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# Series Editor's Preface

The English Language Teacher Development (ELTD) series consists of a set of short resource books for ESL/EFL teachers that are written in a jargon-free and accessible manner for all types of teachers of English (native, nonnative, experienced, and novice teachers). The ELTD series is designed to offer teachers a theory-to-practice approach to second language teaching, and each book offers a wide range of practical teaching approaches and methods of the topic at hand. Each book also offers time for reflections for each teacher to interact with the materials presented in the book. The books can be used in preservice settings or in-service courses and can also be used by individuals looking for ways to refresh their practice.

*Task-Based Language Teaching*, by Farahnaz Faez and Parvaneh Tavakoli, explores various aspects of task-based language teaching (TBLT) and how such an approach can inform language teaching. Faez and Tavakoli outline why TBLT is important, what a task is, how to build a task-based curriculum, and various other factors to consider in TBLT. The authors also include practical implications for language teaching as a guide to using tasks effectively that can be tailored to aspects of teaching and learning such as learner age, proficiency level, aims and needs, class size, and teaching objectives. *Task-Based Language Teaching* is another valuable addition to the literature in our profession and to the ELTD series.

I am very grateful to the authors who contributed to the ELTD series for sharing their knowledge and expertise with other TESOL professionals. It was truly an honor for me to work with each of these authors as they selflessly gave up their valuable time for the advancement of TESOL.

*Thomas S. C. Farrell*



# Preface

Task-based language teaching (TBLT) is gaining popularity among teachers worldwide because it is an effective way to teach a language by engaging learners in authentic and communicative tasks that involve real use of language. TBLT is also suitable for teachers working in various contexts and with learners of different proficiency levels. Teachers have often reported that using tasks in the classroom motivates learners and encourages interaction.

The purpose of this book is to provide a teacher-friendly guide to understanding and implementing TBLT. We discuss the underlying principles of TBLT and highlight how tasks can help promote teaching and learning in language classrooms. Because TBLT has been conceptualized in the field in several ways, we explain the different dimensions and perspectives rather than emphasizing one position over the other. We also summarize the essential pedagogical implications presented in the research.

Chapter 1 provides a rationale for using TBLT, presents its history, and discusses TBLT and its principles. Chapter 2 defines what a task is, discusses task features and types, and outlines the different approaches to TBLT. Chapter 3 summarizes key features of a task-based curriculum and syllabus, presents task cycles, discusses teachers' and students' roles in TBLT, and outlines task-based language assessment goals. Chapter 4 helps teachers

evaluate tasks from a practical perspective and highlights key factors to consider. Chapter 5 overviews some of the important practical implications of research in TBLT for language teaching. Finally, Chapter 6 concludes by presenting the strengths and challenges of implementing TBLT.