

TASK BASED LANGUAGE TEACHING

What is a task?

TASK (1): a piece of work that must be done, especially one that is difficult or that must be done regularly.

TASK (2): to give someone the responsibility for doing something.(Longman English Dictionary)

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.(Prabhu , 1987:24)

What is Task Based Language Teaching?

Task Based Language Teaching (TBLT) is an approach which offers students opportunities to actively engage in communication in order to achieve a goal or complete a task. TBLT seeks to develop students' interlanguage through providing a task and then using language to solve it.

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TBLT makes the performance of meaningful tasks central to the learning process.

Instead of a language structure or function to be learnt, students are presented with a task they have to perform or a problem they have to solve.(Harmer, J. The practice of English Language Teaching, 2007:71)

Why do we use a task-based approach?

Tasks can be easily related to students' real-life language needs.

They create contexts that facilitate second language acquisition.Tasks create opportunities for focusing on form.Students are more likely to develop intrinsic motivation in a task-based approach.A task-based approach enables teachers to see if students are developing the ability to communicate in an L2.

PRINCIPLES

Making errors is natural and is considered as a part of the process in acquiring the target language.2. Exposure to comprehensible input is crucial.3. Learning tasks facilitating learners to engage in interactions are essential.(Priyana, 2006); Learners need to be encouraged to produce the target language as producing the target language facilitates learning.

TBLT is based on the principle that language learning will progress most successfully if teaching aims simply to create contexts in which the learner's natural language learning

capacity can be nurtured rather than making a systematic attempt to teach the language bit by bit.(Ellis, 2009:222)