Role of ZPD, SLT and TBLT in the Target Language Teaching and Learning

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Abstract: This study aims to discuss how to practice learning theories- ZPD, SLT and TBLT in classroom teaching. It attempts to underpin the basic ideas of the theories combined with practice to understand, explain, analyze, and anticipate how students learn the contents better and retain longer.Thus, an overview of three theories is given to ensure learners' easy access to the opportunity of gaining meaningful learning experiences in the target language. Lesson incorporated into this study is selected from Hons First Year English course taught at the National University (NU), Bangladesh. It acts as a model of lesson planning based on learning theories to infer and critically analyze the findings of student-focused teaching with depth of learning for critical thinking and problem solving. The findings of the study revealed that the direct use of learning theories enforce language practice through the process of bilateral task-based activities in the real-life classroom context.

Introduction

In Bangladesh, undergraduate level students study various disciplines through the medium of both Bangla and English. It is experienced that in most cases the majority of the students who study English face challenges in understanding the course contents clearly. Moreover, it is evident from the situations that many of them are not inspired to remain engaged in the classroom activities in facilitative ways. The reason might be that application of learning theories is not a regular phenomenonin preparing lesson plan for classroom instruction. However, there is rationale for practitioners to execute theory-based lesson planning (Haynes, 2010) for empowering students in the entire learning process. In this regard, contemporary literature review on the key theoretical teaching-learning ideas can aid ensuring the appropriateness of contents (what) and procedures (how) to meet and greet learners' expectations in the target language learning.

Context of the Study

Thecontext of this study is a government college under the NU of Bangladesh. As there is no best method of teaching, I have selected three contents from the Hons First Year English course. As, regards, three lesson plans are designed using three learning theoriesin each. Anyway, I have chosen to present one lesson plan in the study incorporating three different learning theories— Zone of Proximal Development (ZPD), Social Learning Theory (SLT) and Task Based Language Teaching (TBLT). This lesson plan intendsto help the students overcome the residual fear of language usein the classroom. Additionally, the purpose of selecting one lesson plan is to analyse the findings critically regarding the delivery of effective instruction to make the learning goals achievable.

Justification for Applying the Theories

Learning theories are an indispensable part of subject-pedagogy to make better decisions about instructional practices offering (Hulstijn et al., 2014; Kirshner, 2016; Khalil &Elkhider, 2016)

information, guidance and tactics to enhance learning. It is perceptible that learning theories are not constant. Rather, different theories have different implications for planning and delivering lessonsconsidering the context. Therefore, over the centuries, linguists, philosophers, psychologists, and educationists have provided several learning theories to support (Dunn &Lantolf, 1998) students' contextual and empirical skills for doing tasks. According to De Valenzuela (2006), of all the theories ZPD and SLT are comparatively old than TBLT to promote social functions of learning. As concerns, the justification for applying multiple learning theories into a single lesson plan is to go for troubleshooting to minimise the existing gaps in the teaching plans, contents and assessment procedures. Firstly, (Roofe, 2017) considering the relevance, a teacher requires to apply the learning theories into lesson plans to create an interactive learning environment for making learning outcomes achievable. Secondly, theories directly help to link ideas and tasks in lesson plans for quality instruction. Thirdly, theories support, motivate and guide (Harper & Row, 1977; Chaiklin, 2003) teacher's attempt to assess students' learning for academic attainment.

Theoretical Ideas
There are a substantial number of theories connected to teaching-learning considering teachers' expertise, students' abilities, and motivation, interest and learning outcomes. In this regard, it is necessary to plan (Doran's, 1981; Chaiklin, 2003; Roofe, 2017) learning goals specific, measurable, attainable, results-oriented, time-bound to create a flexible classroom environment. The point is,teaching resources and student involvement through the process ofactive participation are two prime factors to reach learning goals (Ertmer& Newby, 1993; Cooper, 2014).

A. Theoretical Idea 1- Zone of Proximal Development (ZPD)
Vygotsky's (1978)ZPD concept is the centre of social constructivism. It is an area of new knowledge construction that develops from experience, prior knowledge and interaction with a situation where the more knowledgeableperson helps the individual.

B. Rationale for Choosing this Idea
ZPD is a zone that includes the tasks which are neither too easy nor too difficult to do by an individual. As concerns, students belong to this region can do the target task with the help of a with a teacher's scaffolding. So, Vygotsky's (1896 – 1934) ZPD indicates teacher-assisted learning (in between can do with help and cannot go beyond the range of potentiality) based on existing abilities (Cole & Cole, 2001; Verenikina, 2003). An example of this area is presented below:
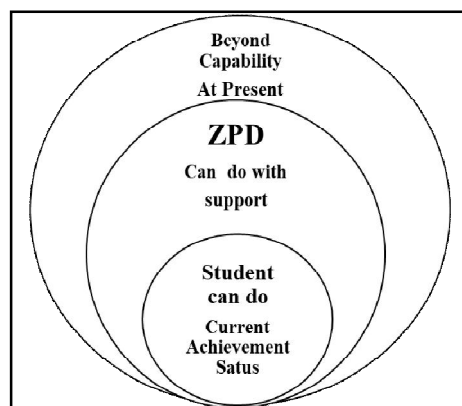

Figure 1. Zone of Proximal Development

The above figure reveals that ZPD is to focus on knowledge construction and comprehension through interactions, experiences, skill development, scaffolding, and assessment (Piaget, 1972; Vygotsky, 1978; Bruner, 1990;Smagorinsky, 2007) based on students' beliefs, values, attitudes and ideas. In this regard, ZPD (White, 1988) denotes the point of a joint effort involving motivation, guidance, and encouragement to accomplish the tasks.By using ZPD together with other pedagogical approaches teachers can help students to achieve curriculum stated multiple learning outcomes (Abtahi, 2017). Besides, theories and approaches make it possible to note down the observable aspects of each task to give feedback for correction. Finally, the justification of incorporating ZPD into the lesson plans is to balance the strengths and weaknesses associated with each task students are assigned to do in the classroom.

C. Critical Discussion of ZPD Impact on Teaching

ZPD is a special part of constructivism that evolved for (Wells, 1999) classroom development considering scaffolding as a crucial support mechanism (Kolb, 1984; Mezirow, 1998; Basan&Silman, 2016). It is applied by classroom practitioners to remove learning impediments. In this regard, it is worthy to comment that ZPD being the central part of social cognition (Daniels, 2001) smoothly launches the teaching-learning voyage from knowledge construction to information transfer. In the teaching context of Hons First Year English students of NU of Bangladesh, the influence of ZPD can be interpreted as: a) proper application of ZPD helps students to reconstruct knowledge (Valsiner& van der Veer, 2000; Rogoff, 2003); b) ZPD enhances students' intellectual development for target language learning to ensure mature transition (Dunn &Lantolf, 1998; Tharp & Gallimore, 1998; Chaiklin, 2003) to the next stage of learning through interaction; c) practice of ZPD assists mixed-ability students; d) besides, ZPD promotes students' capacity for literary analysis and interpretation (Erickson, 2018) to change learners' status from 'beyond capacity' to 'within capacity' level (Wood, Bruner, & Ross 1976; Silver, 2011) providing persistent guidelines, peer-collaboration and scaffolding to improve the learning situation (Eun, 2017; Abtahi, 2017).

D. Theoretical Idea 2 – Social Learning Theory (SLT)

According to behaviourist theory (Skinner, 1950), human behaviour encompasses response to mental procedures and socio-cultural situations by which one is surrounded. For this reason, Skinner's behaviourism is the basis for SLT (Bandura, 1977) that recognises learning as a cognitive process. SLT points up that human beings learn through observations (Bandura, 1977; Kearsley, 1994; Nabavi, 2012), psychomotor functions and emotional responses of others. Major components of SLT are:
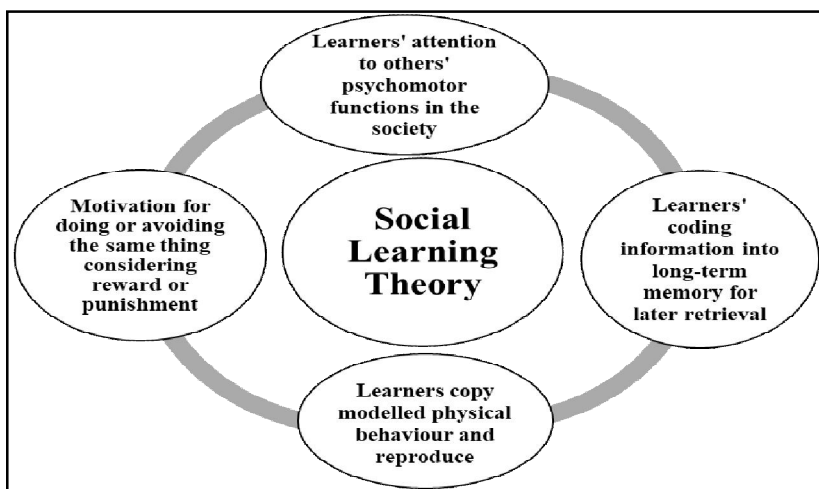

Figure 2. Major Components of SLT
Source: Kearsley, G. (1994). Social learning theory (A. Bandura).

E. Rationale for Choosing

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According to Bandura (1977), SLT is a perspective that speaks about how an individual in a society or a given situation learns to act and respond to stimuli through observation. The rationale for choosing SLT is, it connects cognitive, environmental and behavioural factors to describe human behaviour. The below illustration reveals that students learn by following their role models' (teacher and friends) behaviours, views, skills, and norms:
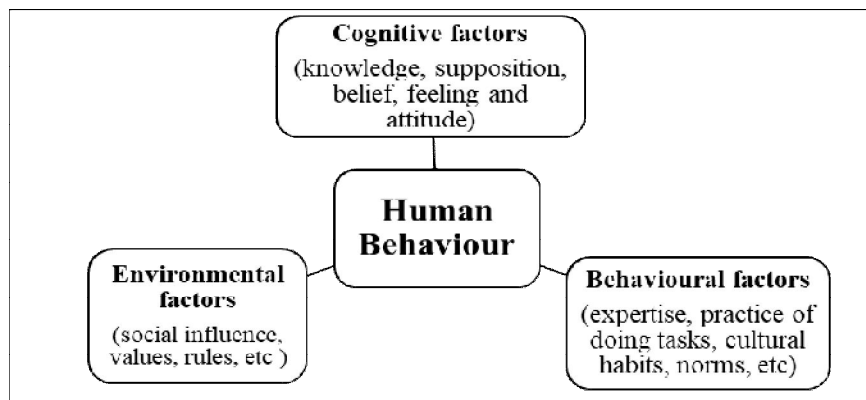

Figure 3. SLT and Human Behaviour

The above figure indicates that to shape students' behaviour and motivation as per the learning goals is not easy because the issues do not remain the same for long. As mentioned earlier, the use of SLT in teaching creates a congenial learning atmosphere for a diverse ability class. Additionally, it enables teachers to encourage peer learning and peer interaction to keep pace with the latest development of learning. In this way, many students will learn to take individual and collective responsibility for learning in group.

F. Critical Discussion of SLT Impact on Teaching
A considerable number of studies (Branhard, 2008; Milner, 2010; Mise et al., 2013; Samsuddin et al., 2017) confirmed SLT as a world-wide teaching trend for handling diverse students' group to assign multiple tasks. So, it is convenient to refer that this theory helps to frame a teacher's classroom responsibility to make everyone talk and work in the class through a process of persisting observation (Bruner, 1973; Newman & Holzman, 1993) considering a variety of in-class issues. It also helps teachers to re-conceptualise ideas and relationships (Bruner, 1973) to keep students stay focused on the tasks (Christensen et al., 1991; Wildemeersch& Jansen, 1997).

Likewise, SLT aids instructors to influence learners' motivation and self-fulfillment (Maslow, 1954). Even though there is an opposite view of Bandura's avoidance of the fact (Rudy et al., 2010) that due to negative heredity on social behaviour, students can behave irrationally or aggressively with others in the class. Thus, several discouraging factors (Liu, & Huang, 2011; Li, & Bo, 2016; Li & Zhou, 2017) such as learners' reluctance, facilitators' incompetence, rigid classroom, lack of inspiration, inappropriate content, etc. bring about negative social learning. Despite that learning is not a one-sided matter. Preferably it focuses on individual' potentialities as well the community's influence on observational learning and self-efficacy (Bandura, 1985).

G. Theoretical Idea 3 — Task-based Language Teaching (TBLT)

The central point of TBLT is the use of real language (Long, 1985) for the functional task to support learners (Prabhu's, 1987) to do focused activities using the target language. So, a task can be accomplished through collaborative and connective activities to achieve learning outcomes.
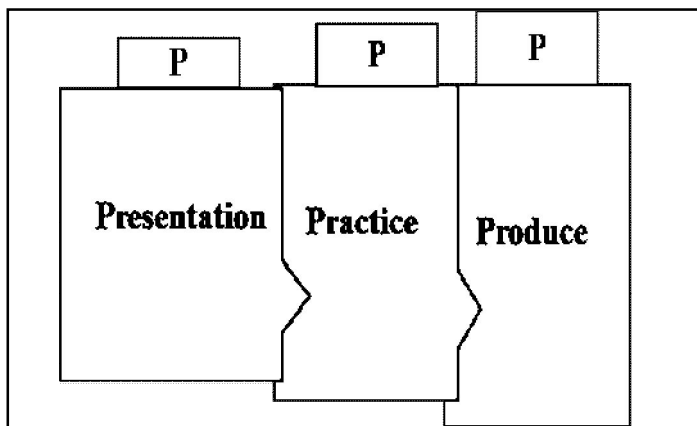

Figure 4. The PPP Paradigm

To explain the TBLT model, Prabhu's PPP (presentation-practice-produce) paradigm is demonstrated below:According to researchers (Nunan, 2004; Wicking, 2009; Dickinson, 2010; Shimomura, 2014), the PPP paradigm was paramount in the field of purposeful language learning before Prabhu's (1987) TBLT model came into operation.

H. Rationale for Choosing this Idea

A critical review of relevant literature is of great help to learn about how TBLT can facilitate students' tasks through collaboration and good teaching. In other words, it brings forth language practice with the target language (Branden, 2008) through communication acts. As regards, Sánchez (2004) has confirmed that TBLT motivates learners to get help from peers and teachers during tasks arranged in compliance with everyday practice. Although Nunan (2005) differs that goal-oriented tasks are practically different from practices or activities.

I.Critical Discussion of TBLT Impact on Teaching

Literature review manifests that individuals living in a social situation construct knowledge to fulfil their requirements (Baysan&Silman, 2016) through imitation of others to reduce their cognitive load (Willis, 1996; Skehan, 1998; Richards & Rodgers, 2004). But whenever a challenge arises (Nunan, 1989; Ellis, 2003) teacher provides them with cognitive support to achieve expected learning outcomes. But in the context of Bangladesh and China, because of situational impacts (Kong, 2009), knowledge construction responsibility is more of a teacher than of a student. However, Tavakoli et al (2019) and Gonzalez-Loret& Ortega (2014)substantiated that personal efficacy and technology are two rudimentary conditions for removing barriers to classroom learning. Likewise, Willis, 1996; Williams& Burden, 1997; Ellis, 2003; Tale, 2015; Rahman et al. 2018 hold that student's involvement in a series of tasks in the classroom fulfil their communication goals. So, task-based language teaching supports the demonstration and practice of tasks by explaining questions and mistakes (Titone, 1968) in harmony with the exchange of knowledge, ideas, perceptions, and feelings (White,1988) providing a great amount of information with the extension of the kinds of critical thinking done earlier.

Design and Delivery of Lesson Plans

To conduct the classes, I prepared three lesson plans applying theories, practices, ideas and technology fit in my classroom context. As mentioned earlier, the participants of the three classes (three instructions) were Hons First Year English students who were enrolled in an undergraduate programme at NU, Bangladesh. I have designed three contexts responsive (Cameron, 2008; Lowenstein, 2009; Milner, 2010; McDonald et al., 2011) lesson plans and applied those in three different classes of 40 students. The purpose was to turn students intrinsically into active participants in classroom activitiesto achieve learning goals.Additionally, during the classes the endeavours were: a) to minimize the gaps between pedagogy, learning and assessment; b) to put theories into practice to see their direct impacts on classroom learning; c) to decide on effective theories and (Richards & Rodgers, 2004) methods to enhance students' English language proficiency. However, the prime concern was to ensure interactive learning with high levels of collective responsibility. As previously alluded to, I had focused on the theories— ZPD, SLT, and TBLT to see how and to what extent these are applicable in target language teaching and learning. Having regard to the conditions, one lesson plan was designed on Martin Luther King's famous speech "I Have a Dream" to guide instruction:

A. Applied Lesson Plan

Class: Hons First Year	Subject: English		Class duration: 1 hour
Date of execution: … Time: …			Class
Topic: I Have a Dream Speech by — *Martin Luther King* **Theoretical ideas used: ZPD, SLT and TBLT**			
Learning outcomes: By the end of the lesson, students will be able to- learn about **Martin Luther King** ii) know about the literary merits of Luther's **"I Have a Dream"** iii) compare with the **7March 1971** speech of **Bangabandhu Sheikh Mujibur Rahman**			
Resources: Images, video clip, whiteboard, chart paper, marker, multimedia, textbook		**Learning theories used**	**Assessment**
Reviewing previous lessons **Warm-up activityfor student focus:** 1. Teacher will ask the students- Who are these people seen in the pictures? Students will identify the two images of **Bangabandhu Sheikh Mujibur Rahman** and **Martin Luther King**.	(2 minutes) (2 minutes)	**Task** used for engagement and interaction	Monitoring and reviewing
Learning outcomes (i& ii) **Situation 1.** A short video clip on **"I Have a Dream"** **Situation 2. "I Have a Dream"** is full of metaphors, allusions and symbols. So, I will invite students to learn vocabulary (momentous, manacle, languish, hallowed, sweltering, interposition, nullification, prodigious, a promissory note) used in **"I Have a Dream"** to understand Luther's speech well. **Situation 3.** **Reading in groups** Learners will be able to learn about **Martin Luther King**who dreamed for freedom and equality for the black Americans	(10 minutes) (4 minutes) (5 minutes)	**ZPD** is used for scaffolding vocabulary learning **SLT** is used for **Collective practice** **Task**	Observation and mentoring

Situation 4. **Group practice** Group discussion (concerning students' understanding, confusion and appreciation of the text) **Instruction:** The teacher will ask the students to summarise the story	(5 minutes)	**TBLT** theory is used for Language Practice	Observation and listening to know about what they they have learned
Learning outcome (iii) **Situation 5.Group Brainstorming** Compare Martin Luther King's speech **"I Have a Dream"**with the **7 March 1971 speech** of Bangabandhu Sheikh Mujibur Rahman, the founder of independent Bangladesh NB: UNESCO declared Bangabandhu Sheikh Mujibur Rahman's **7March 1971** speech as part of the **world's documentary heritage**	(7 minutes)	**TBLT** and **ZPD** are used for **scaffolding** and guiding **group brainstorming**	Observation and monitoring
Situation 6.Group Brainwriting **Tools:** Chart papers and markers **Instruction:** Write the <u>main points</u> of the two speeches highlighting the significance of each. **I will aim for the following benefits:** 1. Develop students' creative thinking 2. Equalize learning opportunities for all 3. Psychomotor skills 4. Make easy to understand **the value of freedom and justice** **Presentation** Listening and speaking skills	(5 minutes) (10 minutes)	**TBLT** **SLT** is used for engagement and idea generation **Task**	**Peer-assessment** Observation and analysis of students' work **Peer-feedback on presentation**
Situation 7. **Home assignment** Write down the literary merits of Martin Luther King's speech **"I Have a Dream".**	(2 minutes)	**Task** for writing skill development	**Rating** (4- point scale) Poor = 1 Good = 2 Very good =3 Outstanding = 4
Situation 8. I will go for **review for corrective feedback** on the taught lesson to reconfirm whether my students have achieved the learning outcomes	(6 minutes)	**TBLT** for result-oriented practice	Summative assessment at the end of the class
Closure Do you need extra help with some of the work?	(2 minutes)	The teacher will thank the students for their active participation in the class	
Reflection Section How can I do it differently in the next class?* Entirely inner-thinking			

In the above lesson plan (one instruction), I attempted to underpin three basic learning theories along with technology to close the gaps between students' status of learning, instruction strategy and the course goals to be achieved. Additionally, three phases of learning were followed to execute this lesson plan to get the most from the class delivery:

First- Pre-task
At this phase it was necessary for the students to identify the two images of Bangabandhu Sheikh Mujibur Rahman and Martin Luther King as part of closed tasksin the area of concern. In this regard,

textbook provided tasks were incorporated into the lesson plan and practised in the class for authentic learning.

Second-Task

a)   Before starting the class, the students got an in-class briefing about the subject matter and learning outcomes of the lesson. Thereafter, they received necessary instructions and support to accomplish the open tasks individually and with the help of group members.

b)   To reach learning goals, different learning styles were practised with changes in delivery to develop learners' comprehension capacity. Being a teacher observer, I monitored and mentored the tasks and visited the working groups. Afterwards, I used reflective judgment tactic (King & Kitchener, 2002) to provide students with potential solutions to the problem they were struggling. Beyond that, I applied a formative assessment system to appraise (Piaget, 1972; Mezirow, 1998) students' lesson comprehension and (Prabhu, 1987; Littlewood, 2004) task-based communication activities with regard to the class. Later, I went for critical analysis to determine students' level of brainstorming (Knight & Sutton, 2004) to handle the identified problems concerned with the assigned tasks (Sinnot, 1998).

Third- Review Task

Subsequently, I gave oral feedback on the practised tasks and noted down the areas to be improved in the upcoming classes in two phases:

a)   After the lesson, I invited the students to review (mentioning the key points) the tasks they did in the class to bridge the gap between demonstration and comprehension of the content. In this way, the task for practice enriched students' learning experience.

b)   After review session, I provided students with oral feedback on the tasks. Also closed the session asking the whole class if they need extra help with some of the work completed in the class.
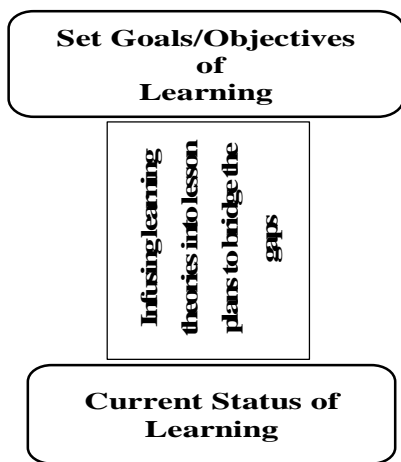

Figure 5. Theories for Bridging Instruction and Learning

To add a precise detail, there was a lesson wise formative assessment strategy to motivate and prepare learners for summative assessment hereafter. The rationale for doing it is that year end public examination is a great concern for students, teachers, parents, administrative bodies and other stakeholders from grassroots to national level in the context of Bangladesh. Therefore, researchers (Gayo-Avello& Fernández-Cuervo, 2003; Lamprianou & Athanasou, 2009; García-Beltrán & Martinez, 2006; Topping et al., 2000; Nulty, 2011; Spiller, 2012; Hernandez, 2012) acclaimed group work, feedback practice and assessment to help achieve learning outcomes of any taught lesson.

B. Critical Reflections on Teaching the Lesson

It is important to refer that there is literary evidence of the integration of the learning theories into the lesson plans (Woodford & Bancroft, 2005; Whyte et al, 2013) to teach contents and to ensure a higher level of thinking. In this study, an extensive work was done to prepare lesson plans effective

(Popham, 2008; Powell &Kalina, 2009) to understand students' status of learning. Also, to make classroom correspondence and connectivity optimal. However, Harland, 2003; Merriam, 2017 contended that linking learning theories with assessment-based instruction is effective to launch quality learning. Despite opposition and criticism, Erişti and Akdeniz (2016) argued that within challenge there lies blessings to progress learning. In this regard, the rationale for choosing these theories for English literature classroom was that they are highly applicable and favourable to each other (Kearsley, 1994) to explore, construct and transmit knowledge; to enhance peer collaboration; (Wolfe, 2004; Topping, 2009) to provide guidance for learning. It is worth to claim that (Chaiklin, 2003; Abtahi, 2017) what a learner achieves collaboratively today has the potentiality to do individually tomorrow if a teacher as a facilitator make to perform easier.

The above figure demonstrates that theories act for bridging instruction and learning. So, it is also essential to understand that combining the learning theories and putting them into the lesson plans as input support us to achieve learning outcomes as output. Thus, the implementation stage provided that though the three selected theories are interconnected but they are experimental and challenging at the various practice stages in different situations. Throughout the practice period, there were some concerns, how-to guide students' in-class engagement for achieving learning outcomes fully, how to fit theories well into teaching to see which one works best in the learners' context.

To find out satisfactory answers to all the inner thoughts and questions lesson plans were designed with theoretical ideas along with context supportive tasks. Although there is an opposing argument (Swanwick, 2005 & Jarvis, 2006)that learning does not change, it only improves traditional art of teaching. But during practices, it was found that real learning occurs when students learn from the teachers and peers (Bandura, 1977; Merriam, 2017) as a collective responsibility.

C. Outcomes of the Lesson Plan Administered
It was observed that there is a strong inter-bond between the theories and practices. So, while planning the lesson plans, I focused on the application of the mentioned theories into practice for two reasons: a) to initiate a firm basis for student-fronted learning (Strauch & Omar, 2014); b) to involve the processes of knowledge, practice and production for achieving learning outcomes. Eventually, the benefits of using ZPD, SLT and TBLT in the lesson plans and classroom instructions were considerable. Assessment of this plan on "I Have a Dream"— a speech by Martin Luther King included in the Hons First Year syllabus of NU, Bangladesh included— observation, monitoring, listening to group discussion, task analysis, presentation, rating and review as attempts to know whether learning has occurred properly. After using the selected learning theories with the available resources and methods, it was possible to learn about the following outcomes:

I used 'open tasks' in the lesson to scaffold students' efforts to make a comparative analysis of Martin Luther King's speech "I Have a Dream" with the "7 March 1971 speech" of Bangabandhu Sheikh Mujibur Rahman, the founder of independent Bangladesh. During the task observation, the students enjoyed a lot while they were brainstorming and brainwriting. Besides, I found that learning context of the lesson plan had brought some positive changes in students' behaviour during the classroom practice session, for instance, confidence, learning from each other, etc.

It is worth mentioning that while teaching in the class, I substantially faced challenges such as some students were reluctant to converse in English, slightly noisy classroom, time constraint, traffic noise and so forth. Real-life administration of the lesson plan comparatively took more time and effort than it was expected. Initially, the students were not much enthusiastic to carry out the tasks. Thereafter, they adjusted with the flexible classroom events. Besides, the application of all the planned strategies

— group work, relationship building tasks, peer-collaboration, etc. altogether improved the students' macro language skills.

TABLE 1.An Analysis of the Tasks and Observations

Lesson Plan	Things Worked Well	Things Not Worked Well
Content **I Have a Dream**	class started following the lesson plan students were enthusiastic and asked questions peer-learning peer-feedback peer-assessment summarising learning outcomes were achieved	Starting was difficult as it was not like the formerly practiced classes slightly uncontrollable due to some political issues instructions could be clearer the literary analysis was not easy for the students corrective feedback was not *always* possible

To ensure active learning during classes, I sought for students' feedback on the practised tasks. As there was no provision to complete a full course, literally I could not go for summative assessment. Otherwise, it was found that the theories worked well for the students and they had improved. The implementation of a formative assessment system comprised of question-answer, group presentation, role play, recitation, recapitulation and feedback enhanced students' progress. So, there is scope for using the theories more effectively in the classes to take place, if the lessons are planned suitably.

D. A Summary of Reflections
Before lesson planning, it is more convenient to address the concerned issues (Piaget, 1972; Mezirow, 1998; Sinnott, 1998; Dunn &Lantolf, 1998; Knight & Sutton, 2004; Gilmore et al., 2017;Roofe, 2017) regarding students' cognitive level of thinking and classroom situation. I went for lesson planning to support active learning through a variety of tasks such as audio-visual display, question-answer, conversations, pair/group works, group presentations, reading, writing, listening and speaking practice and home assignments. Thus, the class works were designed following a series of tasks to make complete use of the target language.

Considering the context, a strategic lesson planning was done to prepare the students for future local and global challenges.Though in the beginning, practicing did not go well but gradually it became more rewarding about clarifying subject matter to the students. I made a wholehearted attempt to engage the students in doing different tasks such as critical thinking and problem solving. Finally, it implies that contextual lesson planning can support learning beyond the borderlines of conventional classrooms if learning theories are applied in a logical and consistent way.

E. Deviations of Practice
The preliminary objective of using tools, for instance, group work, group brainstorming, question-answer, etc. for formative assessment was very tough to prove since some students lacked self-drive for peer learning. The following deviations of practice occurred during class time:

i) Waste of time
Regarding presentation of the content "I Have a Dream", it was difficult to make students familiar with the speech and its theme. Later peer assessment and peer feedback took much time of the class. This deviation of practice has information-based similarity with the findings of Topping (2000) and Gilmore et al (2017) that peer assessment causes waste of time. They also confirmed time-constraint as a major limitation of peer assessment as it takes a lot of time to complete a task.

ii) Difficulties in Marking Scripts

There was difficulty in reading the scripts to assess students' understanding of the lesson. Particularly, I had to commenting on all the essay type question-answer scripts submitted as home assignment make note of their level of understanding.

Evaluation

Success, the way we see it, is the accomplishment of tasks including all good and bad experiences. In that sense, using the tri-theory framework has helped to support students' tasks in the English literature classroom. Additionally, spending time on each task to achieve learning outcomes was a big concern from warm-up activity to after class reflection. However, peer works have come to great help to prepare the students for peer assessment. During class time, I practised formative assessment to prepare students (Hernandez, 2012) for formative function leading to year-end summative assessment. Besides, there was a real achievement in the infusion of theoretical ideas into the lesson plan (King &Kitchner, 2002; Hernandez, 2012) for sharing ideas, peer-interaction and assessment. This study intends to recommend the following essential actions for the implementation of a planned lesson based on theories:

a) A clear understanding of the learning theories
b) Strategic planning to instruct a class
c) Methods of scaffolding the tasks
d) Learning about students' need for additional support
e) Transmission of knowledge and information for authentic learning
f) Summarising, analysing and recapitulating the accomplished task
g) Monitoring, mentoring and close observation
h) Corrective feedback to inspire students' understanding

Conclusion

A major objective of this study was to perceive the significant role of the learning theories in lesson planning and instruction practice to make them meaningful in language learning.The aim of this study was to clarify students' understanding of the contents through audio-visual aids to help them catch up with the tasks and instructions to enforce communicative activities. Throughout the whole study, there was an endeavor to critically discuss the merits and limitations of real-life application of the learning theories. In this regard, several key imperatives like think, plan, practice, monitor, review, assess and share can be followed to achieve the learning outcomes.As discussed, during the implementation stage of the planned lesson, the aim for task completion, critical thinking and student-fronted teachinghelp to get to know the teaching-learning progress. Moreover, strong will power and commitment to good teaching play a vital role to make instruction less difficult. All things considered, a teacher acts as a catalyst to amalgam different learning theories together with instruction tactics, resource, observation, monitoring and assessment to complete the journey of teaching-learning.

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