A task-based language teaching approach and the communicative language teaching approach have become widely adopted in language classrooms across different foreign/second language educational settings. Please describe the main characteristics of the two approaches of L2 instruction, comparing them with the more “traditional” language teaching and learning techniques that you encountered or used in your own L2 learning and teaching experience, and explain how these two approaches might help you teach a foreign/second language as a language teacher in the future. In your response you will be expected to do the following: 1.Write a coherent and logical essay on the topic, no less than 1,500 words in length;2.Use clear and accurate terminology in your writing and follow the APA conventions;3.Provide an overview of the theories and the main principles of task-based language teaching and communicative language teaching;4.Define the meanings of “task-based language teaching” and “communicative language teaching”, and explain the advantages and disadvantages of implementing each of the approaches in L2 classroom teaching;5.Connect the approaches with your own L2 learning and teaching experience; explain how they are represented or not represented in your L2 learning and teaching practices;6.Specifically elaborate how the two approaches might guide your own L2 teaching in the future by describing your teaching contexts, your language learners and their needs, and how you plan to teach the language by applying the two approaches.

Communicative language teaching (CLT) and task-based language teaching (TBLT) were introduced to Asia as an alternative to traditional methods to teaching second/foreign languages, such as the grammar-translation method. Since then, CLT and TBLT have grown in popularity and have been promoted as central components in curricula and syllabi in many countries in the Asia-Pacific region. In several studies, however, researchers have observed that CLT and TBLT are often not used as intended in Asian classrooms, and they have also identified a number of challenges and constraints that teachers face when implementing these pedagogies. More recently, various innovative strategies to implementing CLT/TBLT in Asian classrooms have been taken, including negotiating with local factors and adapting CLT/TBLT to work with existing methods. Such adaptations highlight the importance of contextualization when implementing CLT/TBLT.

Although CLT and TBLT have gradually gained wider acceptance in Asian classrooms, a few unsolved issues remain, such as (a) how to situate CLT/TBLT in highly exam-oriented educational systems and societies, (b) how to incorporate form-focused instruction in CLT/TBLT to meet the needs of the learners and to maximize learning outcomes, (c) and how best to support teachers in employing CLT/TBLT. The adaptations of CLT/TBLT in Asia also illustrate that there is no such thing as a universally best pedagogical method or approach across context and time, whether CLT, TBLT, or any other approach. This chapter concludes by suggesting future directions for research and pedagogy on CLT/TBLT in Asia. The findings confirm the importance of having a flexible approach to implementing CLT/TBLT in Asian contexts.