TBLT and Lesson Design

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TBLT *- Task Based Language Teaching*

- Uses authentic language mainly through interactions
- Has exercises with tasks – clear real communicative goals
- Rejects PPP approaches (Present, Practice, Perform)

Four main characteristics (Rod Ellis):

1. A task involves a primary focus on meaning.

2. A task has some kind of 'gap'

3. The participants choose the linguistic resources needed to complete the task.

4. A task has a clearly defined, non-linguistic outcome.

TBLT Issues – *Discuss and report*

Task types: TBLT is usually associated with speaking. What are some examples where it can be used in reading, writing listening?

Purism: Should a task-based LT be used as an *alternative* or *supplement* to less task-based ways of teaching? To what degree, or when, should tasks have an internal linguistic syllabus? How? Why?

Authenticity: To what degree does language have to be authentic? To what degree tasks? Is it better to have tasks that represent real things the students will need to do in the world, or not? Or unreal things? Fill in a registration form or find Waldo? What are the advantages and disadvantages to both? Aspects of learners, situations, etc.

Evaluation: How can we evaluate Ss in TBLT classes?

PPP: Is PPP really so bad? Why? How? Is it okay to preface a task with a grammar or vocabulary lesson? Is it true TBLT does not teach grammar or vocabulary?

Value: What are advantages of open ended language production. Learners using own resources. What can be learned in TBLT methods is not taught in other approaches. (ER, PPP)?

Transfer: What is the difference between students practicing a dialog telling a taxi driver where to go, and actually doing so out in the wild?

Teacher role: How does a teacher's role change when doing TBLT tasks? TBLT pair work leads to error making. No teacher correction. No full sentences.   Does this matter?

2022 TBLT: How can TBLT be used in online, synchronous and asynchronous, courses? Can you give us a couple examples?

TBLT Lesson Design Principles Checklist

For Main Activity:

1. Make activities that <u>PULL</u> not <u>PUSH</u>

2. Design the task so that no one fails, no one left silent. (Multiple tasks that get harder)

3. Don't trust PPP. (PPP means: Present, Practice, & Perform)

For Language Scaffolding

4. Provide just enough language, not the whole paradigm.

5. Offer negotiation of meaning language too. (What? Do you mean….?)

6. Use Effective Learning principles. (Emotion, repetition, deep processing, novelty)

7. Use Minimal instructions. ("Read this. Match. Check the boxes.")

8. Don't skip the Pilot.

My Very Own TBLT (Info) Gap

Design your own TBLT info gap, picture based if you can.

Consider these aspects:

Language needed to do it (grammar, vocabulary, functions)

Whether you will pre-teach these and how.

Confirming/clarifying language this task will elicit

How (if you do) you will offer language

A follow-up for Ss who finish early

Is it fun?

Examples:

What's in the bag, Killer & Escape, Move the furniture, Alligator River discussion, Desert Island, Find who has closest birthday, Job interview, Make your personal logo & share, Guess my xxxx.