

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

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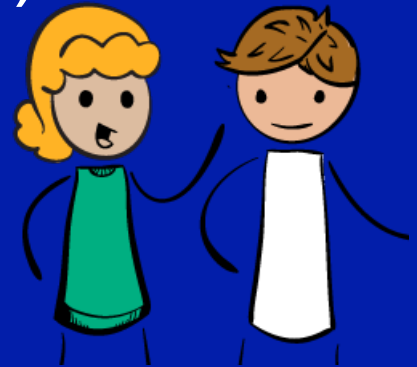
# Task-based Language Teaching (TBLT)

- 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



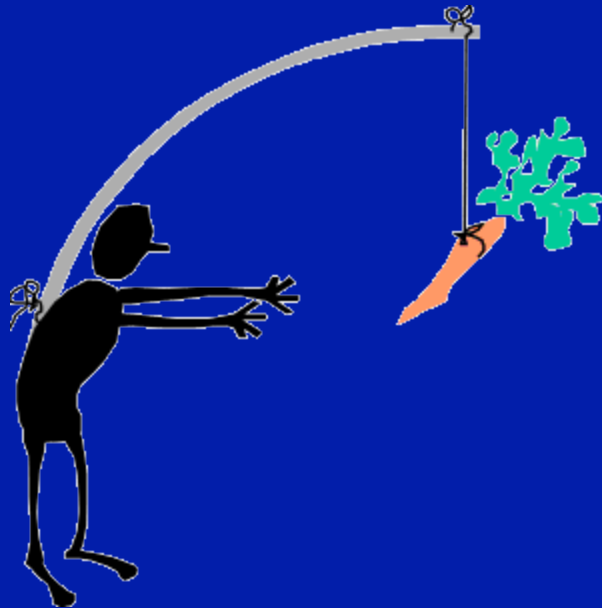
# How does learning happen with tasks?

- 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*)



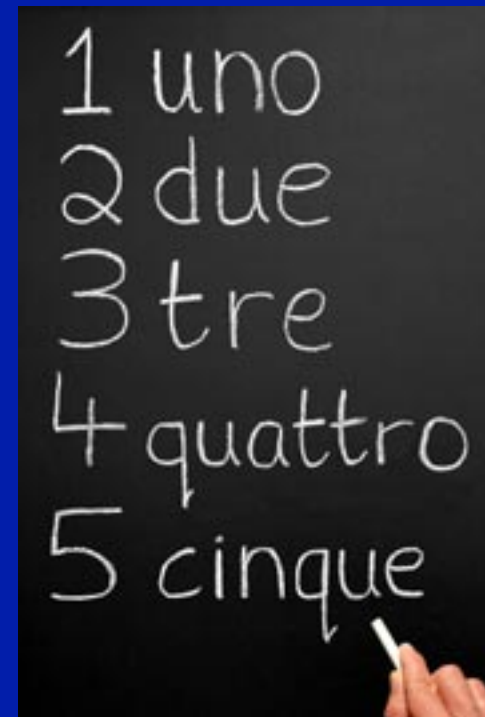
# Post-task phase = Reflection

- 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

# *The transcription, Versione B*

- 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:

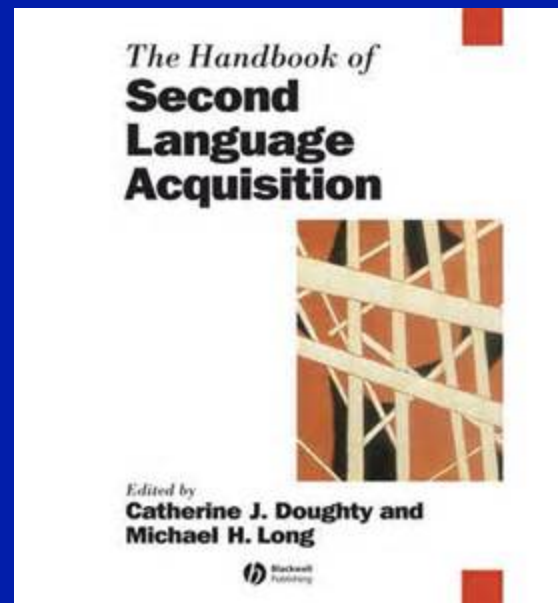
- For Italian II:
- We will watch this movie, minus the final 10 minutes. Write a creative conclusion with your partner.



# 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

# TBLT Principles by Michael Long



*Grazie!*

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