



## 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 classrooms) 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 Medsker [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

**Mohammad Javad Ahmadian, Michael  
H. Long**

## **Task Based Language Lesson Plan:**

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compel them to use language for themselves TBLT stands in contrast to more traditional approaches Accessible and comprehensive this book provides a foundational overview of the principles and practice of TBLT and demystifies what TBLT looks like in the classroom Complete with questions for reflection pedagogical extensions for application in real classrooms and further reading suggestions in every chapter this valuable and informative text is vital for anyone interested in TBLT whether as students researchers or teachers Reflections on Task-Based Language Teaching Rod Ellis,2018-06-18 Task based language teaching is now a well established pedagogic approach but problematic issues remain such as whether it is appropriate for all learners and in all instructional contexts This book draws on the author s experience of working with teachers together with his knowledge of relevant research and theory to examine the key issues It proposes flexible ways in which tasks can be designed and implemented in the language classroom to address the problems that teachers often face with task based language teaching It will appeal to researchers and teachers who are interested in task based language teaching and the practical and theoretical issues involved It will also be of interest to students and researchers working in the areas of applied linguistics TESOL and second language acquisition Individual Differences and Task-Based Language Teaching Shaofeng Li,2024-06-06 This volume consists of a collection of empirical studies and research syntheses investigating the role of individual difference ID variables in task based language teaching TBLT a pedagogical approach that emphasizes the importance of the performance of meaning oriented tasks in facilitating second language learning TBLT is subject to learner external as well as learner internal factors with the former referring to task and context related factors and the latter to ID factors pertaining to learner traits dispositions or propensities To date the research has focused primarily on learner external factors and there has been insufficient and unsystematic research on individual difference factors This volume brings centre stage this important but under researched dimension by means of a comprehensive in depth examination of the role of key ID factors in TBLT The volume integrates theory research and pedagogy by spelling out the mechanism through which IDs influence learning attainment behaviours and processes examining evidence for theoretical claims and discussing ways to apply research findings and cater to individual differences in the task based classroom

**TBLT as a Researched Pedagogy** Virginia Samuda,Kris Van den Branden,Martin Bygate,2018-10-15 Bringing together experienced classroom researchers and teacher educators from different countries where tasks are playing an influential role in language education this collected volume critically explores how TBLT research can engage with pedagogy and how TBLT pedagogy can engage with research A defining part of the TBLT project has always been a dual concern both with the nature and use of tasks in language teaching and with empirical research to guide and support classroom practitioners the two concerns suggesting a central and reciprocal relationship between research and pedagogy However this relationship has at times been unbalanced and its centrality has sometimes gone by default problems which this volume aims to address The introduction proposes criteria to improve the congruence between the research base of TBLT and the concerns and terms of

reference of classroom practitioners Using a range of methodologies the individual chapters illustrate and explore different aspects of this theme The book will be of interest to all those wishing to further their understanding of and or investigate the use of TBLT in educational contexts *Handbook of Research on Policies and Practices for Assessing Inclusive Teaching and Learning* Meletiadou, Eleni,2022-01-14 Inclusivity is a crucial factor in assessment design as fair assessment must reflect the needs of a diverse student body Assessment practices should also be culturally inclusive and supportive to all students while considering the needs of learners with disabilities and specific learning difficulties Educational institutions worldwide are adopting a range of principles using a variety of assessment methods and developing assessment literacy All these issues must be considered when researching inclusive assessment practices and policies The Handbook of Research on Policies and Practices for Assessing Inclusive Teaching and Learning discusses the needs of learners of any context background and culture This book strives to promote the importance of global inclusive assessment and teaching giving an understanding to educators and faculty of the negative effect uniform assessment and teaching strategies have on a diverse body of students Covering topics such as equitable design ethnic preferential policies and multilingual perspectives this book provides an indispensable resource for researchers practitioners educators teacher educators policymakers administrators program planners educational managers educational leaders professors and academicians [A Framework for Task-based Learning](#) Jane Willis,2021-10-07 A complete guide to the methodology and practice of task based language teaching For those who wish to adopt a genuinely learner centred approach to their teaching Probably the definitive guide to task based language teaching **A Framework for Task-based Learning** Jane Willis,1996 This is a user friendly guide to the theory and practice of task based learning for the classroom teacher The book shows how the task based approach can be used to deal with all ages and levels including mixed ability classes integrated skills and corpus work and grammatical analysis

**Lesson Plans for Teachers in Nature-study Agriculture** Alice Jean Patterson,Lora M. Dexheimer,1914

**Content-based Second Language Teaching and Learning** Marjorie Hall Haley,Theresa Y. Austin,2004 This text examines second language pedagogy from two critical fields of literature psycholinguistics and socio cultural offering a fresh perspective on interactive content based language teaching and learning Unique in its kind this highly practical text offers more methodological approaches to teaching in ESL settings than any other book on the market making it a perfect match for undergraduate pre service teachers who are learning how to teach ESL students in their classrooms Novice teachers will have the opportunity to interact with the text reflect and consult with colleagues partners and classmates by being able to write in the text revisit those responses and view video clips on the Companion Website **Task-Based Language Teaching** David Nunan,2004-12-09 The field of task based language teaching has developed considerably since the publication of *Designing Tasks for the Communicative Classroom* Nunan 1989 a book which helped to set the research agenda in teaching methodology for the following decade While *Designing Tasks* underpins this new title the material has

been thoroughly updated and includes four completely new chapters Task Based Language Teaching offers a comprehensive and up to date appraisal of the field Resources in Education ,1997 Task-based learning and teaching in young learners' EFL classrooms Kevin Salzmänn,2014-05-02 Seminar paper from the year 2013 in the subject Didactics for the subject English Pedagogy Literature Studies grade 1 0 University of Kassel Institut für Fremdsprachenlehr und Lernforschung course Task based learning in the EFL classroom language English abstract In modern second language teaching the role of task based learning has become a very important aspect Due to the fact that very often exercises in EFL classrooms have no clear connection to real world situations researchers and modern English teachers try to put emphasis on tasks which help learners to use the target language effectively in different situations outside the classroom This term paper has its focus on the implementation of task based learning and teaching in EFL classrooms and the way task based activities can be designed especially for young learners Based on the fact that motivation plays an important role in language learning it is also necessary to concentrate on possibilities to make the English language attractive for young learners and to help them realizing that through task based learning activities they can learn something which can be transferred to real life situations Therefore I would like to give a brief overview about task based learning in general and the way it provides effective language learning with the help of motivational tasks in order to show that in class language practice does not necessarily have to be an artificial situation With a focus on young learners I would like to concentrate on the question how to implement a task based writing activity which supports creativity and active second language use *The Independent* ,1916 Vocabulary Studies in First and Second Language Acquisition Brian Richards,2009-06-10 International scholars and researchers present cutting edge contributions on the significance of vocabulary in current thinking on first and second language acquisition in the school and at home By pursuing common themes across first and second language and bilingual contexts the editors offer a collection that tackles the most important issues *Languages and Children, Making the Match* Helena Anderson Curtain,Carol Ann Dahlberg,2004 Acknowledgements Preface Introduction Key Concepts for Success Elementary and Middle School Foreign Languages Standards for Foreign Language Learning in the 21st Century Overview Section A Focus on the Learner 1 Characteristics of Young Learners Second Language Acquisition Cognitive Characteristics of the Learner *The National Builder* ,1919 *ESL Composition Tales* Linda Lonon Blanton,Barbara Kroll,2002 In *ESL Composition Tales* the leading voices in L2 writing speak openly and honestly about their careers conveying a sense of collective history a history of second language teaching and the evolution of ESL Important insights into teaching and learning are embedded in each story as the authors not only confront the expectations and fears of new teachers but also provoke the assumptions and practices of their more seasoned colleagues *ESL Composition Tales* provides real and practical advice and inspiration for writing teachers of all levels of experience Among the topics in this book are a discussion of the teacher s role as cultural worker and participant in social justice past and current pedagogical debates in the field the

importance of blending theory and practice the pursuit and development of a consistently critical and interrogative attitude toward L2 teaching     **Namibian Educators Research Their Own Practice** ,2000 The papers of this book were presented in 1997 at a series of seminars held by the National Institute for Educational development NIED in Okahandja The contributions range from classroom management problems by Naemi Ndinela Amuthenu and writing problems in Oshiwambo by Ester Ndeutepo to promoting active participation in the College classroom by Godfrey M Tubaudnule The book reflects educational concerns which since some time are vigorously published as an attempt to critically review central aspects of Namibia s educational system BAB

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