Task-based Language Teaching

The goal of teachers

• To facilitate student learning by engaging them in various activities

The role of the teacher

- To choose the tasks based on need analysis
- To monitor students' performance nad intervene as necessary

The role of students

• To communicate with their peers to complete a task

Characteristics of teaching/learni ng process It has three phases:

- Pre-task phase
- Task phase
- Post-task phase

Student-teacher interaction

- The teacher sets the task for studetns to perform
- T provides feedback such as recasts

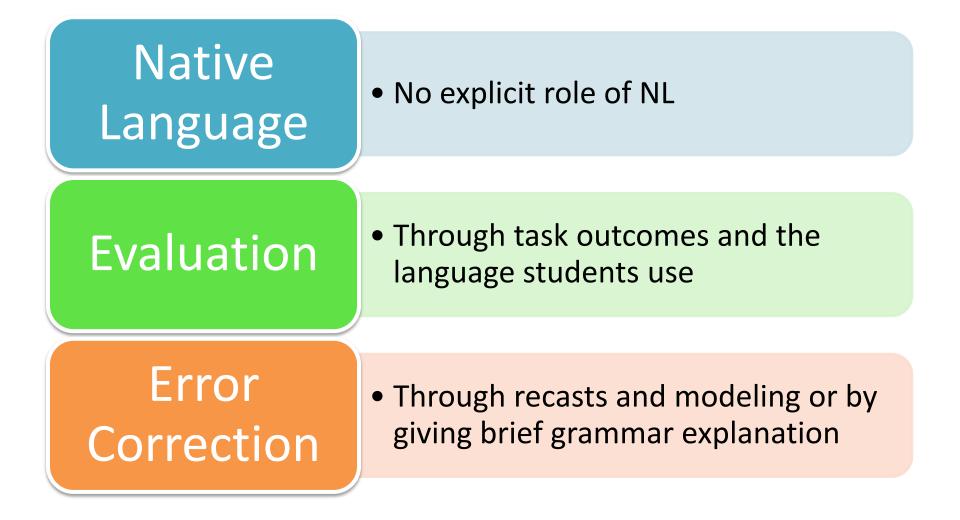
Student-student interaction

 Ss work closely to help each other accomplish the task and to problem-solve

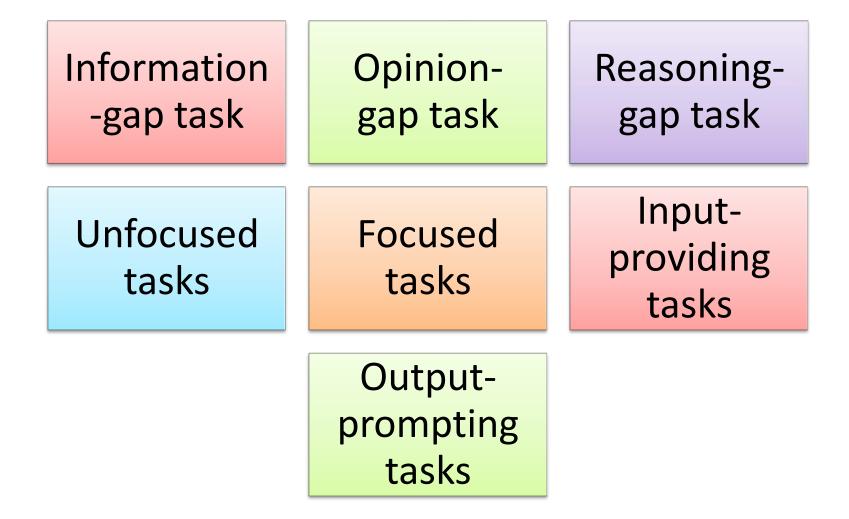
Feelings of students

Motivated by doing tasks

Language	 Language is for communicating and for doing.
Culture	 Not explicitly dealt with
Areas of Language	 The meaning dimension of language
Language Skills	 Depending on the nature of the task



Reviewing the Techniques



References

- Çelik, S. (2014). Approaches and principles in English as a foreign language (EFL) education. Ankara: Egiten Kitap
- Larsen-Freeman, D. & Anderson, M. (2015). *Techniques and principles in language teaching*. New York: Oxford
- Richards, J. C. & Rodgers, T. S. (2001). Approaches and methods in language teaching. Cambridge: Cambridge University Press