

Peculiarities Of Communicative Language Teaching, Cooperative Language Learning, And Task-Based Approaches

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Abstract: This paper provides a comprehensible review of the three approaches: Communicative language teaching, Task-based approach, and Cooperative language learning in foreign language teaching. The present study identifies specific characteristics of the three approaches and compares their peculiarities of them which approach is teacher-centered or student-centered or in terms of fluency and accuracy, which main skills are focused on during the usage of each of the three approaches. After reviewing research works on these three approaches, specific features of Communicative Language Teaching, Task-based approach, and Cooperative Language Learning are given in the table for comparison. In teaching language online, the role of Cooperative language learning and components of the approach is significant for reaching the goal of the approach successfully. The objective of the present study is to propose elements of Cooperative Language Learning for online teaching. Furthermore, classifying tasks into three groups in the Task-based approach is suggested. Performing well in those task groups leads language learners to mastery of the target language.

Keywords: Approach, communicative language teaching, cooperative language learning, task-based approach, task groups.

Introduction

According to British linguist, Wilkins (1972) there was a need to teach languages to adults at that time in Europe. Adult language learners were surveyed to identify what they want to learn when they are learning foreign languages. Wilkins (1972) prepared documents based on the result of the investigation of the needs of adult language learners. The result showed that they wanted to learn how to communicate, express their ideas and understand speech in a foreign language. To identify adult language learners' needs improving communication skills was considered as the main purpose of teaching foreign language. Thereafter, the Communicative Language Teaching approach was developed to enhance learners' communicative skills in the target language. By showing the importance of semantics like syntax, Wilkins (1972) influenced appearing and growth of

Communicative language teaching. Task-based approach and Collaborative language learning, and Communicative Language Teaching object to improve four major skills at the same time unlike Audiolingual or Grammar Translation Method that delay to teach how to write or speak till later stages of the language learning process (Garcia, 2021; Sawir, 2005; Thamarana, 2014). The main aim of the three compared approaches Communicative Language Teaching (CLT), Task-based approach and Collaborative Language Learning (CLL) is to work on communication skill, as a result students will be able to use language outside classroom. According to Richards and Rodgers (2010) the Task-based approach and Collaborative learning are considered an extension and a developed version of Communicative language teaching. Hence, the three approaches are often called Communicative approaches, leading to some confusion in distinguishing three different

approaches. In the present article, specific features and peculiar characteristics of each approach are discussed thoroughly and aimed to make a contribution of clarifying some aspects of the three compared approaches.

Communicative Approach

Communicative Approach aims to teach how to use target language outside the classroom as well as how to communicate in real-life situations. Dos Santos (2020) argued “CLT is to learn to use the language, but not learn the knowledge of the language” (p.105). Distinctive characteristic of the Communicative Approach is to teach four language skills equally rather than stressing one of them like in the Audiolingual method. Since learning the language with the help of drilling and repetition resulted not able to use the learned language outside the classroom, Communicative language teaching was accepted with high interest by FL teachers. This approach is one of the most popular, which many teachers use it in the classroom, for improving the four major skills: listening, speaking, reading and writing at the same time. However, it should be noted that not only one or two methods are not considered effective in foreign language teaching currently, but in post method era eclectic approach is preferable (Delaine-Smith, 2020; Kumaravadivelu, 1994). One of the demands of 21st century education system is that Foreign Language (FL) teachers should be aware of peculiarities of all methods and approaches and be able to apply appropriate one for different purposes accordingly. It is a controversial issue that some FL teachers think that we should refuse to teach grammar and prefer communication or some teachers see grammar as an essential part of communication. According to Garcia (2021), instead of choosing grammar or communication, grammar should be taught communicatively. Thus, in eclectic approach FL teachers are expected not to stick using any method in the classroom, but should encourage to use different ones in a suitable situations.

Task-Based Language Teaching

The Task-based language teaching, which main objective is teaching students based on tasks and activities, considering the need's analysis of language learners. Task-based approach is the extensional development of Communicative Language Teaching, since it prioritizes communication and the meaning of the language through tasks (Brandl, 2021; Willis, 1996). The origin of Task-based language teaching dates back to 1987, when Prabhu in India conducted a project called the “Bangalore project”. Prabhu's main concept for developing task-based language teaching is effective learning, which occurs when language learners are fully involved in language tasks rather than learning about languages (Prabhu, 1987). Later, this approach was investigated deeply and was implemented in a pedagogical way by Long and Crookes (1993). In this approach, understanding the content like in the Natural approach is not considered enough to learn the language; but learners should negotiate meaning in communication to master language (Long & Crookes, 1993). Feez (1998) also examined the Task-based language teaching approach and recommended two principles for task-based language teaching, which include communication and meaning as the main principles. Feez stated that the basic elements of the task-based approach are purposeful activities and tasks that emphasize communication and meaning. According to him, language learners can acquire language by interacting communicatively (Feez, 1998). Skehan (1996) also claimed that “Task-based instruction takes a fairly strong view of communicative language teaching” (p.20). The concept of the Task-based approach is the notion of a task, which is defined differently by supporters of this approach. Prabhu (1987) defined task as “An activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process, was regarded as a ‘task’” (p.24). Skehan (1996) stated that the primary concentration of the task should be the meaning of the language rather than form and should be authentic materials that is taken from

real-life language use. Breen (1987) also defines the task as “It is a structured plan for the provision of opportunities for the refinement of knowledge and capabilities entailed in a new language and its use during communication” (p.26). Crookes (1986) defines the notion of the task as a piece of work that has a clear aim can be used as a part of the course, or to elicit data for research. Long (2015) claimed that tasks are beneficial for language learning since they enhance students’ social and communication skills which are needed in outside the classroom. Based on the needs analysis results, tasks should be chosen for learners (Long & Crooks, 1993). For example, if a language learner wants to enhance writing skills for her or his job, writing tasks should be given to learners mostly, but reading or listening tasks also might be included to contribute learner’s knowledge and experience.

Based on the objectives of the tasks, they can be divided into two types, as suggested by Nunan (1989): 1) real-world tasks, which are designed to practice real-world language use, and 2) pedagogical tasks that are designed to improve learners’ knowledge purposefully. In many resources, scholars have categorized tasks according to their design and description. Pica et al (1993) recommended to categorize tasks into five groups: 1) Jigsaw tasks 2) Information-gap tasks 3) Problem-solving tasks 4) Decision-making tasks 5) Opinion-exchange tasks. Willis (1996) differentiated tasks into six groups: 1) listing 2) ordering and sorting 3) comparing 4) problem solving 5) sharing personal information 6) creative tasks.

In the interest of providing a pertinent categorization and after reviewing the literature about task categories, the present paper propose the following: 1) Motivational-task: prepares students for the main task, motivates them to continue next tasks with enthusiasm. Sometimes students seem to be bored when doing tasks, thus, Motivational tasks help students refresh their studying progress. It may be an energizing activity that might entertain students and at the end of the activity, students should be ready to continue their study. 2) Practice

tasks: presuppose the practice of the same tasks over and over to learn a new topic. In particular, to learn the topic, language learners have to do tasks that are about one topic. This type of tasks can be used in two manners: a) without explanation of the new topic; b) after explanation of the new topic. In the first option of using Practice tasks, students are expected to do tasks after being instructed by their teacher how to complete them. After completing these tasks and getting feedback from their teacher, learners understand the new topic simultaneously without any explanation by teacher accordingly to the objectives of TBA. On the other hand, in the second option (b) of using practice tasks, tasks are given after explanation of the new topic by teacher, so as to practice and better understand the concept. Doing tasks that encourage students to use new acquired knowledge repeatedly, students are hoped to reach mastery of implementing knowledge into practice. 3) Critical thinking tasks encourage deep learning and are considered as an essential skill that should be developed, for this reason, Critical thinking tasks are given to encourage learners to think critically. After doing Practice tasks, when students understand the topic by themselves or after given explanation the new topic by teacher, they may do Critical thinking tasks to master the given topic efficiently. Furthermore, Critical thinking tasks prepare students using target language outside the classroom to solve real-life problems.

Cooperative Language Learning

Cooperative Language Learning (CLL) is an approach that aims to boost students’ communication skill. Collaborative Language Learning consists of pair or group learning, and emphasizes on learning language cooperatively. Olsen and Kagan (1992) stated that “Cooperative learning is a group learning activity organized in such a way that learning depends on the socially structured exchange of information between learners in groups” (p.8). Slavin (1995) stated that Collaborative language learning is when learners work together to solve problems socially in a small group. According to Richards and Rodgers (2010), Collaborative learning emphasizes on interaction

during communication and is considered a developed version of Communicative language learning. To perform specific tasks, when students work together, collaborative learning happens simultaneously (Smith et.al, 2007), during this process, they review and learn from their fellows as well as enjoy working together (Garcia, 2021). During the 1960-1970s this approach was developed in the USA. Cooperative language learning is developed based on the “Interaction theory”, supported by Jean Piaget and Lev Vygotsky. The distinctive feature of CLL is that students learn foreign languages in parallel with enhancing social skills by doing pedagogically and socially structured activities and interacting with each other. Another distinctive characteristic is while improving students’ language knowledge in terms of communication, Cooperative language learning also enhances learners’ critical thinking skills (Loes & Pascarella, 2017; Quines, 2017; Wiederhold, 1995). Kagan (1992) and Wiederhold (1995) argue that critical thinking should be taught in parallel with writing, reading, speaking, and listening skills. Wiederhold (1995) developed a Question Matrix to integrate critical thinking into Cooperative learning. Question Matrix consists of using wh- questions to encourage learners to answer questions critically.

One of the main aims of the present study is to suggest essential elements of CLL for online teaching. We called them essential elements of CLL, although many researchers named it differently, for example, Kagan and High named as

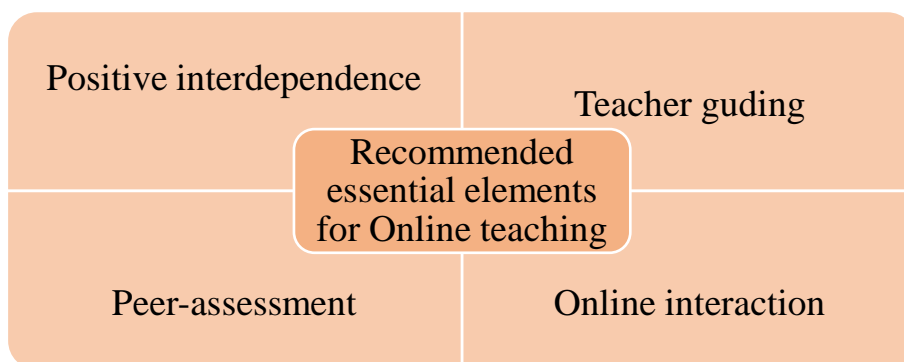
the structure of CLL (Kagan & High, 2002), Socratous named as the core feature of CL (Socratous, 2014). Many researchers investigated this topic and propose their version as carrying on with structures is one of the distinctive features of CLL (Kagan & High, 2002). One of them is Kagan (1994), who created many structures that emphasize communication skills while learning cooperatively. One of them is the following structure: P-Positive interdependence, I-Individual accountability, E-Equal participation, C-Collaborative skills, S-Simultaneous interaction. Johnson et al. (1984) also recommends their version of components for Cooperative Language Learning as follows: 1) Positive interdependence, 2) Face-to-face interaction, 3) individual accountability, 4) Small group and interpersonal skills. Other scholars also give their recommendations on the components of CLL. One of them is Rottier and Ogan (1991), who suggest 7 components of CLL: 1) Group cohesion, 2) Face-to-face interaction, 3) individual accountability, 4) social skills development, 5) group accountability, 6) teacher monitoring, 7) group self-evaluation. Ormrod (1995) recommended omitting 3 components of Rottier and Ogans’ version of components of CLL: face-to-face interaction, social skills development, and group accountability. Renamed Group cohesion into the interdependence of group members and add 2 other components: clear group goal and small group size. In figure 1 the components of Cooperative Language Learning are summarized.

Figure 1 COMPONENTS OF COOPERATIVE LANGUAGE LEARNING

Johnson et al (1984)	<ul style="list-style-type: none"> •Positive interdependence •Face-to-face interaction •Individual accountability •Small group and interpersonal skills.
Rottier & Ogan (1991)	<ul style="list-style-type: none"> •Group cohesion •Face-to-face interaction •Individual accountability •Social skills development •Group accountability •Teacher monitoring •Group self-evaluation
Kagan (1994)	<ul style="list-style-type: none"> •Positive interdependence •Equal participation •Individual accountability •Collaborative skills •Simultaneous interaction
Ormrod (1995)	<ul style="list-style-type: none"> •Interdependence of group members •Small group size •Individual accountability •Clear group goal •Group self-evaluation •Teacher monitoring

Nowadays, it is common that many language learners prefer online learning than traditional class lessons because of it seems to be more convenience and flexibility (Bataineh & Mayyas, 2017; Shams, 2013). Collaborate working is very significant when learning languages online. Online collaborative learning has been becoming increasingly important throughout the past decade (Kumar and Rosé, 2011; Adamson et al. 2014). According to Noor, et al. (2017), for the purpose of

accomplishing the project works and successful student completion of courses, online learning through the cooperative model is highly beneficial. For this reason, components of cooperative learning can be adapted in online learning. We recommend following essential elements of Cooperative Language Learning for online teaching: 1) positive interdependence 2) teacher guiding 3) online interaction 4) peer-assessment.

Figure 2 RECOMMENDED ESSENTIAL ELEMENTS FOR ONLINE TEACHING

The first suggested element of Cooperative Language Learning for teaching online is Positive interdependence. According to Johnson and Johnson (1994), positive interdependence is the heart of Collaborative Learning. Positive interdependence can be achieved when students recognize that the success of each member is crucial for completing the assigned task. As a result, to achieve success, group members should support one another to complete the task successfully. Individual accountability could be considered as a positive interdependence component, since group members realize their role and help other group members to succeed positive interdependence occurs. When students believe on their group members and try to support them to complete the task, individual accountability happens simultaneously.

The second suggested element of CLL for teaching online is teacher guiding which is regarded as a significant element of learning a language. It is well-known that in Communicative approaches the role of a teacher is not so emphasized, learners are encouraged to work autonomously (Dos Santos, 2020). For this reason, the role of the teacher is considered a guide or facilitator, not as the source of knowledge. Lee-Smith (2021) and Liu (2015) argue that if instructors encourage students as independent learners, they will be interested and motivated to discover more knowledge themselves. The teacher's duty begins with assigning students to appropriate groups or allowing them find their

group members, continue giving instructions and observing students as well as monitoring them during a given activity. As a result of his or her observations, the teacher should give students feedback. Feedback helps students to identify their strength and weakness in cooperative working. Johnson & Johnson (2007) agree with the role of the teacher as an observer of class work, through observation teachers could give constructive feedback to all students about their performance in the cooperative learning activities.

The third suggested element of CLL for teaching online is Online interaction; it is an important factor in Cooperative language learning since without interaction it is difficult to share information, resources, and tasks equally. Abdulwahab (2013) stated that many studies characterize collaborative learning as an interaction amongst students to deal with a problem or accomplish a task. According to Hathorn and Ingram (2002), interaction in a group leads to reach a mutual goal. Interaction in online learning is considered a critical element of learning (Woo & Reeves, 2007). Learner's exchange, transmit and develop new knowledge via contact with instructors (Kang & Im, 2013). For example, interaction might be conducted by live online discussion boards that students can ask questions with each other or the teacher and solve problems together synchronously. Besides that, online interaction is also conducted as asynchronous communication. Jonassen (2000) argued that asynchronous communication is only one group

member can communicate at a time, other members cannot join this communication but write answer after some time. E-mail and bulletin boards serve for communicating asynchronously. Active cooperation with other students involving in doing case studies, working out solutions for the given problem, exchanging ideas and arranging the papers is encouraged by this asynchronous communication (Jonassen, 2000). It is not only interaction between learner and learner, but also a teacher and learner interaction. The teacher should also interact with students and be aware that all participants are doing their part of the given task.. Moreover, students should also be aware that other members are trying to complete the assigned tasks. Awarding each other's working process motivates students to continue sharing their task and commit them to finishing the given task successfully. McWhaw et al. (2003) argued that an efficient element of cooperative learning is recognizing which team member is supporting to finish the group activity during ongoing discussion. Without interaction, whether it is online or face-to-face, conducting cooperative language learning is impossible. Since it is considered an important aspect of cooperative learning, interaction ought to be one of the components of CLL.

The last suggested essential element of CLL for teaching online is peer assessment, which gives students the chance to know their mistakes and correct them before submitting the task to the teacher. De Grez et al. (2012) found out that students observed considerable learning improvements as a consequence of their peer assessment. It seems that if peer assessment is organized in two steps, desired result can be taken at the end of the task evaluation process. The first step is peer-assessment in a group, in which students evaluate other group member's work. After reviewing each other's part of the task and receiving feedback from groupmates, students are expected to correct mistakes in their part of the whole task. Afterwards, students' work is checked as a whole group work in the second stage, in this stage of peer assessment, students are supposed to

assess another group's work. As a result, students have a chance to look through other group's work and during the evaluation process, they may compare peer's work with theirs and identify their mistakes or achievements in conducting collaborative working. After peer assessment, the teacher evaluates students' work. By using peer assessment error-free results are supposed to be taken since one work is checked three times: by peers in one group, other groups and teacher. This process also encourages supportive learning, which is an essential feature of cooperative language learning. In Ndoeye's study (2017), students reported that peer assessment helps to encourage collaboration by deeper understanding the subject during interaction with other classmates. Nelson (1999) also supported peer assessment and stated that conducting formative evaluations regularly ought to be added to the feedback received from the teacher and other groups. Moreover, peer assessment provides student-student interaction, which is another essential feature of cooperative language learning. Ndoeye (2017) claimed that being aware of different participants' opinions during peer assessment encourages interaction, it enhances relationships among students. During the peer-assessment process, students are expected to give feedback and discuss it with their peers. It does not only provide knowing each other's progress but also allows students to work collaboratively. Evaluating the group member's recorded activities either through assessment by their peers or instructor provides clear comprehension for their contributions or punishment for not participating (McWhaw et al., 2003).

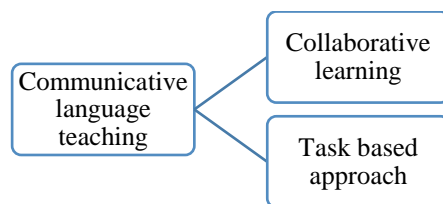
Comparison of three approaches: CLT, TBA and CLL

The Communicative Language Teaching, Task-based approach and the Cooperative Language Learning approaches explored in previous sections have several similar features and differences. Several common characteristics confuse that task-based approach and collaborative language learning are branch methods of the Communicative Language Teaching approach. Nevertheless, they

are separate and individual approaches. Since Collaborative Language Learning and Task-based approaches are appeared based on principles of

Communicative Language Teaching, we recommend describing their relationship as in figure 3.

Figure 3. COMMUNICATIVE APPROACHES



In summary, the three approaches share some common features, moreover, they have distinctive characteristics that identify them as separate

approaches. The following figure 4 describes specific features of the three approaches.

Figure 4 SPECIFIC FEATURES OF COMMUNICATIVE APPROACHES

Approaches	Objectives	Teacher-centered or student-centered	Stressed skills	Fluency & accuracy
Communicative language teaching	To build communicative competence	Student-centered	Communication Speaking Reading Writing Listening	Fluency
Task-based approach	To teach real world needs of learners	Student-centered	Communication Based on the need's analysis of the learner.	Accuracy Fluency
Cooperative language learning	To develop critical thinking and communicative competence	Student-centered	Social skills Communication Critical thinking Speaking Reading Writing Listening	Fluency

The three compared approaches have some similar features as well as discrepancies. For common characteristics of CLT, Task-based and CLL

approaches following features can be considered: improving language learners' communication skills and working on four skills: speaking, reading,

writing, listening. Additionally, all three approaches are student-centered as students ought to learn language autonomously and try to understand issues themselves; when they have some misunderstanding then teacher guide them to realize difficult concept, which students have difficulty to understand themselves.

Different features of the three communicative approaches are evident for the discrepancy between them. Collaborative Language Learning has unique features such as enhancing learners' critical thinking skills and emphasizing working collaboratively rather than competitively that Task-based approach and Communicative Language Teaching do not have. Another difference among three approach is that the Task-based approach and Cooperative Language Learning were developed based on Communicative Language Teaching, they have additional features that the former approach designed to meet learners' need, the latter emphasized social skills additionally.

Lastly, in Communicative Language Teaching and Cooperative language Learning, fluency is considered to improve during the first stages of the teaching process and as a result, accuracy appears simultaneously in later stages. Thamarana (2014) claimed emphasizing fluency is one of the advantages of CLT that it is encouraged to keep students active in utilizing target languages productively. But According to Ngoc le (2021), focusing on fluency more than accuracy is one of the disadvantages of CLT since to speak fluently by ignoring accuracy, students make more grammatical mistakes. Nevertheless, it seems that ignoring making mistakes and stressing fluent communication allows students to be more active when they engage and speak with others rather than to keep silent.

According to East (2017), TBA was described as an attempt to concentrate on accuracy while using fluency at the same time. In Task-based approach tasks should be completed with accuracy and students are required to make few mistakes and later stages of learning they achieve fluency. In this

approach, participating in fluent conversation will improve students' communicative skills and raise the chance to draw attention to correctness in communication (Talebi et al., 2015).

Discussion

In general, this study attempted to identify specific features of Communicative Language Teaching, Task-based approach, and Cooperative Language Learning, as well as recommend elements of Cooperative Language Learning for online teaching and three task groups for Task-based approach. Thus, this study has the intention to provide comparison and better analysis of the Communicative Language Teaching, Task-based approach, and Cooperative Language Learning.

As shown in the figure 5 "Specific features of Communicative approaches", each approach develops similar and unique characteristics and features. Communicative Language Teaching, Task-based approach, and Cooperative Language Learning were developed as a result of the social needs of language learners (Dubskix, 2019; Matamoros-González et al. 2017; Van den Branden et al. 2007; Yassin et al. 2018). The three communicative approaches aimed to improve communication skill that students are expected to use target language in real world situations. The most common feature of the three communicative approach is teaching process is learner centered (Garcia, 2021; Yassin et al. 2018; East, 2017). Despite of having similarities, Communicative Language Teaching, Task-based approach and Cooperative Language Learning with distinctive characteristics, are independent approaches without any doubts. It can be stated that the three approaches might be called communicative approaches, however, they have particular qualities that make them unique approaches.

We recommend three task categories for TBA according to objective of task: Motivational, Practice and Critical thinking tasks. Other scholars suggested another version of task groups, in particular, Nunan (1989) divided tasks into two types, Willis (1996) recommended six groups,

Richards and Rodgers (2010) categorized them into eight. To create tasks for TBA, task categorization is needed that is according to objective of each group, tasks are prepared for the learners. Tasks category for TBA is needed to be renewed and made new concept as tasks are considered very necessary in second language learning (Willis, 1996) as well as this approach provides a realistic and successful method of language teaching (Nunan, 2010).

Cooperative learning motivates to learn new concepts in-depth online and enhance learning outcomes with positive collaboration (Silalahi, 2020). Elements of CLL and applying CLL to online learning researched by many scholars. However, adjusting existed components of CLL into online learning is not proposed. In the present study we suggested four elements of CLL for online teaching: Positive interdependence, Online interaction, Peer-assessment and Teacher guiding.

Conclusion

In conclusion, this research paper discussed Communicative Language Teaching, Task-Based and Collaborative Language Learning approaches that are recommended to use in FLT classroom. After reviewing researches, Motivational, Practice and Critical thinking task categories for Task-based approach and four components of Cooperative Language Learning for online teaching: Positive interdependence, Online interaction, Peer-assessment and Teacher guiding are recommended and the reasons of such suggestions were discussed in the article. Although, there has been a lot of research on distinctive characteristics of Communicative approaches or choosing communication over grammar, it is still under the discussion. FLT approaches, in particular, CLT, CLL and TB approaches are valuable in the academic world and FLT field therefore, it can be further studied and made new concepts.

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