

A DESIGN OF TASK BASED LANGUAGE TEACHING ON A READING LESSON

LUQMAN AL HAKIM

Abstrak

Tasks Based Language Teaching (TBLT) berkembang sejak decade 1980 sampai 2010. Hal tersebut dapat dilihat dari beberapa buku yang ditulis oleh beberapa ahli pengajaran. Tujuan dari TBLT tidak lain adalah untuk berlatih menggunakan bahasa target (bahasa Inggris) dalam bentuk kegiatan menyimak, berbicara, membaca, dan menulis didalam kelas dengan cara mengadopsi kegiatan nyata menggunakan bahasa target. Ada banyak buku tentang TBLT tetapi hanya sedikit buku yang membahas tentang TBLT didalam pembelajaran membaca (reading). Salah satu buku tersebut adalah A Framework of Task Based Learning. Kaitannya dengan TBLT dengan pengajaran membaca, buku tersebut membahas tentang prosedur pemilihan teks, mengenal dan mengeksplorasi strategi-strategi dalam membaca, dan desain TBLT dalam pembelajaran membaca.

Didalam artikel ini, penulis mencoba memaparkan tentang TBLT didalam pengajaran membaca, antara lain konsep (1) real world texts to real world task; (2) a text to real world tasks; (3) real world texts to tasks, dan (4) tasks to texts. Pertama, konsep real world texts to real world task adalah pengajaran membaca yang menggunakan teks otentik berbahasa target kemudian mengadopsi latihan berdasarkan kondisi nyata dilapangan, semisal membaca beberapa brosur hotel kemudian menentukan hotel mana yang akan dipilih. Kedua, a text to real world tasks adalah pengajaran membaca dengan membaca teks kemudian mengerjakan latihan yang bersumber dari kondisi di lapangan, semisal membaca teks diskusi, kemudian para siswa bermain peran sebagai orang untuk berdialog tentang isi teks tersebut. Ketiga, real world texts to tasks adalah pengajaran membaca menggunakan teks otentik kemudian mengerjakan latihan tentang komponen bahasa, semisal membaca teks review tentang film dan menyaksikan film tersebut, kemudian membedakan isi film tersebut dari teks dan dari film yang telah dilihat. Keempat, tasks to texts adalah pengajaran membaca dengan mengerjakan latihan, kemudian membaca teks, misalnya para siswa menulis kata benda, kerja, sifat, and keterangan di papan tulis. Kemudian membuat kalimat dari kata-kata tersebut. Selanjutnya, mereka menentukan kalimat-kalimat yang termasuk pendapat, fakta, dan kegiatan sehari-hari. Setelah itu mereka membaca teks deskripsi dan menentukan kalimat-kalimat yang termasuk pendapat, fakta, dan kegiatan sehari-hari.

INTRODUCTION

The role of tasks on language teaching is very crucial since its role as a practice of a target language based on the real world. That argument is in line with the earliest developer of tasks Prabhu (1987: 16) states that communication in the classroom – in the sense of meaning- focused activity (i.e. a process of coping with a need to make sense or get meaning across) could therefore be a

social appropriacy in language use. He developed a methodology of a classroom operation although it was not in line with the curriculum in his country. While another developer of tasks Nunan (1989: 10) states that task is a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than

form. Therefore, the practice done by students in classroom is not on the structure or rule of language explicitly but on the meaning of language and rule of language is taught implicitly.

Further, the methodology of tasks is also developed by Willis (1996: 1). He says that the aim of communication tasks is to stimulate real communication in the target language. This argument is in line with the two experts above although it has different year of its development. In the decade 2000s, Nunan (2004: 1) argues that there two kinds of tasks: target tasks and pedagogical tasks. Target tasks refer to uses of language in the world beyond the classroom; pedagogical tasks are those that occur in the classroom. While Branden (2006: 12) states that learners will acquire the proficiency to perform these target tasks, first and foremost, by being asked and motivated to try and perform these, or similar, tasks ('pedagogical tasks') and being interactionally supported while doing so. But in the decade 2010s, Thomas and Reinders (2010) published a book about tasks in technology-mediated contexts whereas little publication in terms of technology on tasks before. They arranged their book in two parts: (1) Research on Tasks in CALL', map the broader theoretical questions shared by L2 task-based research and their influence on computer-mediated communication, and (2) Applying Technology-Mediated Tasks', consists of four empirical studies engaging with the design, development and application of task-based approaches with learners from different disciplines, levels of language proficiency and skills, as well as highlighting differences in contexts (Thomas and Reinders, 2010: 8).

From the quotation above, actually there are some publications that are not quoted yet, i.e. Ellis (2003). But from the development of tasks purpose from decade

1980 up to 2010, it is unique that it has the same purpose of implementing tasks in classroom, namely practice in using target language. But one of the differences is that few books which discuss uses tasks based language teaching on reading lesson. One of books that discuss the methodology of tasks based language teaching on reading lesson is a framework for task based learning written by Willis (1996). Willis (1996: 67) proposes issues of selection texts and grade texts or tasks; recognizes and explore reading strategies; illustrates six different tasks design and how texts can be presented in the tasks based framework; and shows what learners and teachers do in each stage.

In this paper, the writer attempts to elaborate the teaching experience and reading some books on tasks based language teaching and reading lesson in the form of the concept of tasks on teaching reading. It is not the current concept but some are conclusions from the books of language teaching. Here the writer proposes the concept of real world tasks and real world texts. The real world tasks refer to tasks on reading based on the real world of target language, e.g. filling in a form of registering bank account, reading an advertisement of job vacancy and writing an application job letter, and soon. While, the real world texts refer to texts based on the real world of target language, e.g. a brochure of hotel, English newspaper and magazines, and soon. It can also be called authentic materials.

This paper is organized into many parts. Part A is introduction that tells about the development of tasks purposes and the short description of the writer in writing this paper. Part B is the definition of tasks from many experts. Part C is sources of tasks. Then part D is types of tasks from many experts. Part E is a description of the real world tasks and the real world texts. The last, part F is conclusion.

DEFINITION OF TASKS

As we know that tasks refer to learners' exercise done in classroom. But to comprehend more on tasks, the writer quotes many definitions of tasks from many experts. Willis (1996: 23) states that tasks are activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve outcome. While Nunan (2004: 4) argues that a task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form.

Ellis (2003: 16) in Nunan (2004: 3-4) defines a task in the following way:

A task is a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms.

Further, Branden (2006: 4) argues that a task is an activity in which a person engages in order to attain an objective, and which necessitates the use of language. Richards, et al. (1986: 289) in Nunan (2004: 2) states that task is an activity or action which is carried out as the result of processing or understanding language (i.e. as a response). For example, drawing a map while listening to a tape, listening to an instruction and performing a command may be referred to as tasks.

Long (1985: 89) in Nunan (2004: 2) defines a task in the following way: a piece of work undertaken for oneself or for others, freely or for some reward. Thus examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, making a hotel reservation, writing a cheque, finding a street destination and helping someone across a road.

My own definition of tasks is that task is a process of using the target language in classroom in the form of spoken and written activities in order to use the target language well. It is supposed that after doing a task, learners can use the target language properly when they are in the outside of classroom.

SOURCES OF TASKS

Tasks based language teaching uses the real world task. This means that using tasks on target language, e.g. booking a hotel after reading many brochures of many hotels, filling in the form of opening bank account, and soon. In order to design tasks using target language, this is needed the real sources of tasks. It is supposed that by using the real sources, the real world tasks can be implemented in classroom and learners can implement when they use them in the real world. Source of tasks is also called input. Nunan (2004: 47) states that 'Input' refers to the spoken, written and visual data that learners work with in the course of completing a task. Input can come from a wide range of sources, as the following inventory from Hover (1986):

letters (formal and informal),
newspaper extracts, picture stories,

Telecom account, driver's licence, missing person's declaration form, social security form, business cards, memo note, photographs, family tree, drawings, shopping lists, invoices, postcards, hotel brochures, passport photos, swop shop cards, street map, menu, magazine quiz, calorie counter, recipe, extract from a play, weather forecast, diary, bus timetable, notice board items, housing request form, star signs, hotel entertainment programme, tennis court booking sheet, extracts from film script, high school year book, note to a friend, seminar programme, newspaper reporter's notes, UK travel regulations, curriculum vitae, and economic graphs.

TYPES OF TASKS

In order to know the description of tasks design, we need to know types of the tasks from some experts. Here the writer quotes the types of tasks from three experts: Phrabu (1987: 46-47); Pattison (1987); and Richards (2001: 162). Phrabu (1987: 46-47) divides tasks in the following way:

1. Information-gap activity, which involves a transfer of given information from one person to another – or from one form to another, or from one place to another – generally calling for the decoding or encoding of information from or into language.
2. Reasoning-gap activity, which involves deriving some new information from given information through processes of inference, deduction, practical reasoning, or a perception of relationships or patterns.
3. Opinion-gap activity, which involves identifying and articulating

a personal preference, feeling, or attitude in response to a given situation.

Richards (2001: 162) has proposed the following typology of pedagogical tasks:

1. jigsaw tasks
These tasks involve learners in combining different pieces of information to form a whole (e.g. three individuals or groups may have three different parts of a story and have to piece the story together).
2. information-gap tasks
These are tasks in which one student or group of students has one set of information and another student or group has a complementary set of information. They must negotiate and find out what the other party's information is in order to complete an activity.
3. problem-solving tasks
Students are given a problem and a set of information. They must arrive at a solution to the problem. There is generally a single resolution of the outcome.
4. decision-making tasks
Students are given a problem for which there are a number of possible outcomes and they must choose one through negotiation and discussion.
5. opinion exchange tasks
Learners engage in discussion and exchange of ideas. They do not need to reach agreement.

CONCEPT OF REAL WORLD TASKS AND REAL WORLD TEXTS

According to the sources of input taken from Hover (1986), and Morris and Stewart-Dore (1984: 158) and types of tasks proposed by Phrabu (1987: 46-47), Pattison

(1987), Willis (1996: 68), and Richards (2001: 162), the writer attempts to propose the ideas of tasks on reading instructions. Here, the writer uses the terms real world tasks; real world texts; tasks; and texts. As the explanation in the introduction of this paper the real world tasks refer to tasks on reading based on the real world of target language, e.g. filling in a form of registering bank account, reading an advertisement of job vacancy and writing an application job letter, and soon. While, the real world texts refer to texts which are based on the real world of target language (authentic materials), e.g. article in a newspaper, personal diary, personal letter, a brochure of hotels, and soon. Further the writer uses the term tasks as a practice which is not available in the real world. In addition, the term texts here are as the text which is specifically designed for language teaching (non-authentic materials). There are four ideas here in which the writer tries to propose: (1) real world texts to real world task; (2) a text to real world tasks; (3) real world texts to tasks, and (4) tasks to texts. The following is the explanation of each:

1. Real world texts to real world tasks

This presents texts using real world texts then real world tasks. The real world texts include the sources of input stated by Hover (1986), and Morris and Stewart-Dore (1984: 158) above. But, the real world tasks include the types of tasks proposed by Phrabu (1987: 46-47), Pattison (1987), Willis (1996: 68), and Richards (2001: 162).

The real world tasks might include tasks on language elements (vocabulary and grammar) and four skills of English (listening, speaking, reading, and writing). An example of this concept is that learners read some brochure of hotels and their task is that they are asked to determine the hotel which is suitable with their money, near with the tourists object they are going to visit, and has appropriate facilities they want. After determining the hotel, they call to book many rooms in the hotel to ask that availability. Another example is that after they are in the room of the hotel, they get some brochure of tourist resorts of a city, a map of the city, and phone number of many travel agents that can depart them around the city. They decide to determine appropriate travel agent or only to rent a car then call them, and soon.

From the example above, the variation of real world tasks can be used in this section. The following is the description of it:

Table 3
Examples of activities of Real world texts to real world tasks

NO	ACTIVITIES	READING SKILLS AND STRATEGIES	GRAMMAR	VOCABULARY
1	Reading many brochures of hotels and making a list of every hotel and its facilities, price, location, etc.	Detail information (Scanning)	Using preposition of place	Name of hotels' facilities
2	Calling a receptionist of many hotels to check the availability of rooms and read its brochure in the same time.	Detail information (Scanning and skimming)	Using modal, would like, pronoun	Mentioning price
3	Reading a map of a city and texts about many tourist resorts and deciding the tourist resorts and arranging the schedule of them that are going to visit	Main idea and detail information (Scanning and skimming)	Present tense	Names of tourists objects
4	Reading a list of menu in a restaurant and deciding its availability (asking a waitress about its availability, etc)	Main idea and detail information (Scanning and skimming)	a. Preferences, e.g. I prefer meatball to fried rice. b. what, e.g. what is the ingredient of meatball?	Names of food and its price, etc.
5	Reading a newspaper on the movies page to know a description of them, the price of watching them, the schedule of their performance, etc. and deciding the movies that will be watched by conveying a reason	Main idea, detail information, vocabulary (Scanning and skimming)	Because, because of, etc.	Name of movies, name of days, etc.

2. A text to real world tasks

In this concept, the tasks use a text then real world tasks. The text here refers to any kinds of texts which are designed as materials of learning (not authentic texts). The following is an example of this concept.

CHARLOTTE

Charlotte is 18 years old and works as a receptionist in Oxford Street in London's West End. She is a pretty girl with a lively

personality. She gets on well with people and has a lot of friends. At present, Charlotte has no fixed address. She has been looking for somewhere to live for about three months. So far, she has been unsuccessful and has been sleeping on the floor of a friend's flat.

Charlotte's parents live in the country just outside London although it is possible to live at home with her parents and commute to London every day to work like thousands of other people, Charlotte wants to be independent. She wants to lead a life of her own.

Charlotte's boyfriend, Glen, shares a flat with three other friends. They were lucky. They found a flat very quickly. Charlotte, however, has not been so lucky.

Every day she buys an evening paper and looks through the advertisements. She visits and telephones Flat Agencies about three times a week. She buys a magazine called 'Time Out' every Thursday and looks through the 'Flats to Share' pages very carefully.

She has been to see a number of different places in different parts of London. Each time she has been disappointed for one reason or another.

5. Kind of accommodation wanted: _____
6. Preferred location (in London/Out of London): _____
7. How long has the client been looking for new accommodation? _____
8. How has the client been looking for accommodation? _____
9. If the client is looking for shared accommodation write a brief note on her personality _____

Taken from Abb, B et al (1978: 2) in Nunan (1989: 151)

A. You are the person who interviews Charlotte at a flat agency. Fill in the form for her using the information in the text

1. Name of client: _____
2. Age of client: _____
3. Occupation: _____

A text above belongs to a descriptive text in terms of a person. It is not the real world text but only not authentic text. The form above is from a flat agency used to get the data about the criteria of Charlotte's flat. It refers to the real world task because it is used in real world, namely in a flat agency. The following is an example of activities

Table 4
Examples of activities of a text to real world tasks

NO	ACTIVITIES	READING SKILLS AND STRATEGIES	GRAMMAR	VOCABULARY
1	Reading a descriptive text about a girl who is going to find a dormitory. Learners then write the criteria of it needed. They then read many texts containing a description of many dormitories. Finally, they decide which dormitory they choose and its reason	Main idea, detail information, etc (skimming and scanning)	Simple present tense, infinitive, active and passive sentences, etc.	Names of things at dormitory, etc.
2	Reading a discussion text about low cost and green car. Then, they make a role play to make a conversation as a person who agrees and disagrees with it. They use its text as the content of their conversation.	Main idea and detail information (skimming and scanning)	Simple present tense, preferences, likes and dislikes	First, second, etc.
3	Reading a recount text on holiday. Then, arranging a series of pictures based on its text. Finally, they choose one of many topics of picture series of the recount text and retell it to their pair.	Main idea and detail information (skimming and scanning)	Simple past tense, modal	Conjunction: then, moreover, finally

NO	ACTIVITIES	READING SKILLS AND STRATEGIES	GRAMMAR	VOCABULARY
4	Reading a descriptive text about a person. In short, learners practice a role play as a job seeker and an interviewer. They practice in a part of the interview, namely in the topic of personal person.	Main idea and detail information (skimming and scanning)	Simple present tense	Would like, modal
5	Reading many spoof texts on different topics. These texts have been underlined about the topic (what), character (who), time (when), setting (where), and soon. Then learners practice the role play using the underlined those words.	Main idea and detail information (skimming and scanning)	Simple past tense, past perfect tense, etc.	What, when, where, why, who, etc

3. Real world texts to tasks

This concept uses the real world texts then tasks. One of the sources of input stated by Morris and Stewart-Dore (1984: 158) is an article of newspapers. So here the writer quoted it from the Jakarta Post newspaper as an example of the real world text.

Ohio man rides Harley Davidson to heaven

An Ohio man's family is fulfilling his dying wish — to be buried astride his beloved Harley-Davidson motorcycle encased in a see-through casket.

But it hasn't been easy. The project required an extra-large cemetery plot to accommodate a Plexiglas casket for Billy Standley and his hulking custom-painted 1967 Electra Glide cruiser.

Five embalmers worked to prepare his body with a metal back brace and straps to ensure he'll never lose his seat.

Standley's family said he'd been talking about it for years and liked to take people to the garage to show off the unusual casket his two sons had built for him. He told people he didn't just want to ride off to heaven, he wanted the world to see him do it in the big see-through box.

"He was a quirky man," daughter Dorothy Brown said. "But when it comes to us kids, he loved us, he raised us well and, of course, we wanted to help him."

The Dayton Daily News reported that Standley of Mechanicsburg, west of Columbus, died of lung cancer Sunday at age 82. He was to be buried Friday.

A newspaper photo of the prepared casket shows Standley with his eyes closed astride the big bike. He's dressed in black leathers, a white helmet and glasses, his gloved hands grasping the handlebars.

Taken from <http://www.thejakartapost.com/news/2014/02/05/ohio-man-rides-harley-davidson-heaven.html-0>

Activity

write sentences that include simple present tense and past tense in a text above and differentiate them!

Simple present tense	Simple past tense

Table 5
Examples of activities of the real world texts to tasks

NO	ACTIVITIES	READING SKILLS AND STRATEGIES	GRAMMAR	VOCABULARY
1	Watching a favorite movie and reading a review text on it. Mentioning orally about anything they have watched and read and differentiated among them. Then, answering questions based on the texts.	Main idea and detail information (skimming and scanning)	Present continuous tense, past tense	Names of characters, settings, times, etc.
2	Showing many pictures about low cost and green car and reading an exposition text from newspaper on it. Then, they choose the pictures which are appropriate with the content of that text.	Main idea and detail information (skimming and scanning)	Present tense	Vocabulary on car's specification, etc.
3	Reading news item texts on a football match of The world cup. Finding sentences that belong to cause or effect sentences. Finally writing them on the whiteboard.	Main idea and detail information (skimming and scanning)	Past tense and past perfect.	Names of words on football, e.g. kick, goal, corner kick, etc.
4	Reading many brochures of tourist objects then determining and writing the most interesting tourist objects based on its facilities, location, etc.	Main idea and detail information (skimming and scanning)	Present tense, comparison and contrast, etc.	Names of objects and their facilities
5	Reading a personal letter about the condition of the writer's village. Then, underlining the sentences belong to main clause or independent clause, passive and active sentences, etc.	Main idea and detail information (skimming and scanning)	Main clause or independent clause, passive and active sentences, etc.	Names of facilities in the village

4. Tasks to texts

The tasks here refer to a practice which does not practice the real world of the target language. It only focuses on practice on language component. Then, the texts here belong to not authentic text. In other words, this text is designed for language learning, for example, on a reading lesson, students are asked to mention the words about their daily activities, include verbs, nouns, adjectives, and adverb. Further, they combine among them into a sentence using

present tense. Finally, they determine whether these sentences belong to a fact, an opinion, and the daily habit. They then read a descriptive text on a person and determine the sentences belong to the fact, the opinion, and the daily habit. The following is some examples of tasks to texts:

Table 6
Examples of activities of tasks to texts

NO	ACTIVITIES	READING SKILLS AND STRATEGIES	GRAMMAR	VOCABULARY
1	Students are asked to mention the words about their daily activities, include verbs, nouns, adjectives, and adverb. Further, they combine among them into a sentence using present tense. Finally, they determine whether these sentences belong to a fact, an opinion, and the daily habit. They then read a descriptive text on a person and determine the sentences belong to the fact, the opinion, and the daily habit.	Main idea and detail information (skimming, scanning, underlining sentences)	Simple present tense, infinitive, gerund, etc.	verbs, nouns, adjectives, and adverb
2	Students are asked to write the formula and a sentence on simple past tense, past continuous, and past perfect. Asking them the difference among them. Finding those tenses in a recount text and differentiating them.	Main idea and detail information (skimming, scanning, underlining sentences)	simple past tense, past continuous, and past perfect	verbs, nouns, adjectives, and adverb
3	Students are asked to write many passive and active sentences and to differentiate among them. Further, they are asked to find them on a news item text. Finally, differentiate them.	Main idea and detail information (skimming, scanning, underlining sentences)	passive and active sentences	verbs, nouns, adjectives, and adverb
4	Students are asked to convey their opinion or previous experience on a topic while a teacher writes their ideas on the whiteboard. Further, they are asked to read a narrative text and match between their ideas written on the whiteboard and the content of the narrative text they have read.	Main idea and detail information (skimming, scanning, underlining sentences)	Simple past tense	verbs, nouns, adjectives, and adverb
5	A teacher writes a series of circle on the whiteboard and students are asked to fill in it about the process of rain (an explanation text). Further, the teacher distributes a text on the process of rain. Checking the ideas written on the whiteboard and the content of the text	Main idea and detail information (skimming, scanning, underlining sentences)	Present tense, present continuous	First, second, third, finally, etc.

F. Conclusion

Implementing various strategies on teaching reading is necessary for a teacher. It is one of his or her compulsory from all the jobs as the teacher. Ideas on the strategies on the teaching reading have to be got by him or her in order to implement teaching reading variously. It is expected that by reading this article, he or she will get additional ideas on teaching reading or perhaps on his or her research on language teaching. Further, students will get various experiences during reading lesson in a classroom.

Using all the four concepts (real world texts to real world task; a text to real world tasks; real world texts to tasks, and tasks to texts) in turns is not as a must but these are needed to fulfill students' needs although based on the theory of tasks based language teaching, the tasks must be based on the real world of the target language, i.e. Filling in the form of bank account. Hopefully, the teacher and the students will get many benefits in implementing them:

1. Students face various learning experiences because of using authentic and non-authentic texts.
2. Students practice using rehearsal tasks (moving the real world tasks of the target language into a classroom) by various strategies, e.g. Role play, simulation, etc.
3. Teachers use various media of learning in order to achieve various objectives of teaching reading.
4. Teachers has many roles in the classroom., e.g. as a facilitator (to facilitate learning process); and as a guidance (to guide the students during they practice tasks);
5. Creating a warm condition in the classroom because the students are active in it. As we know that in the reading lesson, the students usually keep silent therefore it is boring. Thus, through the four various ideas above, this condition can be avoided.

BIBLIOGRAPHY

- Abb, B et al. 1978. *Challenges: students' book*. London: Longman
- Avermait, V P and Gysen, S. 2006. *From Needs to Task: Language Learning Needs in a Task-Based Approach*. In Branden, K V D. *Task Based language Education*. Cambridge: Cambridge University Press.
- Avermait V P, Colpin M, Gorp K V, Bogaert N, Branden K V D. 2006. *The Role of The Teacher in Task Based Language Teaching*. In Branden, K V D. *Task Based language Education*. Cambridge: Cambridge University Press.
- Branden, Kris Van Den. 2006. *Tasks-Based Language Education: From Theory to Practice*. Cambridge. Cambridge University Press.
- Nunan, David. 1989. *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.
- _____. 2004. *Tasks Based Language Teaching*. Cambridge: Cambridge University Press.
- Phrabu, N.S. 1987. *Second Language Pedagogy*. Oxford: Oxford University Press.
- Thomas, Michael and Reinders, Hayo. 2010. *Task-Based Language Learning and Teaching with Technology*. New York. Continuum International Publishing Group.
- Willis, Jane. 1996. *A Framework for Task-Based Learning*. Edinburgh Gate: Longman.