THE TEACHING OF ENGLISH FOR SPECIFIC PURPOSES BASED ON LEARNING TASKS

O ENSINO DE INGLÊS PARA FINS ESPECÍFICOS BASEADO EM TAREFAS DE APRENDIZAGEM

ENSEÑANZA DE INGLÉS COM FINES ESPECÍFICOS BASADOS EN TAREAS DE APRENDIZAJE

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ABSTRACT: This article aims to analyze the characteristics of Task-Based Language Teaching (TBLT) in the context of English for Specific Purposes (ESP) from a bibliographic review. ESP and TBLT concepts and the main functions of a task in a professional context are addressed. Task-Based Language Teaching (TBLT) uses tasks to perform certain communicative function in certain context. TBLT does not focus on grammatical structures and isolate language. Tasks are activities which demand the learners to utilize the real language. They are diferent from traditional language learning
activities whose primary focus tends to be on linguistics features such as grammar, vocabulary or pronunciation rather than a communicative problem to solve. Thus, addressing on such issue, it is intended to reflect on how tasks can be used to survey the needs of learners of the target language, as well as be used as teaching instruments. From the reflections of this work, some contributions may come out, such as instructors of ESP course can use tasks as instruments that promote an improvement in the linguistic skills that will be used by apprentices in professional contexts.

**KEYWORDS:** english for specific purposes (ESP), task-based language teaching (TBLT), tasks, english.

**RESUMO:** Este artigo tem como objetivo analisar as características do Ensino de Línguas Baseado em Tarefas (ELBT) no contexto do Inglês para Fins Específicos (IFE) a partir de uma revisão bibliográfica. São abordados os conceitos de IFE e ELBT e as principais funções de uma tarefa em um contexto profissional. O Ensino de Língua Baseado em Tarefas (ELBT) usa tarefas para realizar certas funções comunicativas em determinado contexto. O ELBT não se concentra em estruturas gramaticais e isola a linguagem. Tarefas são atividades que exigem que os alunos utilizem o idioma real. Eles são diferentes das atividades tradicionais de aprendizagem de línguas, cujo foco principal tende a ser em recursos linguísticos, como gramática, vocabulário ou pronúncia, em vez de um problema de comunicação a ser resolvido. Assim, abordando essa temática, pretende-se refletir sobre como as tarefas podem ser utilizadas para levantar as necessidades dos aprendizes da língua-alvo, bem como serem utilizadas como instrumentos de ensino. A partir das reflexões deste trabalho, algumas contribuições podem surgir, como o fato de os instrutores de cursos de IFE poderem utilizar as tarefas como instrumentos que promovem uma melhoria nas habilidades linguísticas que serão utilizadas pelos aprendizes em contextos profissionais.

**PALAVRAS-CHAVE:** inglês para fins específicos (IFE), ensino de língua baseado em tarefas (ELBT), tarefas, inglês.

**RESUMEN:** Este artículo tiene como objetivo analizar las características de la Enseñanza de Lenguas Basada en Tareas (ELBT) en el contexto del Inglés para Propósitos Específicos (IFE) a partir de una revisión de la literatura. Se tratan los conceptos de IFE y ELBT y las principales funciones de una tarea en un contexto profesional. La enseñanza de idiomas basada en tareas (ELBT) utiliza tareas para realizar determinadas funciones comunicativas en un contexto determinado. ELBT no se centra en estructuras gramaticales y aísla el lenguaje. Las tareas son actividades que requieren que los estudiantes utilicen lenguaje real. Se diferencian de las actividades tradicionales de aprendizaje de idiomas, cuyo enfoque principal tiende a
centrarse en características lingüísticas como la gramática, el vocabulario o la pronunciación más que en un problema de comunicación a resolver. Así, al abordar este tema pretendemos reflexionar sobre cómo las tareas pueden usarse para identificar las necesidades de los estudiantes de la lengua de destino, además de usarse como herramientas de enseñanza. De las reflexiones de este trabajo pueden surgir algunas contribuciones, como el hecho de que los profesores de cursos de inglés como lengua extranjera puedan utilizar las tareas como instrumentos que promuevan una mejora de las habilidades lingüísticas que serán utilizadas por los estudiantes en contextos profesionales.

**PALABRAS CLAVE:** inglés para fines específicos (IFE), enseñanza de idiomas basada en tareas (ELBT), tareas, inglés.

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1. **Introdução**

   English for Specific Purposes (ESP) is a target language teaching approach centered on the learners need in professional contexts. The skills to be taught in an ESP course must be identified through a needs analysis.

   An (ESP) course that uses Task-Based Language Teaching (TBLT) is one in which tasks are the center of the learning process. Therefore, the tasks are selected based on the student's needs and they make use of specific context to teach the language content (grammar, lexis, genres, register, among others).

   The aim of this work is to conceptualize ESP, demonstrate the characteristics of TBLT, as well as the way this approach manifests in an ESP context. In this sense, it is emphasized that the main objective of this article is to analyze the characteristics of TBLT in the context of ESP.

   To reflect on this theme, this article firstly presents the concept of English for Specific Purposes (ESP); secondly, the different understandings
of the word tasks; thirdly, the characteristics of Task-Based Teaching (TBLT) in teaching English for Specific Purposes (ESP); and, finally, the conclusion.

The research has a theoretical and bibliographic character through the reading and reflection of materials already published as scientific articles, books and dissertations. The work was centered on theoretical studies on TBLT and ESP by researchers such as Jack C. Richards and Theodore S. Rodgers (2001); Patricia Córdoba Cubillo and César Navas Brenes (2009); Willis (1996).

2. What Is English for Specific Purposes (ESP)?

The common utilization of the English as a world language has led to the development of the English for Specific Purposes (ESP). ESP is a branch of Language for Specific (Special) Purposes (LSP) whose origins go back to the Greek and Roman empires (Dudley-Evans and St Johns, 1996, p. 67 apud Lamri, 2016).

The development of LSP and then its branch ESP was due to non-native speakers’ need concerning speaking, writing, listening and reading for practical purpose.

According to Plesca et al. (2006, p. 528):

Tracing the evolution of ESP, we can mention that the concept of ESP has not been free of controversy. At the beginning of the XXth century, the specialized language was seen as an inferior level of language and separated from the common language. This fact led the language specialists to conduct research and discover the differences between specialized languages on the one hand and the common language on the other.

In the 60s, ESP expanded due to various factors. The first one was previously mentioned: the emergence of English as a world language. After the end of the Second World War, The New World had a massive growth in
scientific, technical and economic activities which created some demand for an international language.

According to Hutchinson and Waters:

The effect was to create a whole new mass of people wanting to learn English, not for the pleasure or prestige of knowing the language, but because English was the key to the international currencies of technology and commerce. Previously, the reasons for learning English (or any other language) had not been well defined. A knowledge of a foreign language had been generally regarded as a sign of a well-rounded education, but few had really questioned why it was necessary. Learning a language was, so to speak, its own justification. But as English became the accepted international language of technology and commerce, it created a new generation of learners who knew specifically why they were learning a language — businessmen and women who wanted to sell their products, mechanics who had to read instruction manuals, doctors who needed to keep up with developments in their field and a whole range of students whose course of study included textbooks and journals only available in English. All these and many others needed English and, most importantly, they knew why they needed it (Hutchinson; Waters, 1987, p.6).

The grammatical rules governing the language usage have always been the center of the traditional approach in language study. The search for courses for specific purposes has resulted in a revolution in linguistics. The teaching and learning of a language is now based on specific corpora for each field, since the English used by lawyers, nurses, engineers, doctors or officers involve different and specific terms.

According to Hutchinson and Waters (1987, p.7):

At the same time as the demand was growing for English courses tailored to specific needs, influential new ideas began to emerge in the study of language. Traditionally the aim of linguistics had been to describe the rules of English usage, that is, the grammar. However the new studies shifted attention away from defining the formal features of language usage to discovering the ways in which language is actually used in real communication. One finding of this research was that the language we speak and write varies considerably, and in a number of different ways, from one context to another. In English language teaching this gave rise to view that there are important differences between, say, the English of commerce and that of engineering. These ideas married up naturally with the development
of English courses for specific groups of learners. The idea was simple: if language varies from one situation of use to another, it should be possible to determine the features of specific situations and then make these features the basis of the learner’s course.

(...) In short, the view gained ground that the English needed by a particular group of learners could be identified by analysing the linguistic characteristics of their specialist area of work or study. ‘Tell me what you need English for and I will tell you the English that you need’ became the guiding principle of ESP.

The development in the fields of educational psychology was the third important factor which contributed to the development of ESP.

According to Hutchinson and Waters (1987, p. 8):

New developments in educational psychology also contributed to the rise of ESP, by emphasising the central importance of the learners and their attitudes to learning. Learners were seen to have different needs and interests, which would have an important influence on their motivation to learn and therefore on the effectiveness of their learning. This lent support to the development of courses in which ‘relevance’ to the learners’ needs and interests was paramount. The standard way of achieving this was to take texts from the learners’ specialist area- texts about Biology for Biology students etc. The assumption underlying this approach was that the clear relevance of the English course to their needs would improve the learners’ motivations and thereby make learning better and faster.

The birth of teaching of English for Specific Purposes is the result of the world evolution. All the three factors previously mentioned have changed the English language teaching to point towards the need of the learner.

ESP has some specific characteristics whereas it is a differentiated approach in foreign language teaching based on the need of the learners. According to Hutchinson and Waters:

... ESP must be seen as an approach not as a product. ESP is not a particular kind of language or methodology, nor does it consist of a particular type of teaching material. Understood properly, it is an approach to language learning, which is based on learner need. The foundation of all ESP is the simple question: Why does this learner need to learn a foreign language? From this question will flow a whole
host of further questions, some of which will relate to the learners themselves, some to the nature of the language the learners will need to operate, some to given learning context. But this whole analysis derives from an initial identified approach to language teaching in which all decisions as to content and method are based on the learner’s reasons for learning (Hutchinson; Waters, 1987, p.19).

Dudley-Evans and St. John, in their turn, define ESP according to a series of absolute and variable characteristics:

Absolute Characteristics:
1. ESP is defined to meet specific needs of the learners;
2. ESP makes use of underlying methodology and activities of the discipline it serves;
3. ESP is centred on the language (grammar, lexis, register), skills, discourse and genre appropriate to these activities.

Variable Characteristics:
1. ESP may be related to or designed for specific disciplines;
2. ESP may use, in specific teaching situations, a different methodology from that of General English;
3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
4. ESP is generally designed for intermediate or advanced students. Most ESP courses assume some basic knowledge of the language systems, but it can be used with beginners (Dudley-Evans; St. John, 1998, p. 4).

The difference between English for Specific Purposes and General English is the awareness of the need. According to Hutchinson and Waters (1987, p. 53):

What distinguishes ESP from General English is not the existence of a need as such but rather an awareness of the need. If learners, sponsors and teachers know why the learners need English, that awareness will have an influence on what will be acceptable as reasonable content in the language course and, on the positive side, what potential can be exploited. Thus, although it might appear on the surface that the ESP course is characterised by its content (Science, Medicine, Commerce, Tourism etc.), this is, in fact, only a secondary consequence of the primary matter of being able to readily specify why the learners need English. Put briefly, it is not so much the nature of the need which distinguishes the ESP from the General course but rather the awareness of the need.
The learner’s need and goals are the guides of ESP teaching approach, therefore the approach is learner-centered. General English, on the other hand, is language-centered, the language covers all the language skills and the cultural aspects of the English speaking world.

3. Defining Tasks

Task-Based Language Teaching (TBLT) uses tasks to perform certain communicative function in certain context. TBLT does not focus on grammatical structures and isolate language.

Tasks are the central units of TBLT. According to Shehan tasks are:

Activities which have meaning as their primary focus. Success in tasks is evaluated in terms of achievement of an outcome, and tasks generally bear some resemblance to real-life language use (Shehan, 1996, p. 40).

Task was defined by Nunan as:

The communicative 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. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right (Nunan, 1989, p. 10).

The term task was also defined by Richards and Rodgers as:

... tasks is an activity or goal that is carried out using language, such as finding a solution to a puzzle, reading a map and giving directions, making a telephone call, writing a letter, or reading a set of instructions and assembling a toy (Richards; Rodgers, 2001, p. 224).

Prabhu (1987) defines a task as: “an activity which requires learners to arrive at an outcome from given information through some process of thought, and which allows teachers to control and regulate that process”.

For Crookes, a task is: “a piece of work or an activity, usually with a specified objective, undertaken as part of an educational course, at work, or used to elicit data for research” (Crookes, 1986, p.1).

According to Bygate, Skehan, and Swain (2001, p. 23): “a task is an activity which requires learners to use language, with emphasis on meaning, to attain an objective”.

For Ellis, a task is:

A workplan that requires the 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 (Ellis, 2003, p. 4).

According to Willis (1996, p.7), a task is an activity “where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome”.

An example of tasks along the lines of Willis may be: "scheduling a group vacation itinerary". While students are primarily concerned with defining the plan (rather than using a specific grammatical structure), there is an objective to be accomplished (defining the plan) and, therefore, there will be a result or a product of their interaction (the plan or travel itinerary), which can be shared with the whole group (Luce, 2009, p.25).

Tasks are activities which demand the learners to utilize the real language. They are different from traditional language learning activities whose primary focus tends to be on linguistics features such as grammar, vocabulary or pronunciation rather than a communicative problem to solve.
The Task-Based Teaching can be understood as a branch of Communicative Language Teaching (CLT). The CLT has developed due to the growing dissatisfaction of teachers and researchers of language teaching in relation to the aspects proposed by the structural approach of language learning in 60s and 70s of the last century, especially behaviorism (Lado, 1964, apud Luce, 2009), which favored substitution drills and constrative analysis.

Moreover, in the early 1960s, there was the development of English for Specific Purposes (ESP) which sought to identify the communicative needs of professionals in specific areas, such as an electrician or a lawyer, through the tasks performed during different everyday life situations.

Hedge (2000, p.71 apud Luce, 2009, p.56) defines the CLT:

Communicative language teaching sets out to involve learners in purposeful tasks which are embedded in meaningful contexts and which reflect and rehearse language as it is used authentically in the world outside the classroom.
According to Luce (Luce, 2009, p. 58), the CLT shifted to the classroom the axis of some needs partially or totally neglected, namely:

- Context of authentic communication, with a focus on meaning;
- Focus on the learner;
- Collaborative and group work;
- Notion of communicative tasks and a purpose to be achieved.

TBLT is one of the developments of CLT that uses tasks with aiming at generating real situations not based on how correct the learner uses the language, including grammar, pronunciation or vocabulary (accuracy).

Task-Based Language Teaching (TBLT) refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching. Some of its proponents present it as logical development of Communicative Language Teaching since it draws on several principles that formed part of the communicative language teaching movement from the 1980s. For example:

- Activities that involve real communication are essential for language learning.
- Activities in which language is used for carrying out meaningful tasks promote learning.
- Language that is meaningful to the learner supports the learning process (Richards; Rodgers, 2001, p. 223-224).

The key assumptions of task-based instruction are summarized by Richards and Rodgers (2001, p. 223-224 apud Freez, 1998, p. 17) as:

- The focus is on process rather than product.
- Basic elements are purposeful activities and tasks that emphasize communication and meaning.
- Learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks.
- Activities and tasks can be either:
  - Those that learners might need to achieve in real life;
  - Those that have a pedagogical purposes specific to the classroom.
- Activities and tasks of a task-based syllabus are sequenced according to difficulty.
- The difficulty of a task depends on a range of factors including the previous experience to undertake the task, and the degree of support available.
Prabhu (1987) was one of the first to apply TBLT principles through the Bangalore Project in which a series of meaning-based activities were used. These activities consisted of pre-tasks performed in the classroom simultaneously by teachers and students and for others performed only by students (Luce, 2009). The Bangalore Project used three types of tasks: information gap, reasoning gap, and opinion gap Nunan (1989):

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. One example is pair work in which each member of the pair has a part of the total information (for example an incomplete picture) and attempts to convey it verbally to the other. Another example is completing a tabular representation with information available in a given piece of text. The activity often involves selection of relevant information as well, and learners may have to meet criteria of completeness and correctness in making the transfer.

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. One example is working out a teacher’s timetable on the basis of given class timetables. Another is deciding what course of action is best (for example cheapest or quickest) for a given purpose and within given constraints. The activity necessarily involves comprehending and conveying information, as an information-gap activity, but the information to be conveyed is not identical with that initially comprehended. There is a piece of reasoning which connects the two.

3. Opinion-gap activity, which involves identifying and articulating a personal preference, feeling, or attitude in response to a given situation. One example is story completion; another is taking part in the discussion of a social issue. The activity may involve using factual information and formulating arguments to justify one’s opinion, but there is no objective procedure for demonstrating outcomes as right or wrong, and no reason to expect the same outcome from different individuals or on different occasions (Prabhu, 1987, p. 46–47 apud Nunan, 1989, p.56).

Nunan (1989) defends the use of authentic tasks (real world tasks), that is, those that are found in everyday situations, outside the classroom, as well as the use of pedagogical tasks, those that are not authentic, in other words, that are not observed on a daily basis. Despite this distinction, Nunan
(1989) suggests that pedagogical tasks, although said to be non-authentic, may favor the understanding of texts in everyday situations in which students will have contact in the future.

Ellis (2003) states that despite the profusion of researchers who have been trying to describe the stages of a class based on tasks, all proposals have three phases in common: the pre-task, the task and the post-task. For him, only the task phase would be obligatory in the TBLT.

<table>
<thead>
<tr>
<th>Phase</th>
<th>Examples of options</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Pre-task</td>
<td>* Framing the activity (e.g. establishing the outcome of the task)</td>
</tr>
<tr>
<td></td>
<td>* Planning time</td>
</tr>
<tr>
<td></td>
<td>* Doing a similar task</td>
</tr>
<tr>
<td>B. During task</td>
<td>* Time pressure</td>
</tr>
<tr>
<td>C. Post-task</td>
<td>* Number of participants</td>
</tr>
<tr>
<td></td>
<td>* Learner report</td>
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<tr>
<td></td>
<td>* Consciousness-raising</td>
</tr>
<tr>
<td></td>
<td>* Repeat task</td>
</tr>
</tbody>
</table>

Source: Cubillo; Brenes (2009, p. 6)

Such distribution of phases reflects how the lesson will be developed. According to Ellis (2006, p. 2 apud Cubillo; Brenes, 2009, p. 6),

The first phase in the framework shown in Figure 1 is the 'pre-task' that includes the various activities that teachers and students can undertake before beginning the task. Some of these activities may be asking and answering questions, reading a passage related to the topic, listening to an audio segment or watching a video. The second phase, the 'during task' phase, centers around the task itself and affords various instructional options, including whether students are required to operate under time-pressure or not. The final phase is 'post-task' and involves procedures for following-up on the task performance. Only the 'during task' phase is obligatory in task-based teaching. Thus, minimally, a task-based lesson should consist of only one task performed by the students. Options selected from the 'pre-task' or 'post-task' phases are non-obligatory but can serve a crucial role in ensuring that the task performance is maximally effective for language development.
Willis (1996) mentions three phases that make up the systematic proposal for the TBLT: pre-task, task cycle and focus on language, such phases are described in the figure below.

Figure 2. Phases that make up the systematic proposal for the TBLT

Willis (1996, p.79) argues that the pre-task is the smallest step, and its main targets are:

- Presentation of the subject of the task to arouse the interest of the students;
- Exposure to the target language in order to bring vocabulary to class that will be useful to accomplish the task;
- Ensure that students understand what the task involves.

Willis (1996, p. 85) divides the later phase, task cycle, into three stages: task, planning and report. For the author, the teacher cannot teach at this stage, he/she only monitors the groups in a way that is not very close
to prevent students from seeking help from the teacher when they encounter some difficulty.

Language Focus is the last stage of the cycle proposed by Willis (1996) for TBLT. In this phase, the pupils have a more explicit instructional contact with the target language through the analysis of some linguistic forms that were used or that could have been used during the execution of the task.

5. The Characteristics of Task-based Language Teaching (TBLT) in Teaching English for Specific Purposes (ESP)

As mentioned in the previous topic, Nunan (1989) distinguishes tasks into real world tasks and pedagogical tasks. The real world tasks, in the author's conception, there is an instrumental character because they seek to reproduce during the foreign language class the various tasks that the learners, for example, must fulfill during the working day.

Luce (2009) argues that real world tasks are related to ESP because there is a process of needs analysis.

Hutchinson and Waters (1987) conceptualized ESP as an approach to language teaching centered on the needs of the student. Such needs are guides for planning and designing a course for specific purposes.

Long (2005, p.38 apud Souza, 2009) defends the use of tasks in the open questions of the research questionnaires that are intended to survey the needs of students.

It was said in topic 4 that the TBLT is an approach that considers the task as the main component of language. According to Cubillo and Brenes (2009), the task in the context of the ESP course must follow certain characteristics:

First, the task should have an appropriate level of complexity and difficulty. Secondly, in an ESP context the primary goal of a task should reflect what learners need to do in real-life situations at the
workplace (i.e. exchanging information, giving instructions or presenting an oral report). Besides, tasks must be based on authentic materials obtained from written or oral texts which have not been adapted to simplify their level of difficulty. In addition, Willis (1996, p.23) has pointed out that instructors should prepare communicative activities with “a suitable degree of intellectual and linguistic challenge and promote learners’ language development as efficiently as possible.” Also, tasks should include a given feature of language form for students to convey meaning. Some language features, for instance, may be how to use the passive voice, the comparative and superlative forms of adjectives, or the conditional sentences, among others (Cubillo; Brenes, 2009, p.5).

Cubillo and Brenes (2009) exemplify that tasks can be used in the context of ESP. For that they used the classification of tasks proposed by Willis (1996), as well as the tasks performed in a computing course at the University of Costa Rica.

a. **Listing**: in this case, the instructor takes advantage of learners prior knowledge on the topic to be developed. The outcome of this activity may be a list of concepts that the instructor collects from students.

b. **Ranking items**: students rank their most important work duties where the target language is used.

c. **Comparing or contrasting items**: in a computer lab, for instance, learners may make comparisons of the advantages and disadvantages of computer hardware or software. A whole-class discussion about these advantages and disadvantages may be carried out as the outcome of this activity.

d. **Problem-solving activities**: in this task, students may give advice on how to solve common problems at the workplace. For instance, if students talk about how to install some computer equipment, the evaluated outcome could consist of an efficient way to do this task correctly.

e. **Sharing personal experiences**: these open tasks consist of an exchange of anecdotes among students. Telling anecdotes is a fluency-building activity in which learners talk about their experiences at the workplace. Since this speaking task is not goal-oriented because through it learners increase their fluency, teachers should include in their classrooms other types of tasks such as the ones already mentioned.

f. **Creative tasks**: these challenging activities, which usually consist of small-group project presentations, that in turn become the outcome of the task, require a higher level of preparation and integration of skills (Cubillo; Brenes, 2009, p.8).
Cubillo and Brenes (2009, p. 23) make some observations about the use of TBLT in the ESP context.

1. Integrate different language skills within the TBL framework.
2. Use authentic materials (oral or written) to design the lesson.
3. Expose learners to comprehensible and meaningful input.
4. Avoid adapting or modifying authentic materials to decrease their level of difficulty.
5. Help learners solve the tasks at their own pace.
6. Consider learners’ background knowledge on the topic to be studied.
7. Try to keep learners’ motivation high.
8. Identify and select target tasks during the needs analysis stage of creating the general and specific objectives of the ESP course.
9. Identify and select pedagogical tasks that correlate with those activities ESP students must carry out at their workplace.
10. Correct students’ production.
11. Provide feedback on students’ mistakes.

The use of TBLT in the context of ESP is a challenge due to the time spent on surveying and analyzing students' needs, as well as the choice of instructional materials and task elaboration.

6. Conclusions

The TBLT does not have the same characteristics of grammar-based approaches.

The use of TBLT in the context of ESP is an attempt to reduce the difficulties of teachers and students in the learning of the target language in the professional scope.

The survey of students’ needs for the formation of an ESP course curriculum, which takes into account the tasks to be performed by the learners, and not merely decontextualized linguistic structures, tend to promote an improvement in the learners' skills.
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