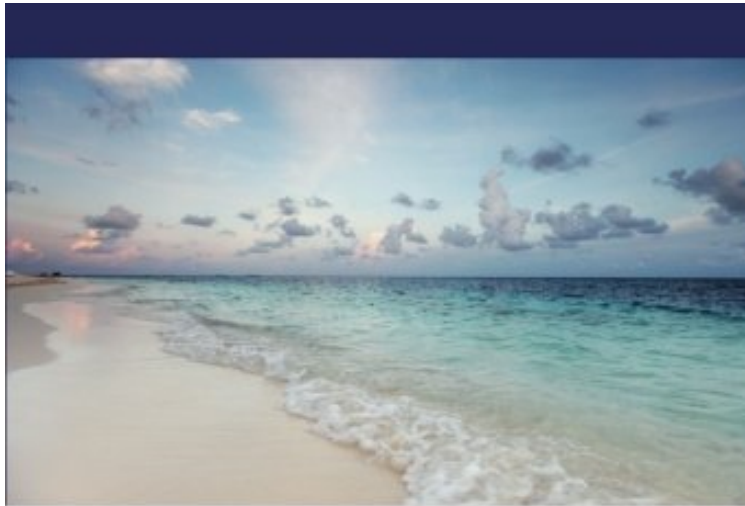


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Given that individual learning agendas determine what is "learnt" in the language classroom, it is generally recognized that students need to be fully involved in what happens there. Task-based learning satisfies this need, involving the learners at every level of the educational process as they pass through comprehension, decision-making, implementation, preparation, rehearsal, performance and reflection. If carried out in the target language, these stages have obvious advantages in terms of authenticity and meaning, but task-based work can also be beneficial in encouraging learners to address their learning needs, to assess themselves, and to become self-directed (Finch, 1999, p.179).

About the Author Naemeh Nahavandi is a PhD candidate in TESL at Universiti Putra Malaysia (UPM). She received her BA and MA in TEFL from Azad University of Tabriz, Iran. She has been teaching English as a foreign language in language institutes and universities of Iran for 12 years. Her main area of interest includes issues in second and foreign language pedagogy.