some task to the given criterion, not their ability to complete discrete-point grammar items.

The rationale for task-based syllabus appears to be in three motivating factors. The first factor is that task-based syllabus emphasize using language to communicate. The next major motivating factor is concerned with a more sensitive methodology. The content of the task and how it is worked upon and learned more efficiently are important.

Breen suggests three influences on task-based syllabuses. The first is that comprehensive analysis of knowledge and capabilities which learners need in order to achieve certain things. The second influence on task-based syllabus is the use of classroom materials which are not linked to a syllabus but have a theme or project related item or open-ended tasks related to everyday situations. Thirdly, the use of problem-solving serves as a means for learning of a wider range of knowledge and capabilities. Task-based language teaching has considerable appeal in terms of its compatibility with research findings on language learning, its approach is towards content selection, it incorporates findings from classroom centred research with decisions concerning the design of materials and methodology. In addition, it has inherent value of problem-solving tasks as it generates learner interaction and negotiation of comprehensible input. It has a

wider range of tasks designed to deal with learner difficulties. Lastly, it focuses on the process of learner participation in discourse and procedures which they adopt in order to access new knowledge.

Despite the recently rapid growth of proposals and suggestions for course planning and classroom work which entail the use of tasks, it is faced with its own set of problems. In terms of a psycholinguistic rationale, its research base is limited and some of the classroom findings are given on a small scale and their methodologies are questioned. A further problem appears to be with assessing task difficulty and sequencing pedagogic tasks. A more deep-seated problem stems from the possibility that much communication is lexical in nature. Let us now turn to the second type of syllabus, the procedural syllabus.

Procedural syllabuses

The procedural syllabus is closely linked with the work of Prabhu and his colleagues. Prabhu claims that the Western approach of communicative teaching for communication involves preselection – a kind of matching of notion and form. The project undertaken by Prabhu involves teaching through communication. He claims that communication in this sense is different.

Procedural syllabus adopts an analytic nature whereby tasks should be intellectually challenging enough to maintain the learners' interest. This will sustain the learners' efforts in completing their tasks, focus on meaning and engage them in confronting the task's linguistic demand.

Opinion gap and information gap and especially reasoning gap were some of the activities used in Prabhu's project. The 'reasoning-gap task was highly supported by Prabhu. It is important that learners view a task as 'reasonably challenging', states Prabhu. This means that the task should be 'difficult' but 'feasible'.

Prabhu provides a list of the 'task types' that were used in the project. The first task type was tabular information where the interpreting of information was set out in tables. The second type involved distances. Learners worked out the distances between places, from a given distance to other places. Lastly, stories and dialogues formed the last type. This

type of task entailed listening to stories and completing them with suitable solutions, reading stories or dialogues and answering comprehension questions.

Most of Prabhu's tasks were familiar in many ways of the 'communicative language teaching' (CLT). CLT is not 'task-based' from an analytic point, but at times uses problem-solving 'communication' activities in the practice phase of lessons. Breen describes Prabhu's Bangalore Project as 'one of the most interesting classroom implementations of task-based approach'. The experimental work was innovative in three respects. The teaching and learning of language was not the objective of the tasks, however it focused on the learner's use and development of their own cognitive abilities through the solution of logical, mathematical and scientific problems. The target language was the means through which they worked in order to do such things. The second point was that Prabhu's procedural syllabus of tasks focused on what was to be done in the classroom and not on selected language input for learning. Lastly, the syllabus of tasks was not planned in advance but was evolved during the teaching and learning by a process of trial and error. New tasks could become more sensitive to the achievements and needs of the particular learners in the particular situation.

The last type of syllabus is the process syllabus which we will now turn to.

Process syllabus

A third task-based approach to course design is the process syllabus. The process syllabus focuses on three processes – communicating learning and the purposeful social activity of teaching and learning in a classroom. It is a plan for classroom work. A major factor for the designer is to provide a framework which enables the teacher and learners to do these things themselves. In other words, they should create their own syllabus in the classroom in an ongoing and adaptive way.

Breen and Candlin argue that the syllabus is subject to negotiation and reinterpretations by the teachers and learner in the classroom at all times. The process syllabus incorporates the negotiation process and learning processes into syllabus design.

Breen describes the syllabus as embodied in a hierarchical model, with four specific levels. They are general decisions about classroom language learning; alternative procedures for

making those decisions; alternative activities, such as teacher-led instruction, group work and laboratory use and lastly, alternative tasks examples, pedagogic tasks.

The process syllabus represents an extension of the task-based syllabus. The activities are categorized in terms of their own objectives, content, suggested procedure and suggested ways of evaluating outcomes. With process syllabuses, there are few criticisms to mention. Process syllabus is very much similar to the procedural syllabus in that both types deal in pedagogic tasks. This raises problems for selection because there is no prior needs identification available. The next difficulty arises with grading tasks and sequencing tasks. A variety of possible criteria are put forward without any resolution and this causes problems for the process syllabus. Finally, it is difficult evaluating proposals concerning the organization of second language learning.

To sum up the three types of syllabuses, they have some areas of agreement. Most importantly, they reject synthetic syllabuses and the units of analysis and have adopted tasks as their approach. However, they all share certain problems. A crucial one is the difficulty of differentiating tasks as it raises questions about task types. Another problem is the issue of task difficulty, which involves the relevant grading, and sequencing criteria.

A variety of studies have been more specific in their analyses of tasks, assuming particular contrasts or dimensions as the basis for characterizing tasks. However, these studies go far beyond the scope of this chapter.

3.6 CONCLUSION

It is quite evident from the different studies that communicative tasks really stand out. They are considered one of the more promising elements of the communicative approach. The different task types and syllabus types have been discussed in chapter three. Language teachers should familiarize themselves with both the negative and positive criticisms about the different type. Implementing of tasks should be carried out with the utmost care. In the next chapter, these features of task-based design will be put into practise. The design of ten tasks will be featured in chapter four. Each task illustrates a different scenario in the banking field.

CHAPTER 4

A TASK-BASED COURSE DESIGN FOR ZULU SECOND LANGUAGE SOCIALIZATION COMMUNICATION

4.1 INTRODUCTION

In recent years there has been a growing demand for specific purpose courses for adult learners of Zulu as a second language. In the private sector the need for good well structured Zulu second language courses has emerged strongly over recent years. Staff who work in the Human Resources, Communication and Public Relation divisions of private sector companies are often required to address the issue of introducing such Zulu second language courses for adults working as staff in such companies or businesses. Even in the medical field, the need to communicate in a second language has increased enormously.

This chapter commences with the different tasks that illustrate business communication, especially in the banking situation. Each task describes a different scenario in the field of banking and this is featured in a dialogue format. These tasks are presented in a dialogue format to achieve one crucial goal and that is communication. As discussed in chapter three, communicative tasks play a vital role in the task-based language teaching field. It is for this reason that I concentrate on those criteria.

This is followed by a concluding section where an overview of the chapter will be described. These are examples of tasks for Zulu second language for staff working in a bank.

4.2 COMMUNICATIVE TASKS FOR ZULU SECOND LANGUAGE

There are ten tasks illustrated in this chapter, each describing a different situation.

Task 1

Ibhange lakho livakashelwa ngabafundi besikole abafuna ukufunda ngokulanda imali. Babingelele. Chaza kubo ngemithetho iyisisekelo yini ibhange futhi ibhange lisebenza

kanjani. Babonise izinyathelo ezithathwa futhi batshele ngosizo luyisisekelo olunikwa yibhange. Bavalelise.

(Your bank is visited by school children who want to learn about banking. Greet them. Explain to them the basic principles of what a bank is and how it works. Show them the security measures taken and tell them about the basic services the bank provides. Greet them as they leave.)

Dialogue 1

Umnini webhange : Sanibonani bafundi, nginganisiza ngani?

(Morning, pupils, how can I help you?)

Umfundi : Mnumzane, sifuna ukukwazi ngomsebenzi webhange.

(Sir, we want to know about banking services.)

Umnini webhange : Nize endaweni elungile. Hlalani phansi. Abantu benza ukuhlangana kwebhizinisi nebhange – le nto kuthiwa yekhawundi.

(You came to the right place. Sit down. People have a business relationship with the bank – this is called an account.)

Umfundi : Yini inhlosa yekhawundi?

(What is the purpose of an account?)

Umnini webhange: Kulokhu ibenza bakwazi abantu ukugcina imali yabo ebhange. Banikwe ikhadi elinembolo le-akhawundi ukuze imali yomphathi wekhawundi ayizulahlekelwe.

(It enables people to keep their money in the bank. They are given a card and an account number so that the money of the account holder will not be lost.)

Umfundi: Ehhe! Ngimbone abazali abanekhadi lebhange. Qhubeka! Silalela.

(Oh, yes! I have seen my parents have a bank card. You may continue we are listening.)

- Umnini webhange* : *Ibhange lisebenzisa le mali yabantu ukuboleka abanye abantu.*
(The bank uses these people's money to lend it to other people.)
- Umfundi* : *Ibhange libolekelani imali yabantu?*
(Why does the bank borrow the people's money?)
- Umnini webhange:* *Umuntu obolekwa imali ebhange ubuyisa imali engaphezu oyibolekiwe. Le mali ibalwa ngenzuzo ngekhulu. Kuthiwa inzuzo.*
(The person that borrows money from the bank returns more money than the money he has borrowed. This money is calculated in percentages. This is called interest.)
- Umfundi* : *Yini inhlosa yenzuzo?*
(What is the purpose of interest?)
- Umnini webhange:* *Kulungisela ukuba ibhange lithole inzuzo kubantu ababoleka imali, futhi iveza inzuzo kubantu abagcina imali ebhange.*
(It ensures that the bank receives interest from the people that borrow money, and pays interest to the people that keep money in the bank.)
- Umfundi* : *Lezo zizathu ezibangela ukuba abantu ukugcinisa imali yabo?*
(Are those the reasons that cause people to keep their money in the bank?)
- Umnini webhange:* *Into yokwazi ukuba imali yabo ilondekile, yizo ezinye izizathu.*
(Knowing that their money is safe, is one of the reasons.)
- Umfundi* : *Kulungisela kanjani ukulondeka kwemali yabantu?*
(How is the safety of their money ensured?)

- Umnini webhange:* *Ibhange lithatha izinyathelo ezilukhuni ukulonda imali yabantu. Ekungeneni kwebhange kukhona iminyango embili eyiqina eyivula eyivala.)*
(The bank takes strict steps to protect people's money. At the entrance of the bank, there are two security doors that open and close.)
- Umfundi :* *Yenzelwa yini?*
(What is this done for?)
- Umnini webhange:* *Kulapho ngoba abantu bavimbela ukuba abanezikhali na; kukhona abagadi, ikhamera elifihliwe okunye nesisevo esikhulu emva kwebhange.*
(It is there because people are checked for weapons, there are security guards, a hidden camera and also a big safe at the back of the bank.)
- Umfundi :* *Linayo enye imisebenzi ukuthi ibhange linikela amakhasimende alo.*
(Are there any other services that the bank offers to its clients.)
- Umnini webhange:* *Kukhona okunye okuningi. Izibonelo: kukhona umshini kuthiwa yi-ATM, apho abantu bangabekela nokukhipha imali yabo. Bayakwazi ukubuza ngamakhawundi abo ngezikhathi zonke. Bayakwazi ukuthutheka, ukugcina noma nokuboleka imali njalo.*
(There are many different kinds. For example, there is a machine called an ATM, where people can deposit and withdraw their money. They can also make enquiries about their accounts, at all times. They can transfer, save or borrow money.)

Umfundi: *Uphendule yonke imibuzo ethu. Siyajabulela ulwazi usinike. Siyabonga kakhulu.*
(You have answered all of our questions. We are happy for the information that you have given us. We thank you very much.)

Umnini webhange: *Nami ngiyabonga ngoba nikhethwe ibhange lethu. Hambani kahle.*
(I also thank you because you have chosen our bank. Go well.)

Task 2

Unenkulumo nesalukazi esagcina imali njalo ngokuyifihla phakathi kwekhaya. Emva kokweba inxenye yale mali, sinquma ukuya ebhange okukuqala, kodwa sibonakala ukuthi sicabangela. Sibingelela uzazisa kuso. Sichaza ukuba kungcono futhi kubalulekile ukugcina imali ebhange. Khuluma ngenzuzo, yini lokhu futhi uthola inzuzo kanjani. Futhi khuluma ngezenzelelo ukuthutheka, nokubekela nokukhipha imali ngokulula futhi ngaphezu kwalokhu imali ilondekile ebhange. Sibuze kanjani siphathelene nemali futhi sisize ukuklama ngaphakathi ugcina imali noma isheki ikhawundi. Singenaqiniso ukuvula ikhawundi kanjani. Sichaza sifanele ukuba sivule ikhawundi kanjani. Emva kwalokhu, Sibongela ukuhlaganisa ibhange. Sibingelele sihambayo.

(You are having a conversation with an elderly lady who always saved money by hiding it around the home. After the theft of some of the money, she decided to go to the bank for the first time, but she seems suspicious. Greet her and introduce yourself to her. Explain to her why it is better to put her money in the bank. Talk about interest, in terms of what it is and how it is earned. Also talk about the advantages of being able to transfer, deposit and withdraw money easily and in addition the money is safer in the bank. Ask her about monetary needs and help her decide between a savings and cheque account. She is unsure of how to open an account. Explain to her how she should open an account. Afterwards, thank her for joining your bank and greet her as she leaves.)

Dialogue 2

Umnini webhange: *Ngingkusiza ngani namhlanje, makhulu?*
(How can I help you today?)

Makhulu: *Ngize ngengongolo enkulu.*
(I have come because I have a big problem.)

- Umnini webhange:* *Hlala phansi, nasi isihlalo. NginguThemba waseThekwini. Yenzeka njani ingongolo yakho?*
(Sit down, here is a chair. I am Themba of Durban. How did your problem happen?)
- Makhulu:* *Ngangifihla imali yami ekamelweni lami. Ngifumanisa ukuba umuntu othile weba imali yami.*
(I used to hide my money in my room. I found that somebody stole it.)
- Umnini webhange:* *Kubi lokhu ukugcina imali ekhaya.*
(This is bad keeping money at home.)
- Makhulu:* *Yingani kungcono ukulonda ebhange kunokuzilonda?*
(Why is it better to keep money in the bank than to keep it yourself?)
- Umnini webhange:* *Imali egcinwa ebhange ithola inzuzo enezela kuyo.*
(Money that is kept in the bank earns interest that increases it.)
- Makhulu:* *Bengithi ukuba ngiyayilondela imali yami ngizigcinela. Yenezela kanjani le mali ebhange?*
(I thought that I was protecting my money by keeping it myself. How does the money increase in the bank?)
- Umnini webhange:* *Inzuzo ibalwa ngokwekhulu wemali onayo ekhawundi.*
(The interest is calculated as a percentage of the money that you have in your account.)
- Makhulu:* *Ake unginike isibonelo.*
(Please give me an example.)

Umnini webhange: *Kulungile. Uma uneR1000 ekhawundi lakho, inzuzo yishumi ekhulwini. Kulo nyaka uzothola uR100.*

(OK. If you have a R1000 in your account and the interest rate is ten percent, it will mean that you will get R100 in that year.)

Makhulu: *Yini inhlosa le?*

(What is the purpose of this?)

Umnini webhange: *Yonke le nto yisho imali yakho ivikela kukukhula kwentengo, kuthiwa isivuthela.*

(All this means that your money is protected against the increase of prices, which is called inflation.)

Makhulu: *Ngingazi njani ukuba imali yami ayingalahleka ebhange.*

(How can I know that my money cannot be lost here in the bank?)

Umnini webhange: *Imali elondwe lapha igcinile kunelondwe ekhaya ngoba akulula ukweba.*

(The money that is kept here is safer than money kept at home because it cannot be easily stolen.)

Makhulu: *Kwenzenjani uma imali ebiwe.*

(What happens if it is stolen?)

Umnini webhange: *Yonke imali yasebhange ilungisela ingozi ngemali ukuze uma kwenzeka ukuba ukweba, kuzokuba imbuyiselo.*

(All the money in the bank is insured, so that in the event of theft, there will be a return.)

Makhulu: *Ziphi ezinye izenzelelo linikela ebhange? Ekhaya ngingathola imali yami noma nini. Lapha?*

(What other advantages does the bank offer? At home I can get my money any time I want it. What about here?)

Umnini webhange: *Nasebhange ungayithola imali noma nini ngoba kukhona umshini okuthiwe iATM-lapha ufaka ikhadi.*
(In the bank you can also get your money whenever you want because there is a machine that is called an ATM, where you can insert your card.)

Makhulu: *Lisebenza kanjani leli khadi?*
(What does this card do?)

Umnini webhange: *Ngaleli khadi uyakwazi ukufaka, ukukhipha nokuthutheka imali kwenye ikhawundi. Ngaphezu kwalokhu kulula ukubuza ngekhawundi, noma kunjalo ibhange livaliwe.*
(With this card you can deposit, withdraw and transfer money to another account. As well as all this, it is also easy to make enquiries about your account even when the bank is closed.)

Makhulu: *Yiphi imisebenzi ucabanga uzongifanele?*
(Which one of these many services do you think will be suitable for me?)

Umnini webhange: *Uma ufuna ukuyikhipha imali yakho njalo, ikhawundi logcina imali kuzoba ilungile. Uzothola ikhadi wena ungalisebenzisa kuzo zonke izidingo zakho.*
(If you want to withdraw money regularly, a savings account will suit you. You will also receive a card which you can use for all your needs.)

Makhulu: *Uthini ngengongolo yokuphatha imali nawe, njengoba kukhona ubugebengu kangaka.*
(What can you say about the problem of always having to carry cash with you, since there is so much crime.)

Umnini webhange: *Uma ungafuni ukuphatha imali – kukhona ikhawunti elikuthiwa yisheke. Nayo inalo ikhadi olisebenzisa emshinini iATM.*
(If you do not want to carry cash, there is an account that is called a cheque account, that also offers you a card that you can use at the ATM machine.)

Makhulu: *Yini isheke?*
(What is a cheque?)

Umnini webhange : *Yisithembiso esibhalwe ebhange kwenye ibhange ukuba izokhokha imali egameni lakho kuye nobani isheke libhalwe kuye.*
(It is a written promise from the bank to another bank that it will pay money in your name to whomever the cheque is made out to.)

Makhulu: *Isetshenziswa kanjani isheke?*
(How is a cheque used?)

Umnini webhange: *Ingasetshenziswa ukukhokhela izinto eziningi, kodwa, ngokwaleka ayiyamukelwe kabantu bonke. Ngaphezu kwalokhu akufuneki ubhale isheke engaphezu kwemali onayo ekhawunti lakho.*
(It can be used to pay for many things, but, unfortunately, it is not accepted by everybody. Furthermore, you should not write out a cheque for more money than the money that you have in your account.)

Makhulu: *Ngingavula ikhawundi elikuthiwa yisheke kanjani?*
(How can I open a cheque account?)

Umnini webhange: *Kulula kakhulu – thatha nje imali ufuna ukuyifaka ekhawundi lakho kanye nel.D. ekhawundeni ukuba kwaziwe-nje. Uma uyakwazi ukuzibhalela- gwalisa ifomu yokucela ukuvula ikhawundi noma bazogcwalisela ifomu.*

(It is very easy. Just take your money that you want to deposit in your account together with your I.D book to the information counter. If you know how to do it yourself, fill in a form, requesting to open an account, or they will fill it in for you.)

Makhulu: *Ngiyabongela incasiselo yakho. Ngiyazi manje. Ngiyabonga.*
(I thank you for your explanation. I understand now. Thank you.)

Umnini webhange: *Ngiyabonga ukuza ebhange lethu.*
(I thank you for coming to our bank.)

Task 3

Ikhasimende elidala lifuna ukuvala ikhawundi lakhe ngoba liphikisana ukuthi kungcono ukugcina imali ekhaya ukuze alifuni aye ebhange. Mbingelele mazise ngesici esilahlekelisayo sokugcina imali ekhaya ngochaza ukuthi kungalondeki. Litshela ngesivuthela futhi sizokwenzani imali lakhe, uma ligcine imali ekhaya. Mbingelele yisho ithemba ukuthi uzoguqula umqondo ngokuvala i-akhawundi lakhe.

(An old client wants to close his account, because he argues that it is better to keep his money at home, so that he does not have to go to the bank. Greet him and inform him about the disadvantages of keeping money at home by explaining that it is unsafe. Tell him about inflation and what it will do to his money, should he keep it at home. Greet him and express hope that he will change his mind about closing his account.)

Dialogue 3

Umnini webhange: *Ngiyaxolisa ngesinqumo sakho, kodwa ngicela ukutshela le nto: imali egcinwa ekhaya ingakwebiwa ngokulula.*
(I am sorry about your decision, but I would like to tell you this: money kept at home can be easily stolen.)

Mnumzane: *Yini isibopho ibhange lithathe uma kwenzeka ukuba ukweba.*
(What responsibility does the bank take in the event of theft?)

Umnini webhange: *Imali yasebhange ilondekile ngoba izinyathelo ezilukhuni lithathwa ukulungisela ukuba imali ilondekile kahle. Uma kwenzeka ukuba ukweba, imali yasebhange ilungisela ingozi ngemali.*

(The money in the bank is safe because strict steps are taken to ensure its safety. In the event of theft, the money is insured.)

Mnumzane: *Lingaliwa kanjani isivuthela ibhange?*

(How does the bank fight inflation?)

Umnini webhange: *Yiqiniso ukuthi izintengo zikhulisa ngesikhathi - le nto kuthiwe isivuthela. Isibonelo: ilova lesinkwa labiza uR2 ngo2002, manje kubiza ingaphezu uR4. Lokhu yisici esilahlekelisayo sokugcina imali ekhaya. Inani lemali lihlala njalo, nanxa izintengo zezimpahla zenezela.*

(It is the truth that prices increase regularly – this is called inflation. For example, a loaf of bread used to cost R2 in 1991, now it costs more than R4. This is the disadvantage of keeping money at home. The value of the money stays the same, even though prices of goods increase.)

Mnumzane: *Angizwa kahle, mnumzane. Yonke le nto ithini?*

(I do not understand very well, sir. What does all this mean?)

Umnini webhange: *Yisho imali iyehla enanini layo, kodwa imali ebhange yenezela enanini.*

(It means that money decreases in value, but the money that is kept in the bank, increases in value.)

Mnumzane: *Yenezela kanjani?*

(How does it increase?)

Umnini webhange: *Imali ebhange ithola inzuzo evikela kwesivuthela.*

(The money in the bank earns interest, which protects it against inflation.)

Mnumzane: *Wo! Ngizwa manje. Ngiyaguqula umqondo ngokuvala ikhawundi lami.*
(Oh! Now I understand. I have changed my mind about closing my account.)

Umnini webhange: *Ngiyabongela lokho. Ngikuthembisa ukuthi ungazisoli.*
(I thank you for that. I assure you that you won't regret it at all.)

Task 4

Unokukhuluma nelinye lekhasimende ngekhawundi lakhe. Mbingelele mbuze uma ungamsize. Uphendule ukuthi ungajabulisi ngoba imali yasuswa emva kokufaka imali nokukhipha imali yakhe le nyanga. Ubonakala ukuthi akaqondi ikhawundi lakhe. Mchaze yini kusho ngamatemu "faka imali", "khipha imali" "nomsebenzi wokuvumelana" nokuthi imali isuswa yinkokhelo. Qinise ukuthi uqonde izizathu sokususa imali. Mbingelele uma ehamba mqinise ukukhuluma nawe ngesikhathi esizayo uma kukhona into akaqondi.

(You are having a discussion with one of your clients about a statement of his account. Greet him and ask him if you can help him. He replies that he is unhappy because money has been deducted after his deposits and withdrawals this month. He does not seem to understand the statement. Explain to him what is meant by the terms "deposit", "withdrawal" and "transaction" and that the money deducted is service charges. Make sure he understands why and for what service charges are deducted. Greet him as he leaves and encourage him to come to you in the future if there is anything which he does not understand.)

Dialogue 4

Umnini webhange: *Kungathi awungajabulile namhlanje, mnumzane.*
(You seem to be unhappy today, sir.)

Mnumzane: *Ngiphawula ukuthi ngaleli khawundi kukhona amagama njenga "faka imali", "khipha imali" "nomsebenzi wokuvumelana". Angazi ukuthi athini.*
(I notice that on my enquiry slip there are words like "deposit", "withdrawal" and "transaction". I do not understand what they mean.)

Umnini webhange: *Ukufaka yisho ukufaka imali ekhawundi lakho, kodwa ukukhipha yisho ukukhipha imali ekhawundi lakho. Lezi zinto zithiwa umsebenzi wokuvumelana, ebanga ukuthutheka imali indawo enye kwenye.*

(To deposit, means to put money in your account, but a withdrawal, means to take money out of your account. Both these things are called transactions, which involves transferring money from one place to another.)

Mnumzane: *Lokho ukusebenzela kokhokhelwayo?*

(Are these services paid for?)

Umnini webhange: *Yebo, wena ukhokhela ukufaka nokukhipha imali.*

(Yes, you pay for depositing and withdrawing money.)

Mnumzane: *Zenzelani lezo izinkokhelo. Zona zingakanani?*

(Why are these payments made and how much is it?)

Umnini webhange: *Lezo zinkokhelo ziya ebhange ngoba likuphathela imali. Zivama ukususa yonke inyanga.*

(These payments are for the bank because it handles your money for you. It is usually deducted throughout the month.)

Mnumzane: *Mame! Ngityaqonda. Ngityajabulela ngencasiselo yakho.*

(Oh! I see. I am happy with your explanation.)

Umnini webhange: *Ngityabongela ukuzwa lokho wanelisa. Kulungile. Sobonana.*

(I am thankful to hear that you are satisfied. Ok until we see each other again.)

Task 5

Usebenza ekhawundeni ebhange. Unenkulumo nendoda ekusondela ngesikhathi ngebhalense lekhawundi. Mchaze ukuthi ungathola lokhu ukwazi mgukushesha nongukulula kweATM umshini uphandle kwebhange. Mthathe emshinini umbonise

ingaphendula kanjani imibuzo ngebhalnse. Emva kwalokho, makakubonise ukuba uqonde indlela yokwenzisa.

(You work at the information counter in the bank. You are having a conversation with a man who regularly approaches you about the balance of his account. Explain to him that he can get this information much faster and easier from the ATM machine and show him how to make a balance enquiry. Afterwards, let him demonstrate to you that he understands the procedure.)

Dialogue 5

Indoda: Nginengongolo njalo yokungazi ibhalense lemali eshiye ekhawundi lami.

(I always have a problem of not knowing the balance of money left in my account.)

Umnini webhange: Musa ukukhathalela ngalokhu ngoba yonke iminingwane yekhawundi lakho izotholwa ekompiyutha lebhange, ingalungiswa ngosebenziswa ikhadi le-ATM lakho.

(Do not worry about that because the details with regard to your account is in the computer of the bank and can be quickly checked by using the ATM card.)

Indoda: Ngasikhathi sini ngingathola yonke le miningwane uma ibhange livaliwe?

(At which times can I get all these details if the bank is closed?)

Umnini webhange: Lo ngusizo olukhulu ngoba ingatholakele sonke isikhathi nanxa ibhange lisevaliwe.

(This is a great help, because it can be accessed at any time, even if the bank is already closed.)

Indoda: Ngingayithola kanjani ngekhadi lami? Ake uchaze.

(How can I get it with my card? Please explain.)

Umnini webhange: *Kulula. Ungene nje inombolo yekahdi, usebenzise izinombolo eziphambi komshini, emva kokungenisa ikhadi embotshaneni ephansi komshini.*

(It is easy. Just enter your pin number by using the numbers in front of the machine, after you have inserted the card in the slot at the bottom of the machine.)

Indoda: *Mame, ngiyaqonda. Ngilandela indlela yokwenzisa efanayo uma ngifuna ukukhipha imali.*

(Oh! I see. I follow the same procedure as for withdrawing money.)

Umnini webhange: *Khetha uhlobo lomsebenzi ofunayo ngokufica igama elifanelana nomsebenzi ofunayo, elivela esihenqweni.*

(Choose the type of service that you want by pressing the word that corresponds to the service you want, which appears on the screen.)

Indoda: *Qhubeka! Ngilalela.*

(Continue, I am listening.)

Umnini webhange: *Khetha uhlobo lwekhawundi ulifunayo, isibonelo, ikhawundi lokugcina noma ikhawundi lesheke.*

(Choose the type of account which you want, for example, savings account or cheque account.)

Indoda: *Livela nini ikhadi nekhawundi?*

(When does the card and bank statement appear?)

Umnini webhange: *Ikhadi livela libuyiselwa kuwe embotshaneni nekhawundi livela embotshaneni emncane phezu kwesihenqo.*

(The card appears and is returned to you through the slot and the statement appears through the small slot above the screen.)

Indoda: *Ibhalense livelaphi?*
(Where does the balance appear?)

Umnini webhange: *Livela ekhawundi.*
(It appears on the statement.)

Indoda: *Nginyaqonda manje. Ngiyabonga.*
(I understand now. Thank you.)

Umnini webhange: *Ngiyajabula ukuthi uqonde. Sobonana.*
(I am happy that you understand. Until we see each other again.)

Task 6

Unenkulumo nendoda ofuna ukubeka imali yokuhamba phesheya ekupheleni konyaka. Kepha ufuna ukukhipha inxenye yemali uma kwenzeka into evela ingazelelwe. Emva kokubingelela, uqondisa ukuthi ufaka imali ekhawundi lokugcina elikhethiwe. Mchaze ikhawundi lisebenza kanjani futhi lizokufanelelani izidingo zakhe nesimo. Emva kwalokho, mbingelele umthembisa ngosizo lwakho ngesikhathi esizayo.

(You are having a conversation with a man who wants to put money away for an overseas trip at the end of the year. However, he wants to be able to withdraw some of the money in case of an emergency. After the greetings, recommend that he put the money in a special savings account. Explain to him how it works and why it will be suitable for his needs and circumstances. Afterwards, greet him and assure him of your help in the future.)

Dialogue 6

Indoda : *Yini isenzelelo sekhawundi lokugcina elikhethiwe kunekhawundi lokugcina elivamile?*
(What is the advantage of a special savings account over an ordinary savings account?)

Umnini webhange: *Ikhawundi lokugcina elikhethiwe likhokha inzuzo eningi kunekhawundi lokugcina elivamile.*
(A special savings account pays more interest than an ordinary savings account.)

- Indoda:* *Kufanele ifakwe nini,phi,malini?*
(When, where and how much money should be deposited?)
- Umnini webhange:* *Ungayifaka nokuyikhipha nanini uyifuna kodwa kufanele ushiye inani lemali ethile elincane ekhawundi.*
(You can deposit and withdraw it whenever you want it, but it is necessary to leave a certain small amount in the account to keep it going.)
- Indoda:* *Ngingathola imali uma ngiyidingela ingongolo ephuthumayo.*
(Can I get money if I need it for an urgent problem?)
- Umnini webhange:* *Yebo, leli khawundi lokugcina lizokufanela kahle.*
(Yes, this savings account will suit you fine.)
- Indoda:* *Kufanele ngifake imali kangakanani kuleli khawundi? Ikhawundi le – unit trusts lahlukene kanjani naleli khawundi?*
(How much money should I put into this account? How is unit trusts different from this account?)
- Umnini webhange:* *Ungakwenzi konke lokhu ngekhawundi lokufaka imali egxilile futhi ikhawundi le-unit trusts akuzukufanele ngoba yikhawundi lokufakwa kwemali emsebenzini ukuba izale ekude.*
(You cannot do all this with a fixed deposit account and unit trusts will not suit you, because it is a long term investment.)
- Indoda:* *Ngiqinisekile ukuthi konke lokhu kuzongisiza. Ngizobuya kusasa.*
(I am sure that this will help me. I will come back tomorrow.)
- Umnini webahnge:* *Kuzokusiza impela. Ngiyabongela ngokusethemba kule bhange ethu ukuthola iseluleko. Sobonana!*
(It will definitely help you. I thank you for trusting in our bank for advice. Until we see each other again.)

Task 7

Unenkulumo nendoda onekhawundi kuthiwe –i32 day notice ebhange lakho. Mbingelele umbuze ungamsize. Udidekile futhi akazi inzuzo ebhalwa kanjani, njengoba inzuzo ngekhulu encane enezezela ngenyanga kuphela futhi yona ehluka ngesikhathi ngesikhathi. Mchaze inzuzo ibhlawe kanjani nesenzelelo yenzuzo ngekhulu encane ngenyanga. Mbingelele umqinise ukuzu ekhuluma nawe ngesikhathi esizayo uma kukhona into angayiqondi.

(You are having a conversation with a man who has a 32-day notice account at your bank. Greet him and ask him if you can help him. He is confused and does not understand how the interest is calculated, since only small percentages are added monthly, and it differs from time to time. Explain to him how the interest is calculated and the advantages of smaller, monthly percentages. Greet him and encourage him to come and talk to you in the future if there is anything he does not understand.)

Dialogue 7

Indoda: Ngizwa ngesikhathi abantu bekhuluma ngenzuzo – ibhalwa kanjani?

(I regularly hear people talking about interest – how is it calculated?)

Umnini webhange: Inzuzo ivama ukubhalwa ngezinyaka. Uma isilinganiso senzalo singamashumi amabili ekhulwini, imali oyifakayo uR1000, inzuzo yakho kuzoba uR120 ngonyaka.

(Interest is usually calculated yearly. If the interest rate is 12 percent and the money that you deposited is R1000, your interest for the year will be R120.)

Indoda: Le mali uR120 yahlukana kanjani?

(How is this R120 divided?)

Umnini webhange: Le mali yahlukana phakathi kwezinyanga ezingamashumi nambili zonyaka. Yisho kunye ekhulwini enezezela kuR1000 ekhawundi inyanga enye, esikhundleni senzuzo ngekhulu yonke. Inzuzo yenyanga ezayo izoba kunye ekhulwini inani

lemali lintsha (imali ubeyifake kuqala, kanye nenzuzo ngenyanga edlulileyo), ngamanye amazi, kunye ekhulwini uR1010.

(This money is divided between 12 months of the year. This means that one percent of interest is added to the R1000 in your account, each month, instead of the total yearly percentage. The interest of the following month will be one percent of the new amount of money (the money that you started with, as well as the interest of the previous month), in other words, one percent of R1010.)

Indoda: Ucabanga ukuthi le nzuzo inganingi?

(Do you think that this interest can be a lot?)

Umnini webhange: Yebo, uthola inzuzo eningi uma ethola yonke kanyekanye.

(Yes, you get more interest than if you were to get it all at one time.)

Indoda: Isilinganiso senzalo sihlala njalo?

(Does the interest rate stay the same?)

Umnini webhange: Cha, iyaguqula ngoba inzuzo engaxilile.

(No, it changes, because the interest is not fixed.)

Indoda: Ngizobuya kuwe, mnumzane. Ngiyabongela iseluleko sakho.

(I will come back to you, sir. Thank you for your advice.)

Umnini webhange: Ngiyabongela ngokuza kwakho. Sizokulindela masinyane.

(Thank you for coming. We will expect you shortly.)

Task 8

Insizwa uza ekhuluma nawe ngemigidingo yemali yokuthenga imoto. Mbingelele mamukele. Mbuze ngento inakucabangayo. Ufuna ukuthenga iToyota Corolla futhi udinga ukuboleka imali ebhange. Mbuze ngemali eholwayo ngenyanga futhi ucabanga ukuthi uzokwazi ukukhokha malini ngenyanga. Mbuze ngamanye amakhawundi ekufanele ewakhokhe. Mchaze inzuzo ibhalwe futhi kuzoba ukukhokha leli cala lemali elikangakanini. Ekugcineni ngengxoxo yenu uqonda uma uyamukela isicela semali noma umqondisa azame ukuthenga imoto engabizi kakhulu. Mbongelele uza kuwe umthembisa ukuthi ibhange lakho lihle kakhulu. Mbingelele ahambe.

(A young man comes to talk to you about vehicle financing. Greet and welcome him. Ask him what he has in mind. He wants to buy a Toyota Corolla and needs to borrow the money from the bank. Ask him about his salary and how much he thinks he will be able to pay monthly. Ask him about any other accounts that he might have to pay. Explain to him what the interest would be and how long it will take to pay the money back. At the end of your discussion decide whether to approve the request of money or recommend that he should try to buy a cheaper car. Thank him for coming to you and assure him that your bank is the best. Greet him as he leaves.)

Dialogue 8

Umnini webhange: Ibiza malini le moto oyiceba ukuthenga? Yini ihlobo?
(How much is this car that you are planning to buy? What kind is it?)

Insizwa: YiToyota Corolla ebiza amaR70 000.
(It is a Toyota Corolla and costs R70 000.)

Umnini webhange: Ake ngibonise uhola ngakanani?
(Please show me how much you earn.)

Insizwa: Naku ukuqiniseka kwemali eholwayo kwami. Ngithola uR3500 ngokucishe ukufinyelela emva kokuphungula ngenyanga.
(Here is the proof of my salary. I get approximately R3500, after deductions, a month.)

- Umnini webhange:* *Usebenzaphi?*
(Where do you work?)
- Insizwa:* *Ngingumfundisi onesebenzi oqinile eyunivesithi yaseThekwini.*
(I am a lecturer with a steady job at the University of Natal.)
- Umnini webhange:* *Unomsebenzi omuhle. Ucabanga ukuthi uzokhokha malini ngenyanga.*
(You have a good job. How much do you think that you will be able to pay, monthly.)
- Insizwa:* *Ngingakwazi ukukhokha uR1000 ngenyanga. Yizoba malini inzuzo kulesi sikwenetu.*
(I can pay a R1000 per month. How much will the interest be on this loan?)
- Umnini webhange:* *Uma ungabonakalisi izimpawu zangathembekile, inzuzo ingaphakathi amashumi nanhlanu ekhulwini.*
(If you do not show any signs of not being trustworthy, the interest will be approximately 15 percent.)
- Insizwa:* *Ucabanga ukuthi kuthatha isikhathi esingakanani ukukhokha leli cala lemali?*
(How long do you think that this debt will take me to repay?)
- Umnini webhange:* *Lingakuthatha izinyaka ezingaphezu kwezinyaka eziyisithupha.*
(It can take you more than six years.)
- Insizwa:* *Ucabanga ukuthi unganginika lesi sikwenetu?*
(Do you think that you can give me this loan?)
- Umnini webhange:* *Mnumzane, siyamukela isicela sakho, ungazikhethela imoto oyifunayo.*
(Sir, we accept your application, you can choose the car that you want.)

Insizwa: *Angikholelwa! Ngiyabongela mnumzane uqaqe izindaba zami. Ngiyayikhetha manje!*
(I don't believe it! I thank you, sir, you have solved my problems. I am going to choose it now!)

Task 9

Uxoxa nenkosikazi ophutha inkokhelo esikwenetwini onaso ebhange. Mbingelele umthulise ngokumtshela ukuthi uzomsizela ukuqaqe udaba lwakhe. Emva kokukhuluma naye, kubonakala ngathi udaba lwakhe ungakwazi ukuyiphatha imali. Msize ukulungisa ibhajethi ngokulinganisa imali engenayo nephumayo. Mchaze ukuthi kufanele ukuba uchithe imali ezintwini ezidingeko zokuqala, phambi kokwenza izindleko ezingafuneki. Emva kwalokho mbingelele umqinisa ukuziqeqesha ngokulandele ibhajethe lakhe.

(You are having a discussion with a lady who missed a payment on her loan she has with the bank. Greet her and put her at ease by telling her that you will help her to solve her problem. After talking to her, it seems that her problem is bad financial planning. Help her draw up a budget by balancing her income and expenses, explaining to her that she must spend her money first on the things she needs, before she undergoes any unnecessary expenses. Afterwards greet her and encourage her to exercise self-discipline by following her budget.)

Dialogue 9

Inkosikazi : *Mnumzane, angazi le nto ukhuluma ngayo. Yini ibhajethi – lenziwa njani?*
(Sir, I do not know this thing you are talking about. What is a budget and how is it done?)

Umnini webhange: *Yenezezela iholo lakho neholo lomnyeni wakho kanye nenye imali onayo.*
(Add up your salary as well as your husband's salary, together with any other income you might have.)

Inkosikazi: *Yibhajethi lelo?*
(Is this a budget?)

Umnini webhange: *Yebo, uma wenezezela zonke izindleko zakho, uqala ngezinto ezibalulekile, isiboneliso: irente, amanzi, umbane, ukudla, imali yokuhamba nokunye nokunye. Kubalulekile ukuba ususe izindleko eziningi. Ungachithi imali eningi ngezingubo nesicolo nokunye nokunye.*

(Yes, when you add up all your expenses, start with the most important things, for example, rent, water, electricity, food, travelling expenses, etc. It is important to eliminate many expenses. Do not spend a lot of money on clothes and entertainment, etc.)

Inkosikazi: *Kubaluleke kangakanani le nto ukubhajetha?*

(How important is it to budget?)

Umnini webhange: *Kubalulekile ngoba ukulinganisa amaholo nezindleko kuzolungisela ukuba kunemali eshiywe yokukhokha icala lemali. Khumbula lokho, kubalulekile ukuba ongaphuthi inkokhelo esikwenetwini, ngoba inzuzo yebhange izokhula.*

(It is important because balancing your income and expenses will ensure that there is money left to pay your loan. Remember, it is important not to miss a payment because the interest of the bank will increase.)

Inkosikazi: *Ngiyathembisa. Ngeke ngiphinde! Uqaqe udaba ebenginalo.*

(I promise. I will never do it again. You have solved the problem that I had.)

Umnini webhange: *Ngiyabongela ukuzwa lokho. Khumbula ubalulekile kithi, udaba lwakho lulwethu! Sobonana, hamba kahle!*

(I am thankful to hear that. Remember, you are important to us, your problem is our problem. Until we see each other again, go well.)

Task 10

Unenkulumo nendoda ofuna ukuqonda yini idebit order nokuthi isebenza njani na? Ufuna ukukhokha isikwenetu seDSTV sakhe ngenyanga, ngoba akafuni ukuthumela imali ngeposi ngezizathu zokuqina. Alukho ihhovisi lakwaDSTV edolobheni lapha engakhokha ikhawundi lakhe. Mchaze ngayo yonke le nto ngaphambi kokumthumela ikhawunda lokubuza imibuzo ukuze bangamsize ukugcwalise ifomu ledebit order.

(You are having a conversation with a man who wants to know what a debit order is and how it works. He wants to pay his monthly DSTV bill with it, because he does not want to send money through the post, for security reasons. There is also no DSTV office in his town, where he can pay the bill. Explain to him what a debit order is and how it works, before referring him to the enquiries counter, so that they can help him fill out a debit order form.)

Dialogue 10

Indoda: Yini idebit order?
(What is a debit order?)

Umnini webhange: Yimvume ebhalwe kuwe ebhange ukuze ukhokhe imali ekhawundi lakho, ethutheka ngesikhathi lomunye umuntu ngesikhathi esisho.

(It is a written permission from you to the bank, so that you pay money into your account, which is transferred regularly to another person's account at a specified time.)

Indoda: Angisaqondi kahle. Ake unginike isiboniselo.
(I still do not understand clearly. Please give me an example.)

Umnini webhange: Nasi isiboniselo: Umnumzane othile unike ibhange imvume ebhalwe ukususa uR100 ekhawundi lakhe nokuyikhokha uM-net ngesikhathi ukuphela kwenyanga.

(Here is an example: A certain gentleman gives the bank written permission to deduct R100 from his account and pay it to DSTV at the end of the month.)

- Indoda:* *Sini isenzelelo sedebit order?*
(What is the advantage of a debit order?)
- Umnini webhange:* *Iphephisa enkathazweni ukhokhe ngokwakho ngoba isuswa ngokuzihambela ekhawundi, yonke ngenyanga.*
(It saves you from the trouble of paying it yourself, because it is automatically deducted from your account, every month.)
- Indoda:* *Ngingakwenzani ukuze angiyikhohlwi ngayo ukuphela kwenyanga yonke?*
(What can I do so that I do not forget about it at the end of every month?)
- Umnini webhange:* *Ungakhohlwi ngayo. Yibheke ebhajethi lakho futhi ulungiselo ukuba kukhona imali ekhawundi lakho njalo ukuphela kwenyanga.*
(Do not forget about it. Take it into account in your budget and always ensure that there is money in your account at the end of the month.)

4.3 CONCLUSION

The aim of this chapter was to design a task-based courses for Zulu second language learners to achieve business communication. My intentions were focused to the banking situation in particular, as I found this field to be more relevant and the situations were based on real-life circumstances. Having undertaken such a task, I found the following quite interesting. Firstly, the field of banking employs very complicated words like 'deposit'; 'transaction'; '32 day notice account' which are very unfamiliar to the Zulu lexicon and vocabulary. These words had to be explained in the dialogues to achieve communication as a negotiating process. Different situations were created within the banking scenario which enhanced the topics of the task design. There were different topics assigned to each task. These communicative tasks try to depict the characteristics defined in chapter three.

CHAPTER 5

GENERAL CONCLUSION

One of the most basic aims of linguistic study is that of development. In Chapter One the development of a definition of second language was shown. The examination of the different theoretists reveals a development of ideas. The most fundamental development, relating to the definition of the term second language, was that it refers to the learning of any language by a person other than his/her first language.

Similarly, in Chapter two, the distinct theoretical assumptions on second language learning and teaching had laid the foundation for this chapter. The works of Chomsky, Sharwood Smith, Cook and Newsen were brought into the limelight. Chomsky's work, in particular, reflects a development of the use of Universal Grammar in the understanding of second language acquisition. The following section of Chapter two expounded on the relation of second language learning theory to pedagogy.

In Chapter three defining characteristics and principles of task-based course designs were examined. Again, in keeping with the notion of development, the aspect of communication was the forerunner to much of the task-based course designs. The concept of communication led to the later development of task-based course designs, as shown in Chapter four.

In Chapter four the development of communicative tasks were shown, each applying the principles of task-based courses.

By attempting to outline the development of second language learning theory and learning, and examining the processes of task-based course designs to formulate a task-based course for Zulu second language, it is hoped that this dissertation has contributed to placing the teaching of Zulu as second language on sound scientific bases, according to the insights of modern linguists.

Arising from this dissertation are areas of study still to be pursued. Firstly, the learning properties and strategies in the process of learning Zulu is a selected area to be examined. Secondly, the skills and techniques that can be applied by the teacher in developing successful second language acquisition courses for Zulu, including syllabuses

and teaching methods are to be researched further. Thirdly, the various implications of task-based course design for a Zulu second language course is another that needs to be examined.

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