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A Lesson Plan of TBLT (Task–Based Language Teaching)

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Abstract: This article demonstrates a task-based language teaching class in Chinese context, and it follows the three-stage TBLT framework: pre-task, task cycle and the language focus. Rationale for TBLT method, authentic teaching material and specific activities involved in the class have been explained and justified. Finally, it critically evaluates the designed lesson plan in accordance with Chinese context and indicates potential difficulties with practical consideration.

Keywords: Task-based Language Teaching, Lesson Plan, Activities, Authentic

1. Introduction

In this article, a lesson plan has been designed in accordance with TBLT (task-based language teaching) and has been evaluated from theoretical and practical perspectives. Nowadays, though TBLT has been extensively discussed and researched in literature, practically, it has been faced with a few difficulties in the process of real teaching. Due to practical limitations, for example, students and teachers are not familiar with TBLT, especially for teachers, it is hard for them to adapt the teaching material in line with TBLT. What is more, be faced with pressure of passing the exam, some students are unwilling to acclimatize themselves to the new method. Furthermore, it is highly recommended by the Ministry of Education that TBLT should be implemented in secondary school for the sake of effective teaching and teacher-student interaction. Therefore, the lesson plan designed in this article aims to provide a TBLT model in real Chinese context as a reference for English teachers and EFL teaching. Additionally, it has been critically evaluated for acknowledging some limitations of lesson plan and providing implications for further teaching and relevant study.

This article consists of two main parts: rationale and evaluation of lesson plan. Rationale provides detailed definitions of task, justification for task-based language teaching (TBLT), then follows a series of specific activities and reasons for choices of these activities. The second part evaluation covers a range of topics ranging from advantages of TBLT, evaluation of authentic material and particular activities involved in this lesson.

2. Rationale for TBLT

Numerous definitions of "task" have been provided by different scholars, and each definition has its own focus. Nunan [27] classifies "task" into pedagogical tasks (occur in classroom) and real-world tasks or target tasks (occur beyond the classroom). Five dominant characteristics of task are summarized as follows: TBLT is meaning-focused, instead of repeating what other people say, learners are expected to produce language; has connection with real-world tasks; assessed in accordance with outcome. A large body of literature provides theoretical rationale for TBLT. Lynch and Maclean [20] advocate TBLT by providing two primary reasons: first, classroom task imitates and promotes performance in real world task. Second, drawing on SLA research, the issue of 'learnability', the developmental sequence for L2 acquisition, input and output hypothesis have provided implications and justification for TBLT. Skehan [37] pointed out that as an approach to instruction, task-based teaching is theoretically justifiable and flexible in implementation. TBLT favors implicit instruction by the way of "learning through doing activities or tasks" [31]. It is contended that TBLT provides improved and supportive conditions for developing second language ability than other approaches which relies heavily on explicit teaching on language structure [18].

Task Based Language Lesson Plan

Lingsheng Yao

Task Based Language Lesson Plan:

The book delves into Task Based Language Lesson Plan. Task Based Language Lesson Plan is an essential topic that needs to be grasped by everyone, from students and scholars to the general public. The book will furnish comprehensive and in-depth insights into Task Based Language Lesson Plan, encompassing both the fundamentals and more intricate discussions.

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