

Task-Based Language Teaching

David Weller



What are we doing today?

- What is TBLT?
- The TBLT Lesson Structure
- An Example Lesson Plan Walkthrough
- Adapting TBLT for Online
- Q & A

Quick Warm Up

PPP

Quick Warm Up

PPP

ESA

Quick Warm Up

PPP

TTT

ESA

Quick Warm Up

ELT

PPP

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ESA

Quick Warm Up

ELT

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ESA

CAP/E

Quick Warm Up

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CAP/E

Quick Warm Up

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TBL

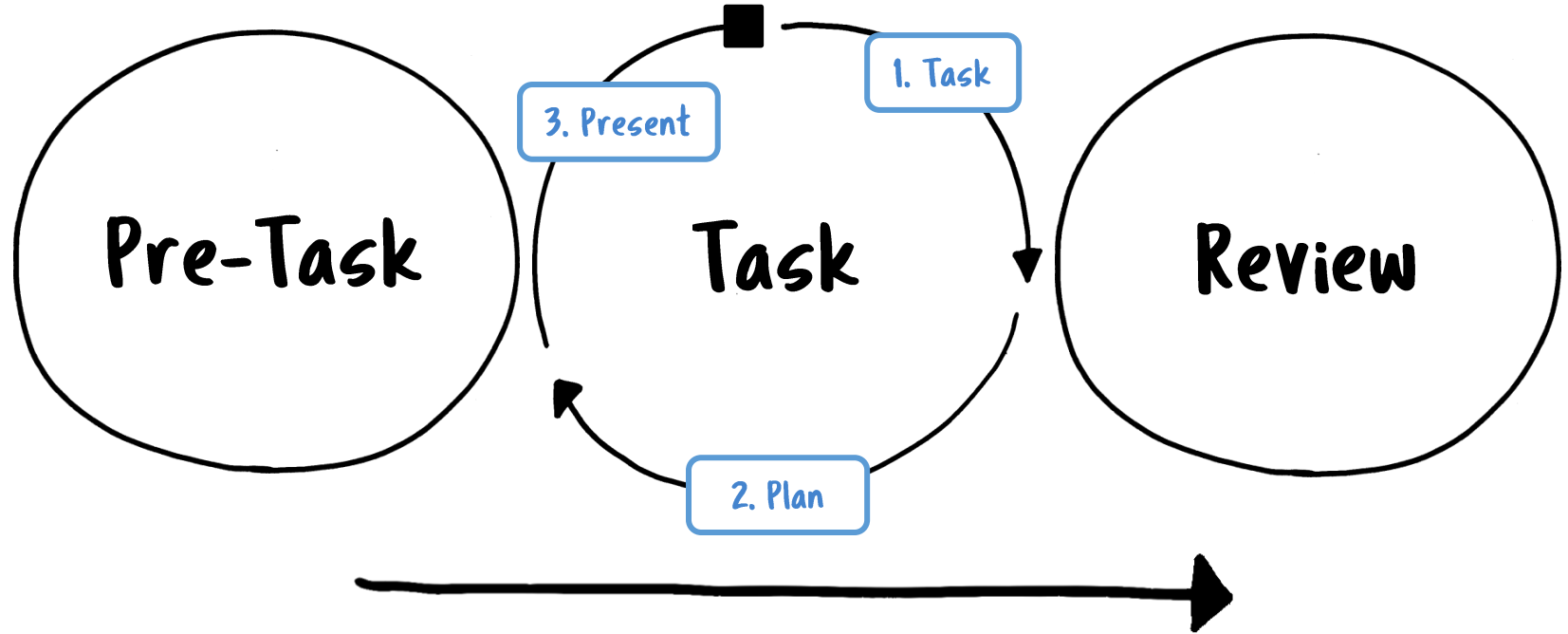
ESA

CAP/E

What is Task-Based Language Teaching?



Task-Based Language Teaching (TBLT)



Task

What is a Task?



What is a Task (1)?

“...the hundred and one things people do in everyday life, at work, at play and in between.”

– Long, 1985



What is a Task (2)?

“...classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language...in order to express meaning.”

– Nunan (2004)



What is a Task (3)?

“...tasks are always activities where target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome...”

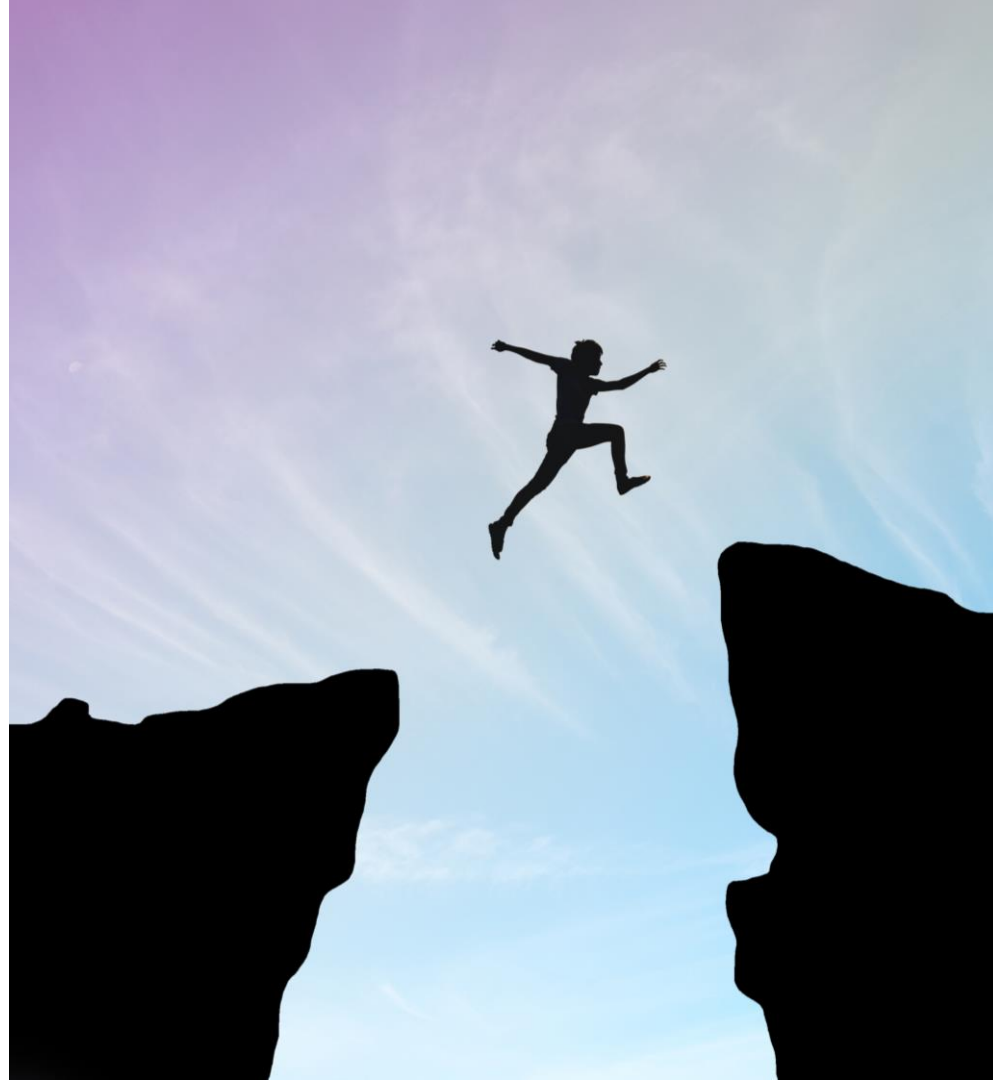
– Willis, 1996



Where's the Gap?

1. Information gap
2. Reasoning gap
3. Opinion gap

- from Prabhu, 1987



Tasks vs Activities

1. Is it engaging?
2. Is there a focus on meaning?
3. Is there an outcome?
4. Is there a clear completion goal?
5. Is there a gap?
6. Does it relate to a real world activity?



- Adapted from
Willis, 2009



Examples of a Task

1. Draw a map of your partners walk to school.
2. Plan a party for a classmate.
3. Create a bedtime story for a younger sibling or friend.
4. Conduct a class survey to support a change at school.



Task Difficulty & Cognitive Load

Key Principles

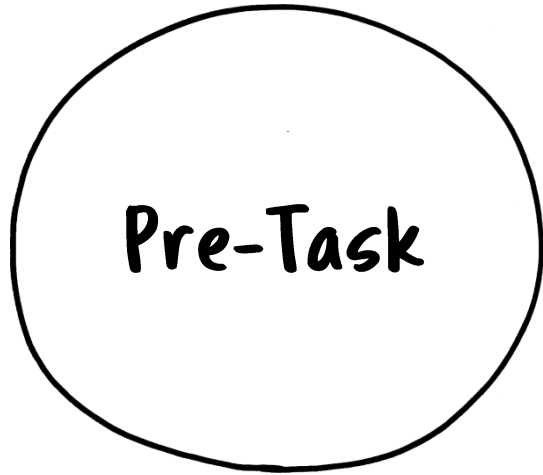
- Control complexity
- Background knowledge
- Emotions and social interaction
- Instructions
- Interest and motivation

Pre-Task



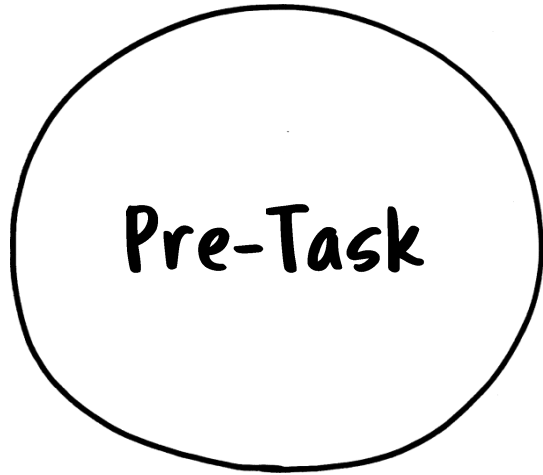
Aims of a Pre-Task

Teacher



Students

Aims of a Pre-Task



Teacher

- Introduces the topic
- Motivates students
- Models task
- Connects students' current knowledge and recalls / learns useful lexis
- Gives instructions

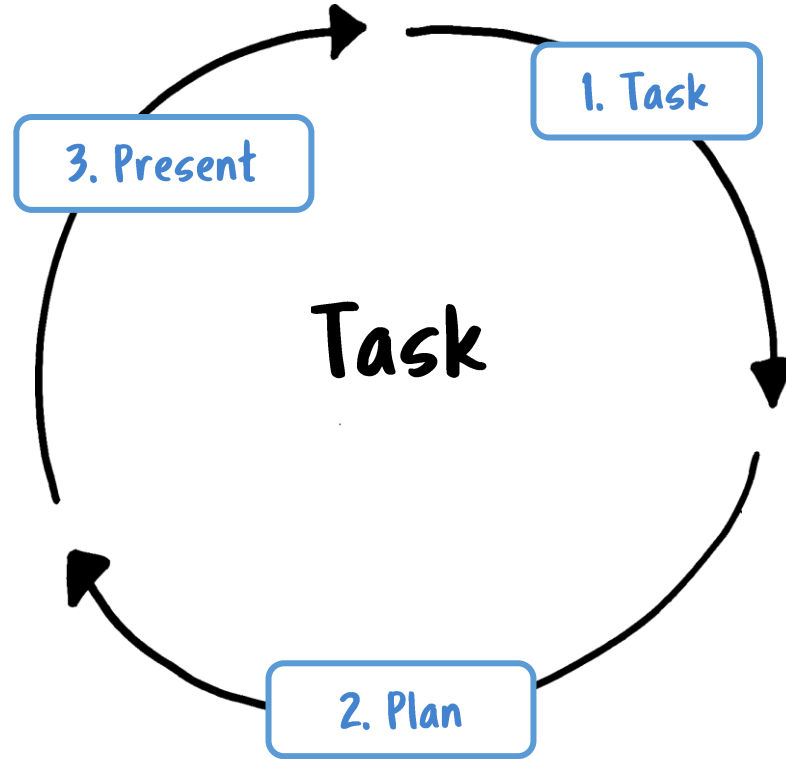
Students

- Make notes
- Individual preparation

Task

What is a task cycle?

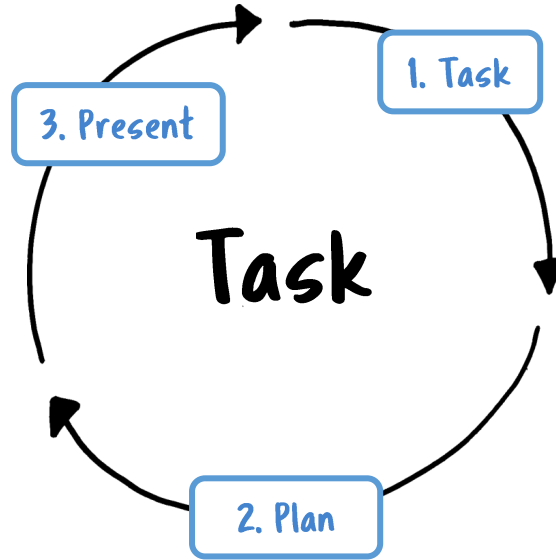
The Task Cycle



1. Task

Student

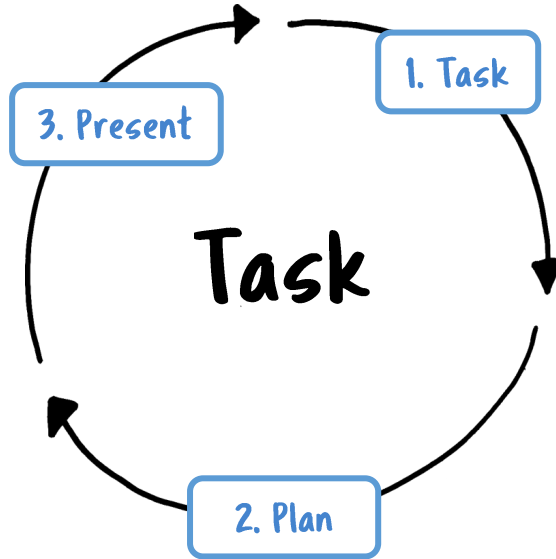
Teacher



1. Task

Student

- Completes task in pairs or small groups.
- Uses English as far as possible to complete task.



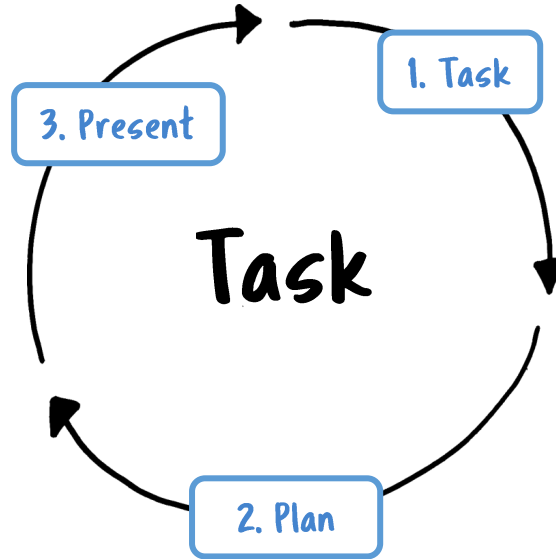
Teacher

- Acts a monitor.
- Provides encouragement & positive reinforcement.
- Provides support only when students are 'stuck'.

2. Plan

Student

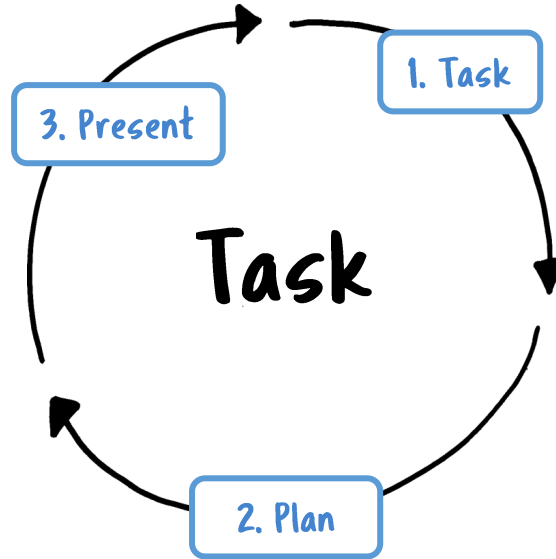
Teacher



2. Plan

Student

- Prepare to present task outcome to other students.



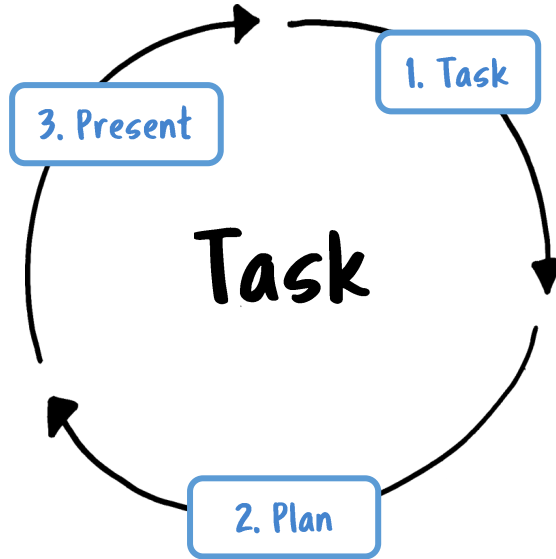
Teacher

- Ensures aim of report is clear.
- Acts as a language adviser.
- Helps students as necessary.

3. Present

Student

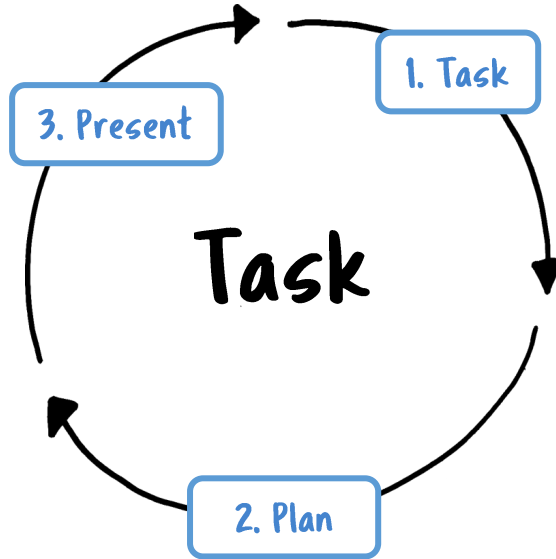
Teacher



3. Present

Student

- Present their ideas from 'plan' to other students.



Teacher

- Monitors
- Facilitates

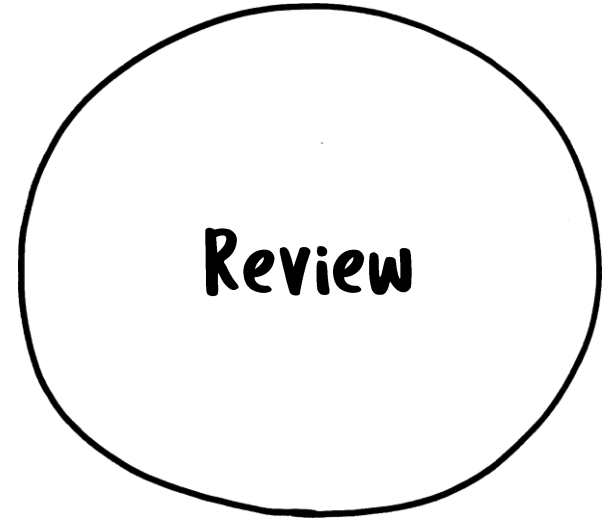
Review



Review

Student

Teacher



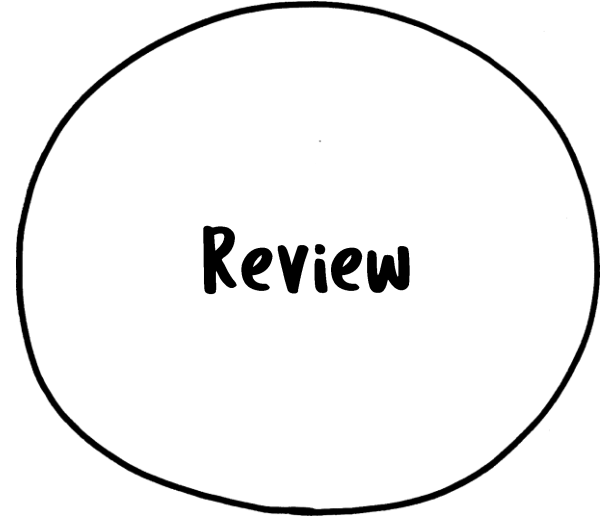
Review

Student

- Reflect on task outcome, discuss features noticed.
- Practice activities that focus on specific areas.

Teacher

- Reviews, corrects, adds related knowledge.
- Runs practice activities to support specific areas.



Example Lesson Outline

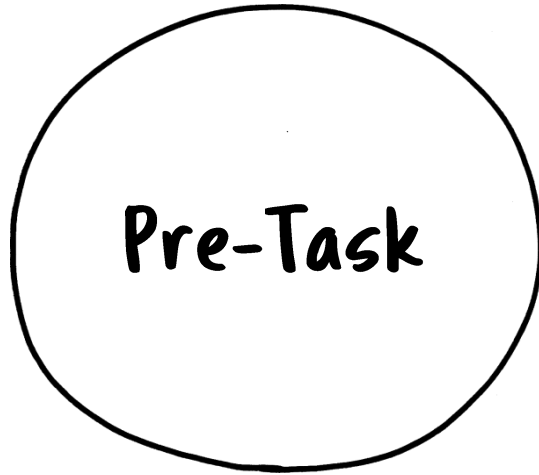


Example Lesson

Aim:
students will be better able
to use the past simple after
creating a bedtime fairy tale
for a sibling or friend.

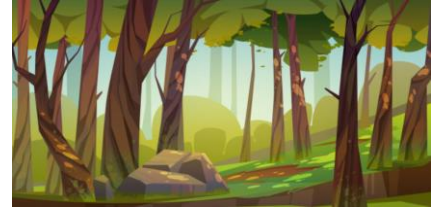
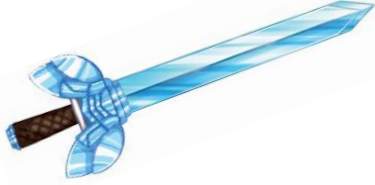


Example Pre-Task

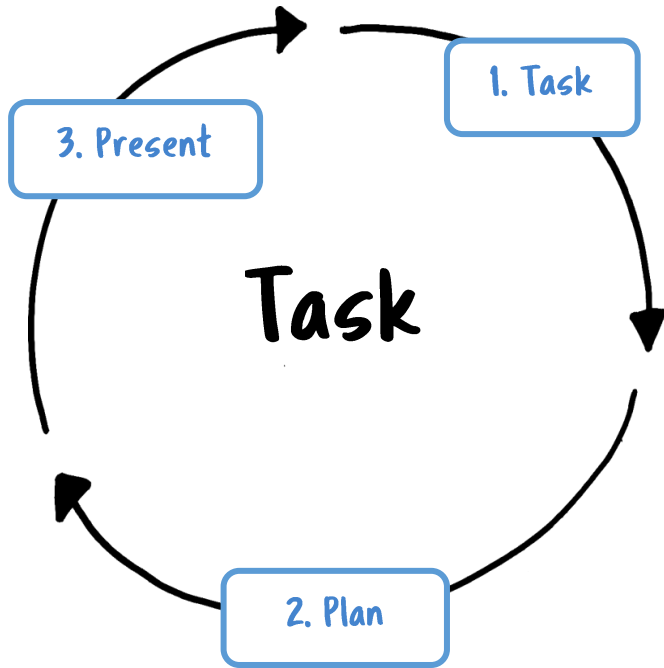


- Set a context – you want to write a bedtime fairy tale story for your younger brother / sister, or for a younger friend.
- Activate schemata – How do fairy tales start? Do you know the names of any fairy tales? Who is in fairy tales (people / animals)
- Show success - read out a 12-line fairy tale. CCQ.
- Elicit vocabulary. Ask CCQs.

Pre-Task



Example Task



1. **Task** - Students do the task in pairs, teacher monitors
2. **Plan** - When they finish, they plan how they'll tell the story to another pair. They write questions about the story for them to answer
3. **Present** - They tell the other pair, who listens and answers the questions. Then they switch.

Review / Language Focus



Example Review

Analysis

- Board a couple of sentences that had high frequency errors.
- Ask Ss to work together to spot mistakes and correct

Practice

- Play a short game in pairs... each student says a full sentence with past simple, repeat until a mistake is made – who's the winner?



Adapting for Online



Adapting for Online

Options

1. If you have breakout rooms, can do almost identically
2. If not, students can collaborate on Google Docs, and take turns to write a sentence, until complete.
3. Each student does it individually.



Principles for Adapting to Online

1. Be super clear with instructions, and check every time!
2. Keep it collaborative – spoken, if possible.
3. If not, collaborative writing.
4. If not, individual tasks.



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References & Resources

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