# Specialized TESOL Methodology: Task-Based Language Teaching (ELECT / 1 cr.)

**Instructor: Prof. Ellis**

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## Course Dates

| Session 1 | Session 2 | Session 3 | Session 4 |
|---|---|---|---|
| 1 July: 2-5 pm | 8 July: 2-5pm | 22 July: 2-5pm | 29 August: 2-5pm |

## Course Overview

The course has the following aims:

1. To review research which has investigated task-based language learning

2. To examine pedagogical proposals for a task-based approach to teaching English as a foreign language

3. To provide an opportunity for the participants in the seminar to design and evaluate their own task

## Course Schedule

| Session | Time | Topic/Theme | Readings |
|---|---|---|---|
| 1 | 2 - 3.30pm<br>3.30 - 5pm | What is task-based language teaching?<br>Some key concepts | Chap 1 in Ellis (2019)<br>Chap 2 in Ellis (2019) |
| 2 | 2 – 5pm | Choosing tasks | Chap 3 in Ellis (2019) |
| 3 | 2-3.30 pm<br>3.30 - 5pm | Methodology of task-based teaching<br>Focus on form | Chap 4 in Ellis (2019)<br>Chap 5 in Ellis (2019) |
| 4 | 2-3.30 pm<br>3.30 - 5pm | Assessing students using tasks<br>Addressing Problems in TBLT | Chap 6 in Ellis (2019)<br>Chap 7 in Ellis (2019) |

## Pre-course Reading/Assignment

Chapter 1 in Ellis, R, Skehan, P, Li, S, Shintani, N, & Lambert, C. (2020). Task-based language teaching: Theory and practice. Cambridge: Cambridge University Press

**Required textbook**

Ellis, R. 2019. *Introducing task-based language teaching*. Shanghai Foreign Language Education Press.

**Recommended reading**

Ellis, R, Skehan, P, Li, S, Shintani, N, & Lambert, C. (2020). Task-based language teaching: Theory and practice. Cambridge: Cambridge University Press

**Additional reading**

Ellis, R. 1998. The empirical evaluation of language teaching materials. *ELT Journal*, 51, 36-42.

Ellis, R. 2003. *Task-based Language Learning and Teaching*. Oxford: Oxford University Press.

**Assessment**

The following assignment will be graded as Pass or Fail.

**Assignment:**

Design ONE task suitable for a group of students you are currently teaching or have taught in the past and write a rationale for the design features and implementation options.

In your written paper include:

• A brief introduction giving the rationale for task-based language teaching
• A description of instructional setting the task is designed for
• A description of the task (you should include the task workplan as an appendix to your paper)
• A description of how you will implement the task with the students
• A rationale for the design features of the task and the implementation options you have chosen (you will need to make reference to relevant literature)
• A conclusion in which you explain how you would evaluate the effectiveness of the task if you were to teach it

Length: 1500 words