A Framework for Task-Based Learning

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Components of the TBL framework

Pre-task

Introduction to topic and task
Teacher explores the topic with the class, highlights useful words and phrases, helps students understand task instructions and prepare. Students may hear a recording of others doing a similar task.

Task cycle

Task
Students do the task, in pairs or small groups. Teacher monitors from a distance.

Planning
Students prepare to report to the whole class (orally or in writing) how they did the task, what they decided or discovered.

Report
Some groups present their reports to the class, or exchange written reports, and compare results.

Language focus

Analysis
Students examine and discuss specific features of the text or transcript of the recording.

Practice
Teacher conducts practice of new words, phrases and patterns occurring in the data, either during or after the analysis.

Discussion Points
have got the idea, they can continue in groups.

### Listing

**Brainstorming**
- words you know
- names of countries
- words from songs
- family words (brother, sister, etc.)

**Memory games**
- things you remember from a picture
- ‘Yes or no’ games based on pictures or personal facts

### Ordering and sorting

**Classifying**
- international words
- international products
- well-known people
- ‘Odd word out’

**Sequencing**
- jumbled spelling dictation
- ‘What’s missing?’
  (sets of numbers, etc)

**Collecting sets**
(‘Happy families’)

### Comparing

**Matching**
- words and actions (‘Simon says’)
- words and pictures with card games
- words and song lines
  - countries and companies
  - names and numbers

**Identifying**
- Listen and draw/point/do
- Bingo with numbers, colours, words, phrases

### Problem solving

**Puzzles**
- How many triangles?

**General knowledge quizzes**
- ‘True or not true?’

**Guessing games**
- Mystery objects
- Verbal hide and seek,
  (*Where is my key in this picture?*)

### Surveys

- Make a class telephone number list
- What makes of TV/ car/computer do learners have?
- Why are learners learning the target language?
- What languages can they speak already?
An Example:
from traditional textbook to TBL/PBL
Module: Teenage Life
Unit: Food and Health
- Task Description, Targets and Objectives
- Tasks
- Listening: Task 1, Part A, A Radio Interview
- Teacher’s Notes

Module: Cultures of the World
Unit: Places of Interest
- Task Description, Targets and Objectives
- Tasks
- Listening: Task 3, Part A, A Briefing Session
- Listening: Task 3, Part B, Presentation of Gary’s Group
- Teacher’s Notes
Task 1: A Survey on Diets and Eating Habits

Part A: Finding information on healthy diets and good eating habits

• One week before the lesson, ask students to keep records of what they have for their meals in the coming week and when they have them.

• During the lesson, ask students to extract relevant information from the article Eating for a Healthy Life (p.19 – p.21) and complete Notes on “Eating for a Healthy Life” (p.22).

• Ask students to listen to the interview Good Eating Habits and complete Notes on “Good Eating Habits” (p.23). (Retrieve the interview from the CD-ROM included in this resource package.)
The Health Club of the school is going to conduct a Health Week to promote the importance of having a healthy diet and good eating habits. Club members will assist in conducting a survey and producing posters for the Health Week. All students, including club members, will then take part in a healthy recipe competition.

**Task 1  A Survey on Diets and Eating Habits**
Students, as club members, work in groups of four to construct a questionnaire and conduct a school survey to investigate their schoolmates’ diets and eating habits.

**Task 2  Posters for Promoting Healthy Eating**
Students, as club members, work in groups of four to design and produce a poster to promote healthy eating and good eating habits.

**Task 3  A Healthy Recipe**
Students devise their own healthy recipes to enter a competition. The well-devised recipes will be compiled into a booklet on healthy eating.
The Hong Kong Youth Travel Association (HKYTA) is holding an “Asian Travelling Award Competition” for lower secondary students in Hong Kong. Students work in groups of four to prepare for the competition. They have to complete three tasks.

**Task 1**  
**A Mini Guide to a Country in Asia**  
Students produce a mini guide to a country in Asia.

**Task 2**  
**A Brief Proposal**  
Students write a brief proposal giving the reasons for visiting the country in Asia they have chosen and describing where they would go as well as what they would do during the trip.

**Task 3**  
**An Oral Presentation**

Each group of students practises delivering in class an eight-minute oral presentation about a country in Asia with the use of cue cards and visual aids.
Madeleine: That’s how they are. Because they are richer than everyone else, so they have to insist their dramas are more significant. (Madeleine shakes her head) And my God, all that behaviour in restaurants ...

Frances: What behaviour?

Madeleine: Even here, on the island, you hear them in restaurants ...
Frances: Who?
Madeleine: Americans.
Frances: Oh.

Madeleine: ‘Does this chicken have skin on it?’ What’s that all about?

Frances: You tell me.

Madeleine: This incredible fear. This terror. What’s the waiter meant to say?

Frances: I don’t know.

Madeleine: ‘No, this chicken never had a skin. This chicken shivered skinless in its coop at night, just pure flesh and feather, terrified it might one day give an American a calorie.’

(Hare 2002: 10) >>>> EXAMPLE of PRODUCT
By the way, does Rome belong to Germany?

I'm not sure. The only city in Germany I know of is Munich, cause a friend of mine went to the Oktoberfest last year.

Somewhere on a Highway: In a small bar:
Judy, a waitress, and Billy Bob, a trucker, are talking to each other about a relative who works as a soldier in Germany for one year.

Oh yeah! I've heard of this famous sausages and 'sauerkraut'.

Bloody hell! That's disgusting!

Actually, I think they eat it every day!
James Bond 007