A Student-centered, Research-based Approach to Language Teaching

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Task-based Language Teaching (TBLT)

• Of all approaches, why TBLT?
• Because it puts together (well enough) the two indispensable aspects for second language acquisition:

  • Relevant input
  • Meaningful output
TBLT’s Three Phases

(An example: your partner’s family)

• Pre-task
  – The demonstration

• Task performance

• Post-task
The importance of input

- Input is to the brain what gasoline is to the car
- Krashen (the input hypothesis)
- VanPatten (input processing)
The importance of output

• To know a language, you have to... produce it!
• The Comprehensible Output Hypothesis by Merrill Swain
• Noticing function
• Hypothesis-testing function
• Metalinguistic function
TBLT’s Framework

• Lots and lots of relevant input (to the task)
• Meaningful output
How does learning happen with tasks?

• Through interaction

• Interaction between students

• Interaction between students and teacher

• Preparation for a performance
The teacher’s role

- Give a reason for absorbing copious input
- Require meaningful output
- Stimulate motivation
The “good” pressure

- The authenticity of pressure
  (re-created in task *performance*)
Post-task phase = Reflection

• The importance of reflection in the learning process
Structure and grammar

- The necessity to have rules, structure and grammar in language learning
The outline

• Pre-task

• Task performance

• Post-task

(Task recycled on chapter test)
The directionality

• Fluency development

• Accuracy development
My partner’s family
Task performance, Version A

• Uh... ciao, io presento la famiglia de Juliana, a ha abita con... en un una casa di Saratoga con su madre e padre... um... Juliana ha due fratelli...
Version A with feedback

• Uh…ciao, io presento la famiglia de
  Juliana, a ha abita con…en un una casa di
  Saratoga con su madre e padre…um…
  Juliana ha due fratelli…

• Form-focused activities
Buongiorno, io presento la famiglia di Juliana, lei abita con la sua famiglia in una casa a Saratoga, dunque Juliana ha due fratelli...
The four major task types

1. Presentational
2. Information-gap
3. Problem-solving
4. Jigsaw
Another task:

• For Italian II:
• We will watch this movie, minus the final 10 minutes. Write a creative conclusion with your partner.
Principles of TBLT

- Fluency development before accuracy development
- Meaningful messages are arrived at through peer-peer interaction
- Attention is paid to form and structure
- Radically student-centered
Grazie!

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