

Task Based Language Teaching And Its Use In Heterogeneous Classes Definition And Advantages

[#task based language teaching](#) [#TBLT definition](#) [#heterogeneous class language acquisition](#) [#advantages of task based learning](#) [#effective language teaching methods](#)

Explore the comprehensive definition of Task-Based Language Teaching (TBLT) and understand its profound utility and significant advantages when implemented in diverse, heterogeneous classrooms. This approach fosters effective language acquisition by engaging learners in meaningful tasks, making it a powerful methodology for varied student needs.

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Task-based-language-teaching and its use in heterogeneous classes. Definition and Advantages

Seminar paper from the year 2014 in the subject Didactics for the subject English - Pedagogy, Literature Studies, grade: 1,3, Justus-Liebig-University Giessen (Anglistik), language: English, abstract: The entire German school system is traditionally designed to homogeneity. By avoiding various class alliances, the school policy hopes to achieve an appropriate increase of performance. Mental under- and overload should be avoided by the prevention of heterogeneous learning communities; however, the usefulness of such homogeneous classes is controversial. The results of national and international comparisons of school systems, as the Program for International Student Assessment (PISA), led to a rethink in the German school system. The individual support for pupils, including their requirements for teachers, were dedicated much attention to. Most of the secondary classes are heterogeneous classes. All Students bring a variety of skills and abilities to school. In fact, it is not easy to find an appropriate methodical approach to deal with such a constellation. The first chapter provides a definition of heterogeneity and information on different factors which lead to heterogeneity in school. The second chapter reveals the attitude of a teacher in a mixed ability classroom and how he needs to accomplish teaching in a heterogeneous class. The next chapter outlines a possible approach which can be implemented in school to make a classroom a good fit for each learner. First a definition of TBLT (Task-based-language-teaching) is given, then the advantages of this approach are highlighted. Finally, the use of TBLT in heterogeneous classes is made clear. Chapter four sums up all the important points and displays possible renewals of heterogeneity in schools.

Task-Based Language Learning and Teaching

Seminar paper from the year 2016 in the subject English - Pedagogy, Didactics, Literature Studies, grade: 1,6, University of Frankfurt (Main) (England and American Studies - Didactics Department), course: Integrating Skills and Task-Based Language Learning, language: English, abstract: In the

following term paper, I would like to give a brief overview about task-based learning in general and the way it provides effective language learning with the help of motivational tasks in order to show that in-class language practice does not necessarily have to be an artificial situation. In modern second language teaching the role of task-based learning has become a very important topic. Due to the fact that many exercises in EFL classrooms have no clear connection to real world situations, researchers and modern English teachers try to put emphasis on tasks which help learners to use the target language effectively in different situations outside the classroom. This term paper has its focus on the implementation of task-based learning and teaching in EFL classrooms and the way task-based activities can be designed. Based on the fact that motivation plays an important role in language learning, it is also necessary to concentrate on possibilities to make the English language attractive (also for young learners) and to help them realizing that through task-based learning activities they can learn something which can be transferred to real life situations. Since I did not know a lot about task-based language learning (and teaching), I was looking forward to being engaged in this topic. The most interesting and also surprising aspect that I learned was that there are so many advantages of TBL. First of all, TBL allows students to be free of language control because they use all their language resources rather than just practicing one preselected item. Furthermore, a natural context is developed from the students' experiences with the language that is personalized and relevant to them. Another essential advantage is the more varied exposure to language with TBL since they will be exposed to a whole range of lexical phrases, collocations and patterns as well as language forms. An important aspect of TBL is that the language explored arises from the students' needs. It is no more the decision made by the teacher or the coursebook. Lastly, the most important advantage in my opinion is the strong communicative approach because students spend a lot of time communicating. I am sure that TBL is enjoyable and motivating for students as well as for teachers.

Task-Based Language Teaching in Foreign Language Contexts

This volume extends the Task-Based Language Teaching: Issues, Research and Practice books series by deliberately exploring the potential of task-based language teaching (TBLT) in a range of EFL contexts. It is specifically devoted to providing empirical accounts about how TBLT practice is being developed and researched in diverse educational contexts, particularly where English is not the dominant language. By including contributions from settings as varied as Japan, China, Korea, Venezuela, Turkey, Spain, and France, this collection of 13 studies provides strong indications that the research and implementation of TBLT in EFL settings is both on the rise and interestingly diverse, not least because it must respond to the distinct contexts, constraints, and possibilities of foreign language learning. The book will be of interest to SLA researchers and students in applied linguistics and TESOL. It will also be of value to course designers and language teachers who come from a broad range of formal and informal educational settings encompassing a wide range of ages and types of language learners.

Pedagogical Realities of Implementing Task-Based Language Teaching

This book documents how teachers, working in school foreign language learning contexts and teaching beginner learners of languages other than English, learn about and use tasks. It first presents a pedagogically researched account of how teachers learn about, design and evaluate tasks, after being introduced to TBLT during an in-service programme. The authors then go into classrooms to explore ways in which teachers continue to use tasks, as part of their regular ongoing classroom language programmes, following their in-service education. The book documents how the teachers use tasks to open up opportunities for language learning for students and investigates how teachers understand and position tasks and TBLT as relevant and of value to their teaching contexts. The challenges that teachers face in incorporating TBLT into their practice are also explored. The book suggests how the use of the task as a pedagogic tool may contribute to ongoing understanding about TBLT.

Task-Based Language Teaching

"A comprehensively revised edition of Designing tasks for the communicative classroom"--Cover.

Task-Based Language Learning and Teaching and Students' Use of the Mother Tongue

Seminar paper from the year 2011 in the subject English - Pedagogy, Didactics, Literature Studies, grade: 1,0, University of Bamberg (Lehrstuhl für Didaktik der englischen Sprache und Literatur), course: Task based language learning and teaching, language: English, abstract: Although it is undisputable

that task-based language learning and teaching seems to be an interesting and varied methodology regarding language classrooms, there may arise some difficulties when trying to implement this approach. One of the most challenging issues within task-based approaches is considered to be the students' use of the mother tongue. This term paper aims to examine how to deal with mother tongue use in a task-based classroom, how to encourage target language use and finally, how mother tongue use is compatible with task-based approaches

Task-based learning and teaching in young learners' EFL classrooms

Seminar paper from the year 2013 in the subject English - Pedagogy, Didactics, Literature Studies, grade: 1,0, University of Kassel (Institut für Fremdsprachenlehr- und Lernforschung), course: Task-based learning in the EFL classroom, language: English, abstract: In modern second language teaching the role of task-based learning has become a very important aspect. Due to the fact that very often exercises in EFL classrooms have no clear connection to real world situations, researchers and modern English teachers try to put emphasis on tasks which help learners to use the target language effectively in different situations outside the classroom. This term paper has its focus on the implementation of task-based learning and teaching in EFL classrooms and the way task-based activities can be designed especially for young learners. Based on the fact that motivation plays an important role in language learning, it is also necessary to concentrate on possibilities to make the English language attractive for young learners and to help them realizing that through task-based learning activities they can learn something which can be transferred to real life situations. Therefore, I would like to give a brief overview about task-based learning in general and the way it provides effective language learning with the help of motivational tasks in order to show that in-class language practice does not necessarily have to be an artificial situation. With a focus on young learners, I would like to concentrate on the question how to implement a task-based writing activity which supports creativity and active second language use.

The needs and potentials of task-based EFL teaching using the sample task of speed-dating

Seminar paper from the year 2014 in the subject Didactics for the subject English - Pedagogy, Literature Studies, grade: 1,3, University of Potsdam (Englisch Fachdidaktik), course: Methods in EFL teaching, language: English, abstract: Until the late 1960s it was assumed that the ability to communicate in a foreign language would be exclusively based on the knowledge of grammar rules and vocabulary. The 1970s, however, saw a major shift in focus away from form to meaning. This basic insight led to the emergence of Communicative Language Teaching (CLT) in the 1980s which until now serves as an umbrella term for a number of approaches, valuing communicative competence higher than linguistic knowledge. Among the strongest versions of CLT, there is Task-Based Language Teaching (TBLT) which basically promotes the use of tasks as the core unit of foreign language teaching (cf. Larsen-Freeman, 2000:121). Accordingly, it will be the aim of the present paper to verify whether TBLT is also a valid approach for the EFL classroom and how this can be justified in terms of current teaching objectives and learners' needs. The first section of the paper will provide the theoretical background to TBLT. It will be relevant here to compare different definitions of the term task, in order to identify useful criteria that help to distinguish a task from the concept of an exercise. Moreover, the functions and interrelations of a few selected types and components of tasks shall be discussed. In the second section, the focus will be put on factors to consider when implementing task-based language learning in EFL. For this purpose, the main principles of TBLT will be portrayed drawing on the potential assets and drawbacks of the approach. It will be relevant here to answer the following controversial questions related to TBLT: 1. How to avoid that the focus on "authentic" communication is done at the expense of formal accuracy? 2. How does TBLT affect teacher and learner roles in a TBLT classroom? 3. How can tasks be used to assess what learners can do in the L2? Finally, there will be provided a sample lesson of TBLT. This lesson is built around a speed-dating activity and is designed for grade 11/1. An attempt shall be made here to analyze how the lesson relates to the formerly defined criteria of TBLT and how this meets the latest standards of the official curriculum of Brandenburg for ESL at upper secondary school level.

Task-Based Language Learning

This volume contains papers addressing issues in task-based research into second language learning which are essential to informed pedagogic decision-making about how best to achieve this aim. These issues include research into the design characteristics of pedagogic tasks that promote the accuracy,

fluency and complexity of learner language; the role of individual differences in the motivational and other cognitive variables that demands made by pedagogic tasks draw on; the extent to which tasks, and teacher interventions during task performance, promote the quantity and quality of interaction that facilitate L2 learning; and the generalizability of task-based research in laboratory contexts to classroom settings.

Researching Pedagogic Tasks

Researching Pedagogic Tasks brings together a series of empirical studies into the use of pedagogical tasks for second language learning, with a view to better understanding the structure of tasks, their impact on students, and their use by teachers. The volume starts with an introduction to the background and key issues in the topic area and is then organised into three sections: the first section focuses on the language and learning of students on tasks the second on the use of tasks in the language classroom the third on the use of tasks for language testing Each section begins with a succinct section introduction, and the volume concludes with an afterword relating the theme of the volume to issues in curriculum development. The chapters include both experimental and qualitative approaches to the topic, some providing original accounts of specific studies, others offering overviews of linked series of studies.

Applications of CALL Theory in ESL and EFL Environments

Blended learning has recently been gaining popularity within educational fields. Examining the impact that computer-assisted techniques have on foreign language education will provide more effective ways to enhance learning techniques for educators and students alike. Applications of CALL Theory in ESL and EFL Environments is a pivotal reference source that discusses recent advances relating to online teaching and learning of foreign languages. Highlighting relevant topics such as electronic portfolio assessments, corpus linguists, flipped learning models, and student engagement, this scholarly resource is ideal for educators, academicians, students, and researchers that are interested in staying current on the latest technologies and methodologies in foreign language learning.

Recent Perspectives on Task-Based Language Learning and Teaching

The last three decades have witnessed a growth of interest in research on tasks from various perspectives and numerous books and collections of articles have been published focusing on the notion of task and its utility in different contexts. Nevertheless, what is lacking is a multi-faceted examination of tasks from different important perspectives. This edited volume, with four sections of three chapters each, views tasks and Task-based Language Teaching (TBLT) from four distinct (but complementary) vantage points. In the first section, all chapters view tasks from a cognitive-interactionist angle with each addressing one key facet of either cognition or interaction (or both) in different contexts (CALL and EFL/ESL). Section two hinges on the idea that language teaching and learning is perhaps best conceptualized, understood, and investigated within a complexity theory framework which accounts for the dynamicity and interrelatedness of the variables involved. Viewing TBLT from a sociocultural lens is what connects the chapters included in the third section. Finally, the fourth section views TBLT from pedagogical and curricular vantage points.

Task-Based Language Teaching

A comprehensive account of the research and practice of task-based language teaching.

Task-Based Language Teaching and students' motivation in the EFL classroom

Bachelor Thesis from the year 2021 in the subject Didactics for the subject English - Pedagogy, Literature Studies, grade: 1.3, , language: English, abstract: This thesis aims to examine the intrinsically motivating aspects of task-based language teaching (TBLT) in the EFL classroom. It will be started with communicative language teaching (CLT) as a precursor to TBLT. The theoretical context will be discussed with particular reference to Stephen Krashens' Affective Filter Hypothesis as it has influenced research on motivation in foreign language learning as well as TBLT. After that, the current paradigms of CLT will be presented, focusing on its changes compared to former language teaching methods. Moreover, the terminology of motivation will be addressed by first providing a clear definition and then going on to discuss motivation in foreign language teaching. Although there are countless theories in this particular field, the most important theory for the course of this thesis is the Self-Determination

Theory by Ryan and Deci as it first introduced the concepts of intrinsic and extrinsic motivation. Besides, the teacher and learner roles will be discussed to see how they affect each other's motivation. Furthermore, Dörnyei's motivational strategies for the foreign language classroom will be outlined to show how student motivation can be initiated and maintained. The next chapter introduces the task-based language teaching approach thoroughly explaining the concept of a task in order to grasp its main ideas and differences compared to an exercise. Then the various task types and the role of teacher and learner will be explored to see how they operate in the EFL classroom. Thereafter, Jane Willis' TBL framework will be presented by discussing the aim of each stage in detail. Lastly, a sample lesson designed by Jane Willis will be presented to demonstrate the implementation of TBLT and to scrutinize its impact on student motivation. Therefore, the previously mentioned aspects of motivation will be taken up to examine how they are integrated in TBLT focusing especially on intrinsically motivating factors.

A Course in English Language Teaching

This book provides a comprehensive introduction to English language teaching, and is suitable for teachers in a variety of educational settings, including compulsory education. It has been completely revised and updated to cover essential new topics for the modern English languages teacher. These include: English as an international language ; Language acquisition theories and teaching methodologies ; Using digital supplementary materials ; Content and language integrated learning (CLIL). - Back cover

Foundational Principles of Task-Based Language Teaching

This book is available Open Access. This book introduces readers to the concept of task-based language teaching (TBLT), a learner-centred and experiential approach to language teaching and learning. Based on the premise that language learners can enhance their second language acquisition (SLA) through engagement in communicative tasks that compel them to use language for themselves, TBLT stands in contrast to more traditional approaches. Accessible and comprehensive, this book provides a foundational overview of the principles and practice of TBLT and demystifies what TBLT looks like in the classroom. Complete with questions for reflection, pedagogical extensions for application in real classrooms and further reading suggestions in every chapter, this valuable and informative text is vital for anyone interested in TBLT, whether as students, researchers or teachers.

Tasks in Action

Task-based Language Teaching (TBLT) has been gaining momentum around the world during the past twenty years. However, particularly lacking in the body of available publications on TBLT is empirical evidence of the actual activity, interaction and learning processes that tasks give rise to in real classrooms. This volume compiles a number of studies that describe what learners and teachers, in various educational contexts, actually do when they are asked to perform tasks as part of their regular classroom activity. As such, the volume provides valuable new insights into the implementation of task-based language teaching and vividly illustrates how classroom practice can inform future theory-building and research on TBLT. All the chapters in this book are based on papers that were presented during the first International Conference on Task-Based Language Teaching, which was organised in Leuven in September 2005 by the Centre for Language and Education of the Katholieke Universiteit Leuven.

Using Tasks in Second Language Teaching

This book examines the use of tasks in second language instruction in a variety of international contexts, and addresses the need for a better understanding of how tasks are used in teaching and program-level decision-making. The chapters consider the key issues, examples, benefits and challenges that teachers, program designers and researchers face in using tasks in a diverse range of contexts around the world, and aim to understand practitioners' concerns with the relationship between tasks and performance. They provide examples of how tasks are used with learners of different ages and different proficiency levels, in both face-to-face and online contexts. In documenting these uses of tasks, the authors of the various chapters illuminate cultural, educational and institutional factors that can make the effective use of tasks more or less difficult in their particular context.

Task-Based Language Learning and Teaching with Technology

Reflections on Task-Based Language Teaching

Task-based language teaching is now a well-established pedagogic approach but problematic issues remain, such as whether it is appropriate for all learners and in all instructional contexts. This book draws on the author's experience of working with teachers, together with his knowledge of relevant research and theory, to examine the key issues. It proposes flexible ways in which tasks can be designed and implemented in the language classroom to address the problems that teachers often face with task-based language teaching. It will appeal to researchers and teachers who are interested in task-based language teaching and the practical and theoretical issues involved. It will also be of interest to students and researchers working in the areas of applied linguistics, TESOL and second language acquisition.

Task-Based Language Learning. An EFL Textbook Case

Seminar paper from the year 2019 in the subject Didactics - Common Didactics, Educational Objectives, Methods, grade: 2.7, University of Duisburg-Essen, language: English, abstract: EFL teaching methods have changed drastically in recent decades. While straight forward frontal instruction mainly focused on grammar was the former standard, today a more flexible and task-based approach is needed. This essay analyzes a sixth-grade textbook regarding its use of task-based language learning according to the framework designed by Jane Willis. Lastly, the practicability of the textbook when used in an actual classroom will be discussed.

Whose Learning is it Anyway?

How can language learning in the formal context of the classroom contribute to the learners' communicative competence, whilst at the same time enhancing their general learning skills and preparing them for life long learning? Such a challenge is complex, as is catering to the needs of individual students in a group learning context. This book explores ways in which a traditional task-based approach to language teaching, can be extended to help students not only to become more skilful language users, but to become more skillful learners in the process.

Task-based Language Learning and Teaching

This book explores the relationship between research, teaching, and tasks, and seeks to clarify the issues raised by recent work in this field. The book shows how research and task-based teaching can mutually inform each other and illuminate the areas of task-based course design, methodology, and assessment. The author brings an accessible style and broad scope to an area of contemporary importance to both SLA and language pedagogy.

Applications of Task-based Learning in TESOL

Based on insights gained from using tasks as research tools, this volume shows how teachers can use tasks as teaching tools. Contributors to this volume found that using task-based applications in their classrooms builds a sense of community, develops critical thinking skills and intercultural communicative competence, increases cultural awareness, and encourages cooperation.

Task-Based Language Education

Task-based language teaching (TBLT) has been attracting the attention of researchers, curriculum developers, teacher trainers and language teachers for many years. However, much of the available literature and research has been from a psycholinguistic perspective, driven by the desire to understand how people acquire a second language. Far less research has been carried out as to whether TBLT works for real teachers and real learners in a classroom environment. This book aims to offer a unique contribution by uniting a discussion of task-based pedagogical principles with descriptions of their application to real life language education problems. It provides an account of the many challenges and obstacles that the implementation of TBLT raises and discusses the different options for overcoming them. The book contains a substantial body of research from Flanders, where the implementation of TBLT has been a nationwide project for fifteen years in primary, secondary and adult education.

The Role of the Learner in Task-Based Language Teaching

This comprehensive, forward-looking text is the first holistic research overview and practical methods guide for researching the role that affective and conative factors play in second language learners' task performance and language acquisition. It provides a long overdue update on the role of the learner in task-based language teaching (TBLT). The book brings together theoretical background and major constructs, established and innovative methodological and technological tools, cutting-edge findings, and illuminating suggestions for future work. A group of expert scholars from around the world synthesize the state of the art, detail how to design and conduct empirical studies, and authoritatively set the agenda for future work in this critical, emerging area of language learning and instructional design. With a variety of helpful features like suggested research, discussion questions, and recommended further readings, this will be an invaluable resource to advanced students and researchers of second language acquisition, applied linguistics, psychology, education, and related areas.

Subject Teaching and Teacher Education in the New Century

This 544-page book has 22 chapters prepared by experienced and renowned scholars and researchers from different parts of the world. Grouped into three sections- "Information Technology, Science and Mathematics\

Agent-Based Tutoring Systems by Cognitive and Affective Modeling

"This book presents a modern view of intelligent tutoring, focusing mainly on the conception of these systems according to a multi-agent approach and on the affective and cognitive modeling of the student in this kind of educational environment"--Provided by publisher.

Task Sequencing and Instructed Second Language Learning

"Task Sequencing and Instructed Second Language Learning provides theoretical rationales for, and empirical studies of, the effects of sequencing language learning tasks to maximize second language learning. Examples of task sequences, and both laboratory and classroom-based research into them, are presented. This is the first collection of so far under-researched studies on the effects of task sequencing, framed within the Cognition Hypothesis of Task-based Language Teaching (TBLT) and the SSARC model for task sequencing. Perspectives include -- laboratory-based and classroom-based research designs -- implications for teacher training -- laboratory and classroom research methods -- conversational interaction -- task sequencing and Task Based Language Teaching syllabus design"--

Teachers Exploring Tasks in English Language Teaching

Indhold: Implementing task-based learning : contexts and purposes ; Exploring task interaction : helping learners do better ; Exploring task language : lexical phrases and patterns ; Investigating variables : task conditions and task types.

Web Services – ICWS 2022

This book constitutes the proceedings of the 29th International Conference on Web Services, ICWS 2022, held in Honolulu, USA, as part of SCF 2022, during December 10-14, 2022. The 9 full papers presented in this volume were carefully reviewed and selected from 20 submissions. The papers cover aspects of services computing and applications. Centered around services computing, it covers various systems and networking research pertaining to cloud, edge and Internet-of-Things (IoT), as well as technologies for intelligent computing, learning, big data and blockchain applications.

Teachers' Perceptions of Task-Based Language Teaching

This dissertation, "Teachers' Perceptions of Task-based Language Teaching: Impact on Their Teaching Approaches" by Oi-lin, Irene, Hui, 1was obtained from The University of Hong Kong (Pokfulam, Hong Kong) and is being sold pursuant to Creative Commons: Attribution 3.0 Hong Kong License. The content of this dissertation has not been altered in any way. We have altered the formatting in order to facilitate the ease of printing and reading of the dissertation. All rights not granted by the above license are retained by the author. Abstract: Abstract The objectives of this study were to investigate secondary English teachers' perceptions of Task-based Language Teaching (TBLT), to look at the impacts of their perceptions on their teaching practice and to identify the challenges and possibilities in the implementation of TBLT. From the data gathered in a questionnaire survey of 50 secondary

English teachers, interviews and classroom observations of two teachers, the findings provided some insights into the English language teaching scenarios in Hong Kong schools. The aim of the study was to help teachers better understand the theories and methodologies of TBLT. The findings suggested that teachers generally understand the benefits of TBLT, however, they do not think it can improve teaching and learning effectiveness. It was also found that teachers have inadequate understanding of TBLT but they think more training would enhance their knowledge of TBLT. The study indicated that the implementation of TBLT may be more successful if the following criteria could be achieved: a more open attitude towards TBLT, sufficient training, a formal evaluation for TBLT and change in assessment methods. 5 DOI: 10.5353/th_b3020307 Subjects: Task analysis in education - China - Hong Kong English language - Study and teaching (Secondary) - China - Hong Kong English teachers - China - Hong Kong - Attitudes

Task Based Language Teaching

This volume addresses an important gap in the literature on task design and second language use. Building on insights from over 50 years of research on the relationship between task demands and language use, it examines how referent similarity relates to developmentally-relevant variation in the use of nominal structures, comparative structures and abstract lexis among first and second language speakers of English. In addition to providing an empirical basis for future research on tasks, it shares both theoretical and practical information on task design, which will greatly benefit curriculum and material developers.--

Referent Similarity and Nominal Syntax in Task-based Language Teaching

The book introduces a promising approach to language teaching. It uses carefully designed language learning tasks that have the potential to motivate learners to get involved. The book discusses current research on tasks and presents appropriate classroom language learning procedures. It recognises the fact that the coursebook is a basic feature of language learning in most EFL contexts and demonstrates how it can become more task-supported.

Teaching English: Task-Supported Language Learning

After more than 20 years of research, this is the first book-length treatment of second language task repetition - the repetition of encounters with a task that involve re-using the same content with the same overall purpose. The topic links task performance with the growing mastery of both the task and of relevant language, and constitutes a site with special potential to promote learning within and across language lessons, and for preparing students for assessment and of course real-world language performance. The volume assembles chapters that complement each other in interesting ways: significant background reviews, studies of patterns of change across task repetition iterations, and reports on the use and nature of task repetition in language classes in on-going programmes. Contributors draw on a variety of interpretive frameworks and report from a range of language educational contexts. The volume will be of interest to language researchers, teacher educators, teachers, and students, as well as others interested in the contribution of task repetition to learning.

Learning Language Through Task Repetition

This teacher-friendly guide to understanding and implementing task-based language teaching (TBLT) provides a brief and clear introduction to the key elements of TBLT and highlights practical guidelines for teachers. Learn the structure of a task-based curriculum, how to evaluate tasks, and how to set assessment goals. Finally, reflect on the strengths and challenges of implementing TBLT and see if it could work for your classroom!

Task-Based Language Teaching

This practical resource for teacher trainers and teachers of English and other languages provides task material for training seminars and development groups. The topics are wide-ranging - from the nature and processes of language learning to specific materials and techniques for use by teachers. The tasks are designed to stimulate meaningful discussion of issues related to language teaching and learning. It contains 40 tasks, of two types. The 'Discussion Tasks' are designed to allow users to examine general principles and issues in the context of their specific teaching circumstances, and to exchange ideas. The 'Classroom-based Tasks' provide users with a practical framework for small-scale classroom research

- testing out ideas, assumptions and hypotheses in the context of their own classes and learners. In course situations where it is not possible for each participant to have a copy, the trainer may photocopy relevant pages for use by the participants.

Tasks for Language Teachers

Language learning is a complex and challenging endeavor. For students to achieve the desired proficiency in English as a Foreign Language (EFL) their institutions need to invest time, effort and huge resources in order to cater for different learning styles. To be cost effective, many language-teaching institutions strive to provide intensive foreign language (FL) instruction to reduce the time period needed to learn the target language. This explains the current interest in combining differe...

Using Technology in Foreign Language Teaching

"Ideas in Action: activities for task-based learning provides EFL teachers with a balance of theoretical insights [...]. Activities for task-based Learning helps ensure that meaningful communication takes priority over focusing on pre-selected language forms. This book is primarily intended for the general English adult and teenage classroom [...]" -- A la contracoberta.

Activities for Task-based Learning