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Task-based teaching and learning: Introduction

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August 28, 2015

TEACHING APPROACHES*

Activity-based learning: A way of learning by doing activities. The rules of language are looked at either after the activity or not at all.

Functional Approach: A way of teaching which uses a **syllabus** based on functions rather than on grammatical structures.

Communicative Approach: A way of teaching in which focus is on meaningful communication, rather than on accuracy and correcting mistakes all the time

Test-teach-test: A way of teaching new language. The teacher asks students to do a **task** without giving them any help, to see how well they know a certain piece of language (first *test*). The teacher then **presents** the new language to the students (*teach*), then asks the students to do another task **using** the new language correctly (second *test*).

TEACHING APPROACHES* ...

Presentation, Practice and Production (PPP): A way of teaching new language in which the teacher **presents** the language, gets students to **practise** it in exercises or other controlled practice activities and then asks students to **use** the same language in a communicative way.

Task-based Learning (TBL): A way of teaching in which the teacher gives students meaningful **tasks** to do. The teacher may ask students to think about the language they have used to do the tasks, but the main focus for students is on the task itself. E.g. A project work is task-based.

Task An activity that students complete and has a definite result.

*TKT Glossary

TASK FEATURES

- To have specific goals or outcome
- Some input data needed
- To use one or more related procedures to fulfill the task

COMMON TASK TYPES

INFORMATION GAP

PROBLEM SOLVING

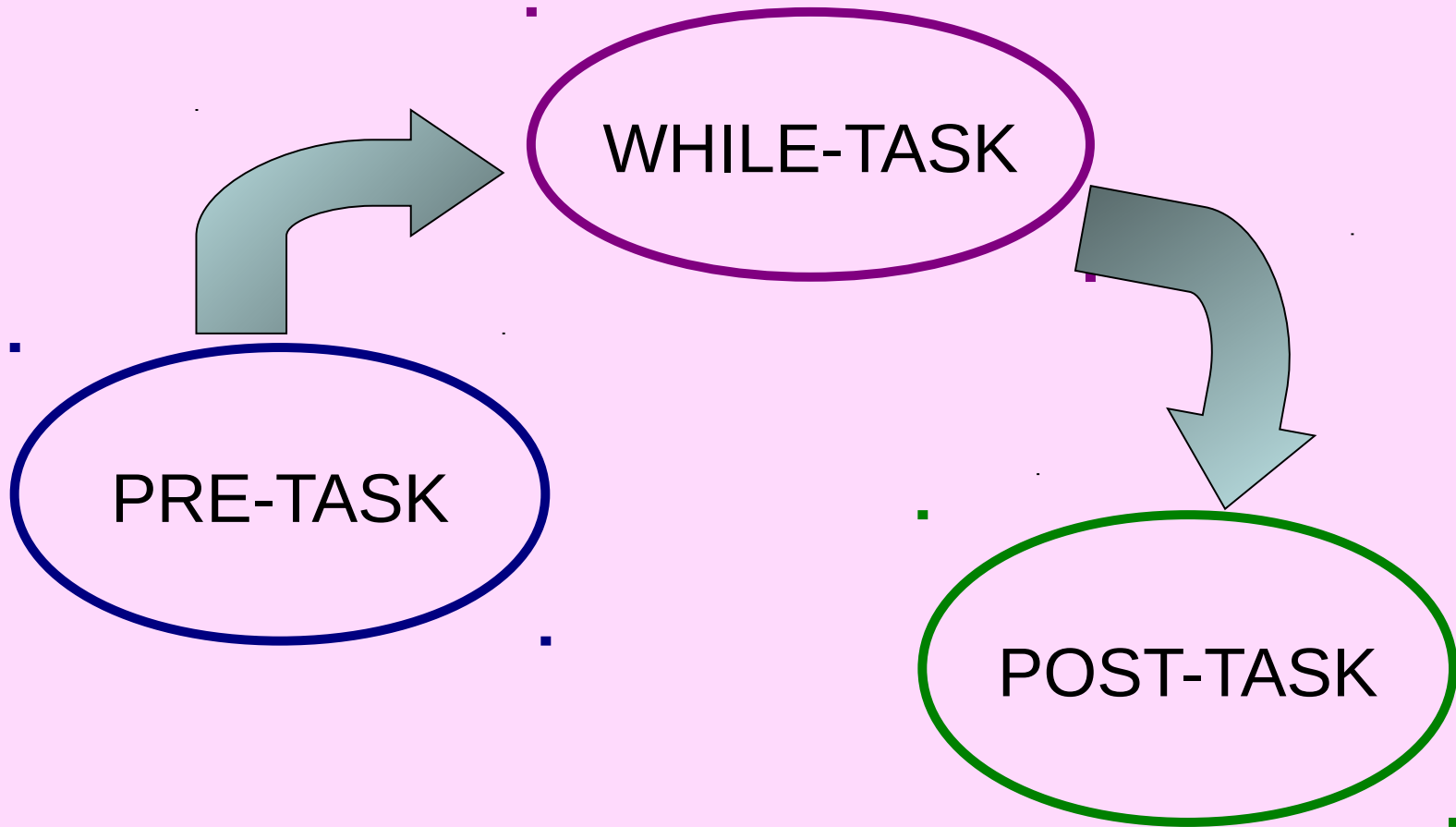
JIGSAW (listing, ordering, matching)

ROLE-PLAYS AND SIMULATIONS

DECISION MAKING

DISCUSSIONS AND PROJECTS

TASK CYCLE



TASK CYCLE...

**a) Pre-task
(planning)**

**b) While-task
(doing)**

**c) Post-task
(feedback)**

a) some language input; besides giving instructions, and determining objectives and roles

b) students' preparation, sequencing necessary steps/ procedures, agreeing upon presentation of outcome(s) and so on

c) practice of the lexis and/or structure used, feedback on mistakes and assignment of follow-up

FINAL REMARKS

- Tasks encourage the students' interlanguage while interacting with their peers, negotiating meaning and roles, and cooperating to achieve a goal collectively.
- A task-based approach allows to keep a balance between classroom learning and real-world situations of the students' future professional life
- The students feel motivated and compelled to improve their language skills.