



## Tasks as Valuable Learning and Teaching Tools

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### Abstract

In a globalised world and the knowledge-based society, where competition in the world market has significantly changed the individual's and the society's needs in education, it has become increasingly important for an individual to be educated in such a way that his or her creativity, innovativeness, problem solving skills, critical thinking skills, information literacy and other skills be developed. To that end, the shift from the pure knowledge transfer to the development of skills and key competences has become a necessity.

The development and acquisition of skills in foreign languages is one of such competencies so this paper will focus on a methodology developed in language teaching but such a one that can be applied in other areas of education as well. The paper will present and discuss the practice of task-based language learning and teaching (TBLT) in a classroom environment referring to the author's teaching and research experience in New Zealand secondary schools. Furthermore, the results of an experimental classroom study using a task-based approach, will be presented. The study investigated the acquisition of French past tenses by high school students working on tasks and assisted by implicit corrective feedback.

As an innovative approach to language teaching TBLT has proved to be the only teaching methodology which accounts for the developmental nature of language learning [1][2]. Importantly, it enables the learners to use the language for real-life purposes. Working with tasks may help each student to learn at his or her own pace and to achieve his or her full potential. Research has suggested that task-based teaching with appropriate feedback may even level out individual differences in language learning aptitude [3]. Moreover, as classroom practice shows, task-based teaching can be successfully applied to other areas such as science, maths, social studies and, in particular, to education and training in professional areas. The paper will discuss the use of tasks in language teaching, and will point to their valuable role in developing student-centred approaches in other areas of education.

### References

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