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Literary Theories

Eco-sensitivity through Task Based Language Teaching: Amalgamation of Environmental Responsiveness in English Language Teaching for Sustainable Development

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Abstract: Exploitation of natural resources for years, which naturally resulted in environmental degradation, becomes the serious issue of the today's world which has intensified the need for the inclusion of environmental sensitivity in the curriculum to bring changes in the learners' attitudes. ELT with its natural reflective and communicative potential, especially its Task Based Language Teaching, has a wider scope for adopting eco-sensitivity in the curriculum. This research paper explores the opportunities to include environmental sensitivity, and the global demands of making the action plan in combating climate change and the targets related with it to be effective, while stay focused on achieving language proficiency. This paper explores the reasons why TBLT is significant for both language learning and creating eco-sensitivity among the learners and how effective this method in achieving the global demands of sustainable goals and their targets, especially goals such as climate change, good health and wellbeing, clean water and sanitation, life below water and life on earth.

Keywords: Environmental degradation, Task-based Learning, Communicative Competence, Exploitations, Sustainable goals.



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Introduction

Continuous exploitation of the physical environment, which causes a serious and diverse effects, has turned out to be the gravest concern of the world today. Too much depletion of natural resources, rapid urbanization, unbridled industrialization, and human activities break the ecological balance. Concerns like biodiversity, global warming, and climate change not only damage environment but also the endurance of humanity to a larger extent. Thus, institutions such as UNESCO started advocating environmental learning and sustainable progression as vital plans of action to fight environmental catastrophe. English Language Teaching (ELT) as a phenomenon, has the potential to elevate the minds of learners by instilling in them eco-sensitivity, awareness, and sustainable practices. Known as a communicative approach in language, Task Based Language Teaching pivots a sensible real - life discourse through its interactive tasks. It encourages learner participation and experimental learning. Thereby, grooms the ability of solving problems and making decisions. Therefore, it provides adequate scope to the integration of ecological themes into language learning, while keeping linguistic objectives intact. The current study investigates the possibilities of synthesizing eco-sensitivity through Task Based Language Teaching into English Language Teaching. It further explores the connectivity of eco-sensitive TBLT to achieve implementing sustainable development goals.

Objectives of the Study:

1. To explore the vitality of integrating Eco Sensitivity into ELT.
2. To investigate the part of Task Based Language Teaching in advocating Eco-sensitivity.
3. To pinpoint appropriate Eco-Centric tasks which are ideal for language classrooms.
4. To align the Task Based Language Teaching with sustainable development goals.
5. To observe the progression of communicative competence and life skills through environmentally oriented tasks.

Research Questions:

1. How far Eco Sensitivity is relevant in ELT?
2. How does Task Based Language Teaching incorporate in creating Eco Sensitivity?
3. What types of tasks can be adapted into ELT classrooms?
4. How can Task Based Language Teaching be aligned with Sustainable Development Goals?
5. What are the cognitive and linguistic benefits achieved in environmental tasks?

Literature Review:

Environmental learning, at least in the recent times, procures conspicuous heed, as a result of growing ecological concerns. As stated by UNESCO and other governing bodies at the international forum, education integrating sustainable development goals are to empower learners with intelligence, skills, values, and attitudes which are significant to build a sustainable future. It cannot be confined to a particular study alone, but to be inculcated across disciplines. According to Willis(1996), Tasks increase the fluency and discourse skills effectively, though there are ineffectiveness in accomplishing higher linguistic capabilities. David Nunan's research (2004), on the other hand, identified two types of tasks namely: target/ real- world tasks and pedagogical tasks, which is evident to prove Task Based Language Teaching can be an effective method for discussing concerns such as eco-sensitivity.

Cates(1990) strengthens the view that the incorporation between language learning and international issues, for instance climate change, will be possible in English Language Teaching classrooms. Jacobs and Goalty (2000) emphasized the vitality of 'Green Pedagogy' in language learning, where ecological themes are integral to classroom interactions.

Researches so far, moreover exposes the fact that eco-oriented language tasks enhance the learners' zeal, as far as they are involved in rightful, socially significant, and responsible themes. Therefore, eco-sensitive tasks influence learners to think critically, have opinions, and act accordingly, when it comes to terms with nature.

Task Based Language Teaching and It's Implications

Task Based Language Teaching emanates from communicative language teaching and its focal point is learning through purposeful interactions. Unlike the conventional methods, which believe in drills or memorization, Task Based Language Teaching progresses through carrying out that represents real-life scenarios. The core objectives of Task Based Language Teaching (TBLT) are; meaning – focused interaction, learner-centered, authentic language use, collaborative learning, problem-solving orientation and experimental learning. It consists of three stages as follows:

1. Pre Task Stage: Usually, at this stage, the teacher introduces the topic and motivates learners to get ready for the tasks.
2. Task Cycle: Learners carry out their tasks such as group work, debates, role-plays, projects, presentations.
3. Language Focus: Learners will be given tasks which are real life situations, and all the language skills will be given an equal priority, so as to enhance fluency and precision among learners.

With these attributes inherent in Task Based Language Teaching, it can integrate eco-sensitivity with language proficiency, to improve learners' zeal and participation. As learners carry out tasks, they develop critical thinking, collaboration, and problem-solving abilities. Learners' autonomy is strengthened by these tasks.

Conclusion

Environmental degradation, a serene consequence, has made the globe to expect a quick and firm educational responses. Task Based Language Teaching creates a powerful platform for integrating eco-sensitivity into education. Task Based Language Teaching encourages communicative, experimental, and learner-centered education which links language acquisition and environmental concerns altogether. Exposure to real problems, through Task Based Language Teaching, ensures the learners both communicative competence and environmentally sensitive individuals. Therefore, Task Based Language Teaching not only focuses on language proficiency but environmentally sensitive learners as well, so as to face and resolve the challenges of the world in future.

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