

A word cloud graphic centered around the title 'Task-Based Lesson Planning'. The title is in large, bold, green letters. Surrounding it are various related terms in smaller, brown and green fonts, including: 'tasks', 'plan', 'develop', 'reporting', 'outline', 'road map', 'activities', 'timeline', 'assess', 'topics', 'pre task', 'strategies', 'learning objectives', 'reflect', 'post task', and 'develop'.

Task-Based Lesson Planning

ENGL 7/8590 Task Based Language Teaching

Task-based language teaching is an area of language pedagogy which engages all aspects of second language teaching, and which currently attracts significant interest worldwide. It provides a unique opportunity for the systematic study of a wide range of issues of language education, including approach, syllabus design, materials design, lesson implementation, language use, language development and assessment. It also blends influences and inspiration from a range of theories of learning, teaching, and linguistics.

The course is divided into two main sections: Understanding task-based language teaching (What is a Task? and Why TBLT?) and Doing task-based language teaching. The first section will help you become familiar with basic concepts associated with task-based language teaching, theories that underpin in, and controversies that have arisen. In the second section, as a class we will walk through the process of implementing task-based language teaching from need analysis to syllabus design to implementation. We will consider along the way the ways that learners, contexts, and settings influence and are influenced by task-based course design and implementation. By the end of the course, you will be able to recognize, evaluate, and design tasks and task-based courses appropriate to the needs of different students in different educational settings.

Course Objectives:

By the end of this course, you will

1. be able to explain key concepts in TBLT pedagogy and research, as a basis for critically understanding and developing TBLT practices;
2. be able to critique and design TBLT activities;
3. be able to explain how tasks relate to discourse processing, to interaction, to parameters of oral language, and to learning;
4. be able to design and develop task-based teaching materials, including tasks, units, and syllabi for a specific teaching context;
5. be able to design and carry out a research/evaluation project on task-based language teaching.