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

Instructor: Prof. Ellis

Email: r.ellis@auckland.ac.nz

Course Dates

Session 1	Session 2	Session 3	Session 4
10 July: 1-4 pm	17 July: 1-4pm	31 July: 1-4pm	7 August: 1-4pm

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	1 - 2.30pm 2.30 - 4pm	What is task-based language teaching? Some key concepts	Chap 1 in Ellis (2019) Chap 2 in Ellis (2019)
2	1 – 4pm	Choosing tasks	Chap 3 in Ellis (2019)
3	1-2.30 pm 2.30 - 4pm	Methodology of task-based teaching Focus on form	Chap 4 in Ellis (2019) Chap 5 in Ellis (2019)
4	1-2.30 pm 2.30 - 4pm	Assessing students using tasks Addressing Problems in TBLT	Chap 6 in Ellis (2019) 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