Task based learning

What we'll be looking at:
- What is task based learning?
- TBL and course books
- The difference between TBL and PPP
- Stages of the task process
- Positive and negative aspects of TBL
- Teaching grammar through TBL

How:
- Listing task types
- Sample tasks/activities
- Sample TBL lessons
The students use their own language to deal with the tasks.

- What is task based learning?

- It refers to a learning process by finishing assessed tasks through group discussion.
- Teachers and students focus on certain tasks to be designed for the application of English.
- The learners achieve their learning goals by finishing certain tasks.
• Give me an adjective to describe the task based learning approach.

eg. creative
    meaningful
    co-operative
    communicative
    effective
    well-defined/clear

workable/practical
independent (SS)
TBL = where the performance completion + achievement of tasks is central to the learning process.

Meaningful, carrying out/doing useful, helpful, real, connected to their lives.
There is an option which is not related to language.

Which of the following could be TBL?

A.
- Teacher asks students how they like to celebrate parties.
- Students listen to a conversation between two people organising a party.
- Students plan in groups an end of term party for the class.
- They report back to the teacher to tell her what and where the party will be.
- Students analyse "suggestion" language (I suggest + ing, why don’t we etc.)

DO

Teacher asks students how they like to celebrate parties.
- Students listen to a conversation between two people organising a party.
- Students analyse "suggestion" language (I suggest + ing, why don’t we etc.)
- Students talk in pairs about the best end of term party they have been to.

X

Teacher asks students how they like to celebrate parties.
- Students drill as a whole class phrases with suggestion language.
- Students write on their own a telephone conversation between two friends organizing an end of term party.
TBL and your course books

Do your course books include task based learning exercises?
1. If Class A is TBL, which teaching method does class B use?
   2. What is the main difference between them?

   Presentation
   Practice
   Production

A  TBL
   • Teacher asks students how they like to celebrate parties.
   • Students listen to a conversation between two people organising a party.
   • Students plan in groups an end of term party for the class.
   • They report back to the teacher to tell her what and where the party will be.
   • Students analyse "suggestion" language (I suggest + ing, why don’t we etc.)

B  PPP
   • Teacher asks students how they like to celebrate parties.
   • Students listen to a conversation between two people organising a party.
   • Students analyse "suggestion" language (I suggest + ing, why don’t we etc.)
   • Students talk in pairs about the best end of term party they have been to.
What's the difference between TBL and PPP?  
(what's the difference between a task and an activity?)

<table>
<thead>
<tr>
<th>Task (TBL)</th>
<th>Activity (PPP)</th>
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<tbody>
<tr>
<td>• meaning-focused</td>
<td>• form-focused</td>
</tr>
<tr>
<td>• free use of language</td>
<td>• controlled use of language only</td>
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<td>• requires creativity</td>
<td>• creativity not necessarily involved</td>
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<td>• meaningful, personalised and usually connected to the real world.</td>
<td>• perhaps not authentic language use</td>
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<tr>
<td>• There is a clear task aim/outcome which is not related to language</td>
<td>• students work on work own or in pairs but not usually as a team</td>
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<td>• Involves teamwork and collaboration</td>
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<td>• Includes whole class report/evaluation/feedback to clarify if the aim has been fulfilled</td>
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Which is a task? Which is just an activity?

(TBL)
- writing the text of a role play between a doctor and patient
- creating and doing a questionnaire to find out who is the healthiest student
- writing a text about the best five places in Brighton in a group
- creating a class term photo album
- making a gapfill
- giving a group presentation on David Beckham
- planning an event

(PPP)
- discussing the advantages and disadvantages of smoking
- writing a story on your own
- drilling sentences
- filling in a gapfill
• Give examples of other TBL tasks.
• Give examples of possible TBL tasks.

• planning an event
• planning and giving a presentation
• writing and doing a survey
• writing and doing a questionnaire
• writing and doing a quiz
• problem-solving
• suggesting travel plans
• agreeing on a plan
• persuading s/o to do s/t
• prioritising one choice over another
• comparing personal experiences

• putting together a play
• projectwork
• collaborating on a written story
Which is a TBL task sequence?

A. Engage
   - Study
   - Activate

B. Engage
   - Study
   - Activate

C. Engage
   - Study
   - Activate

D. Engage
   - Study
   - Activate

Pre-task + Introduction to the task

Language Focus: Give the aim of the lesson

Post Task
TASK BASED LEARNING SAMPLE CLASS

Pre-Task

- Teacher asks students how they like to celebrate parties.
- Students listen to a conversation between two people organising a party.
  - Students plan in groups an end of term party for the class.
  - They report back to the teacher to tell her what and where the party will be.
  - Students analyse "suggestion" language (I suggest + ing, why don’t we etc.)

Post-Task

- Teacher asks students who has the next birthday.
- Students plan a birthday party knowing the likes and dislikes of their classmate.

To check and consolidate the language
<table>
<thead>
<tr>
<th>Problems with TBL</th>
<th>Solutions</th>
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</table>
TBL and grammar teaching

For you, the teaching of grammar using TBL is …?

1) impractical

2) possible

3) challenging
Teaching Grammar with TBL

- used to
- second conditional
- superlatives
What tasks could you use to teach "used to"?

Pre Task

Task

Language Focus

Post Task
Is this question (taken from a coursebook) a task or an activity?

Explain your answer.

Work in pairs. Talk about your grandparents.
• Tell each other what you know about their past lives.
• Use the phrases and patterns from the box above.

(material courtesy of Jane Willis (2008),
http://www.teachingenglish.org.uk/articles/criteria-identifying-tasks-tbl)
**Possible ways of turning the activity into a task**

1. Try to find out three things that your grandparents' and your partner's grandparents' lives had in common. What was the biggest difference between them?

2. Decide which one of your partner's grandparents was / is the most interesting person and give two reasons why you think so. Then tell the class about him/her and vote to decide on the three most interesting grandparents in the class.

(material courtesy of Jane Willis (2008),
http://www.teachingenglish.org.uk/articles/criteria-identifying-tasks-tbl)
Second conditional using TBL

Pre task
1. Students list personality adjectives (revision)
2. Model of personality test given testing one particular personality type - honest. Example questions:
   • If you found $10 on the street, would you pick it up?
   • If you had the opportunity, would you cheat in an exam?
   • If you knew your little brother had stolen some cake, would you tell your Mum?
3. Students ask each other the questionnaire and decide who is the most honest student.

Task
1. Students select a new personality adjective and in pairs write a new personality test.
2. They do the questionnaire with the whole group.
3. They report back to group on who was the most (adjective) in the class.

Language Focus
1. Students study target language in questionnaire on page 56 in the handout.
2. Pronunciation focus on the target language on page 57 in the handout.

Post task consolidation
1. Students do controlled written practice activities on page 57 of the handout.

(material courtesy of British Council teacher training (2011).
http://www.youtube.com/watch?v=JF19CSZ_isY&feature=endscreen&NR=1)