Course: Teaching methods

1. Class topic: Introduction to approaches and methods

2. *Objectives:* Students should be able to:

Get familiar with the Task Based Learning

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NOT MANDATORY

CLASS ACTIVITY 1

Read the information and click on the A or B chart ☐. If you feel so, share ideas with the class next session.

Conventios:

✓ Correct ✗ Wrong

LIVEWORKSHEETS

Task Based Learning

(TBL) is an approach which offers students opportunities to actively **engage in communication** in order to **achieve a goal** or **complete a task**.

What's a TASK?	
Williams & Burden, 1997	Any **activity** that learners engage in to **process of learning a language**.
Breen, 1987	A range of learning **activities** from the simple/brief exercises to more complex and lengthy activities such as **group problem-solving**, **simulations** and **decision-making**.
Prabhu , 1987	An **activity** which required learners to **arrive at an outcome** from given information some **process of thought**.

Task types Willis (1996)	
LISTING	Brainstorming, fact-finding.
ORDERING AND SORTING	Sequencing, ranking, categorizing, classifying.
COMPARING	Matching, finding similarities, finding differences.
PROBLEM SOLVING	Analyzing real or hypothetical situations, reasoning, and decision making.
SHARING PERSONAL EXPERIENCES	Narrating, describing, exploring and explaining attitudes, opinions, reactions.
CREATIVE TASKS	Brainstorming, fact-finding, ordering and sorting, comparing, problem solving and many others.

LIVEWORKSHEETS

A ☐ Theory of language TBL

B ☐ Theory of learning TBL

1 Language is primarily a means of making meaning

2 Multiple models of language inform TBL

Advocates of task-based instruction draw on structural, functional, and interactional models of language

3 Lexical units are central in language use and language learning: lexical phrases, sentence stems, prefabricated routines, and collocations.

4 "Conversation" is the central focus of language and the keystone of language acquisition.

Speaking and trying to communicate with others through the spoken language drawing on the learner's available linguistic and communicative resources is considered the basis for second language acquisition in TBL

A ☐ Theory of language TBL

B ☐ Theory of learning TBL

1 Tasks provide both the input and output processing necessary for language acquisition. Tasks are believed to foster processes of negotiation, modification, rephrasing, and experimentation that are at the heart of second language learning.

2 Task activity and achievement are motivational and promote learning. They require the learners to use authentic language, they are varied in format and operation, they typically include physical activity, partnership and collaboration, they may call on the learner's past experience, and they tolerate and encourage a variety of communication styles.

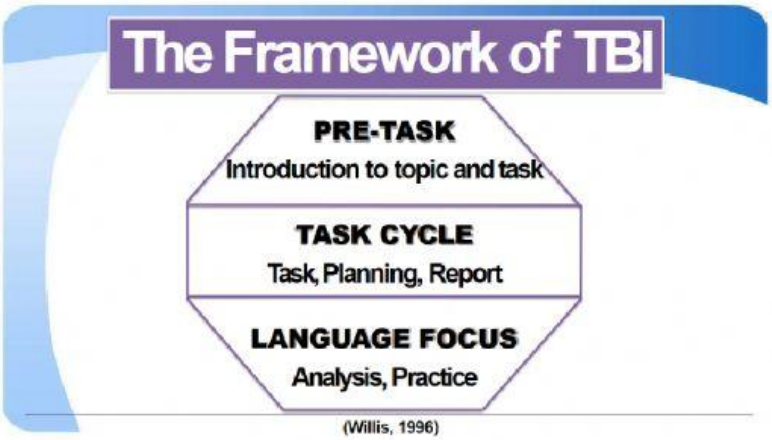
3 Learning difficulty can be negotiated. Tasks can be designed along a cline of difficulty so that learners can work on tasks that enable them to develop both fluency and an awareness of language form.

LIVEWORKSHEETS

A ☐ Syllabus TBL B ☐ Objectives TBL 1 To give learners confidence in trying out whatever language they know 2 To give learners experience of spontaneous interaction 3 To give learners the chance to convey meaning 4 To engage learners in using language purposefully and cooperatively (Willis, 1996)	A ☐ Objectives TBL B ☐ Syllabus TBL Nunan (1989) suggests that a syllabus might specify two types of tasks: 1. Real-world tasks, which are designed to practice or rehearse those tasks that are found to be important in a needs analysis and turn out to be important and useful in the real world 2. Pedagogical tasks, which have a psycholinguistic basis in SLA theory and research but do not necessarily reflect real-world tasks

LIVEWORKSHEETS

A ☐ Student role TBL B ☐ Teacher role TBL • Group Participant • Monitor • Risk-Taker and Innovator	A ☐ Student role TBL B ☐ Teacher role TBL • Selector and Sequencer Of Tasks • Preparing Learners For Tasks • Consciousness-Raising



LIVEWORKSHEETS

Types of learning and teaching activities

1. *Jigsaw tasks:* These involve learners combining different pieces of information to form a whole (e.g., three individuals or groups may have three different parts of a story and have to piece the story together).
2. *Information-gap tasks:* One student or group of students has one set of information and another student or group has a complementary set of information. They must negotiate and find out what the other party's information is in order to complete an activity.
3. *Problem-solving tasks:* Students are given a problem and a set of information. They must arrive at a solution to the problem. There is generally a single resolution of the outcome.
4. *Decision-making tasks:* Students are given a problem for which there are a number of possible outcomes and they must choose one through negotiation and discussion.
5. *Opinion exchange tasks:* Learners engage in discussion and exchange of ideas. They do not need to reach agreement.

Internet

- Given a book title to be acquired, students conduct a comparative shopping analysis of three Internet booksellers, listing prices, mailing times, and shipping charges, and choose a vendor, justifying their choice.
- Seeking to find an inexpensive hotel in Tokyo, students search with three different search engines (e.g., Yahoo, Netscape, Snap), comparing search times and analyzing the first ten hits to determine most useful search engine for their purpose.
- Students initiate a "chat" in a chat room, indicating a current interest in their life and developing an answer to the first three people to respond. They then start a diary with these text-sets, ranking the responses.

REALIA

TBI proponents favor the use of authentic tasks supported by authentic materials wherever possible. Popular media obviously provide rich resources for such materials. The following are some of the task types that can be built around such media products.

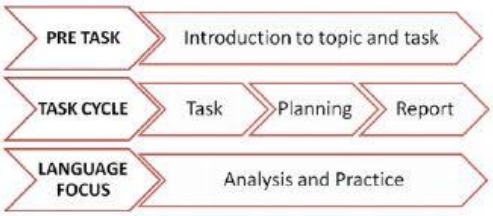
Newspapers

- Students examine a newspaper, determine its sections, and suggest three new sections that might go in the newspaper.
- Students prepare a job-wanted ad using examples from the classified section.
- Students prepare their weekend entertainment plan using the entertainment section.

Television

- Students take notes during the weather report and prepare a map with weather symbols showing likely weather for the predicted period.
- In watching an infomercial, students identify and list "hype" words and then try to construct a parallel ad following the sequence of the hype words.
- After watching an episode of an unknown soap opera, students list the characters (with known or made-up names) and their possible relationship to other characters in the episode.

LIVEWORKSHEETS



A ☐ Pre-task B ☐ Task C ☐ Post-task	A ☐ Pre-task B ☐ Task C ☐ Post-task	A ☐ Pre-task B ☐ Task C ☐ Post-task
Introduction to topic and task: T explores the topic with the class, highlights useful words and phrases, helps Ss understand task instructions and prepare.	Task: Ss do the task, in pairs or small groups. T monitors. Planning: Ss prepare to report to the whole class (orally or in writing) how they did the task, what they decided or discovered. Report: Some groups present their reports to the class, or exchange written reports and compare results. (Ss receive feedback on their level of success on completing the task).	**Analysis**: Ss examine and discuss specific features of the text or transcript of the recording. **Practice**: T conducts practice of new words, phrases and patterns occurring in the data, either during or after the analysis. (Willis 1996)

LIVEWORKSHEETS