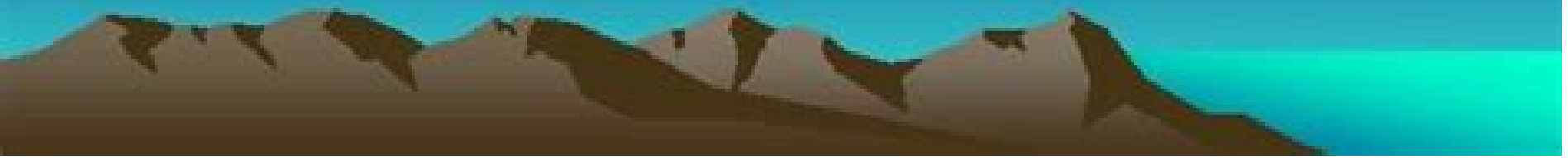


Task-Based Demo Lesson

- Groups of four
- Choose any of the tasks on the board and work on them
- Work at your own pace
- You can do one or all of the activities
- Practice English Conversation!!!!



Doing Taskbased Teaching

Jane Willis, David Willis



Doing Taskbased Teaching:

Doing Task-Based Teaching - Oxford Handbooks for Language Teachers Jane Willis, David Willis, 2013-04-02 Task based teaching has created enormous interest among teachers in recent years But how does the idea of designing tasks e g discussions problems games that encourage learners to use real language work in practice This book explains the basic principles behind task based learning and teaching and gives practical examples of how to make it work in different teaching situations Doing Task-based Teaching Dave Willis, Jane Willis, 2009 Aimed at language teachers who want to gain a better understanding of task based learning and how it works in practice this text demonstrates procedures for designing and adapting tasks It also shows how to provide a focus on grammar and vocabulary within a task based framework **Doing Task-Based Teaching** Dave Willis, Jane Willis, 2007-04-19 Gives a clear explanation of the basic principles of task based teaching Contains many examples of tasks and lesson plans from teachers around the world Provides sample materials and lesson plans showing how to focus on meaning language and form Includes guidance on adapting existing course materials to include a task based element Suitable for teacher training courses or for individual teachers Authors are leading world experts on task based teaching **A Framework for Task-Based Learning and Teaching** Jane Willis, Paul Leeming, Justin Harris, 2026-05-12 Timely and important revised edition of a significant influential classic text which is still peerless in the field This new edition builds on Jane Willis s classic textbook to reflect the changing needs and priorities of language teachers in today s classrooms The book has been revised and expanded to reflect the widespread use of technology and the internet in language classrooms as well as recent debates and developments in research on language learning The book maintains the practical focus that has made the first edition of the book the leading resource on implementing Task Based Language Teaching TBLT for over 30 years Readers will find practical examples of task based sequences and form focus activities for all levels including beginners that can be used in their own classrooms It gives an integrated picture of TBLT that addresses the reasons for using this increasingly popular pedagogy as well as addressing and suggesting solutions for potential difficulties Task-based Language Learning and Teaching Rod Ellis, 2003-04-03 This book explores the relationship between research teaching and tasks and seeks to clarify the issues raised by recent work in this field The book shows how research and task based teaching can mutually inform each other and illuminate the areas of task based course design methodology and assessment The author brings an accessible style and broad scope to an area of contemporary importance to both SLA and language pedagogy **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 TEACHING WRITING IN SECOND AND FOREIGN LANGUAGE CLASSROOMS Jessica Williams, 2005 Provides research based information and practical advice to instructors who teach writing to second and foreign language learners This book is

suitable for a basic methods course or a course on second or foreign language writing. It is also useful as a preparation course for ESL or foreign language teaching assistants.

Task-based Language Teaching Kris van den Branden, Martin Bygate, John Michael Norris, 2009. Over the past two decades task based language teaching TBLT has gained considerable momentum in the field of language education. This volume presents a collection of 20 reprinted articles and chapters representative of work that appeared during that period. It introduces readers graduate students researchers teachers to foundational ideas and themes that have marked the emergence of TBLT. The editors provide a first chapter that locates TBLT within broader discourses of educational practice and research on language learning and teaching. The book then features four sections consisting of important often difficult to find writings on major themes fundamental ideas approaches and definitions in TBLT curriculum syllabus and task design variables affecting task based language learning and performance and task based assessment. In a concluding chapter the editors challenge simplistic notions of TBLT by reflecting on how this body of work has initiated the possibility of a truly researched language pedagogy and they highlight critical directions in TBLT research and practice for the future.

Evaluating Textbooks and Their Potential for EFL Learning and Teaching. A Case Study Saleem Arif, 2020-04-27. Master's Thesis from the year 2020 in the subject Didactics for the subject English Miscellaneous grade 1.0 University of Duisburg Essen Department of Anglophone Studies language English abstract. In contrast to the reality outside of school textbooks especially in the context of teaching English as a foreign language TEFL are still the most important medium for language learning purposes today. However the academic evaluation of textbooks is surprisingly a rather neglected field of study. Also the very few studies that evaluate an EFL textbook mostly only consider the technical dimension of analysis such as the theoretical perspective of EFL methodology. Yet to gain a more holistic impression of a textbook one should also include the practical perspective of EFL teachers. Therefore the present case study critically evaluates one exemplary textbook combining the theoretical perspective of EFL didactics and the practical perspective of EFL teachers. The TEFL textbook chosen for this case study is titled English G21 A5 published by Cornelsen in 2010. It is designed for grade 9 at Gymnasium in Germany. Taking Unit 1 of this textbook as an example this paper aims at examining the potential of this textbook for EFL learning and teaching. The central question is whether the textbook meets the various requirements posed to a textbook including the numerous principles that are part of contemporary EFL methodology and central educational standards. In the first part of the analysis chapter 4 the question is in how far the textbook meets the theoretical requirements of TEFL. For the second part of the analysis chapter 5 a small survey was carried out conducting qualitative interviews with four different teachers. Employing qualitative content analysis the survey intends to find out about the teachers opinion on the textbook focusing on the question how the teachers assess the value of the textbook for their teaching practice. Prior to the analysis it is however necessary to elaborate on some theoretical background chapter 2. This involves describing the main paradigms of contemporary EFL methodology as well as illustrating

relevant theoretical context in relation to the term textbook and textbook evaluation revealing central requirements EFL textbooks need to fulfil The aim of this twofold description is to develop a list of criteria section 2.2.4 that will be used as the foundation of the textbook evaluation The selected textbook will be introduced in more detail in chapter 3

Second Language Acquisition and Task-Based Language Teaching Mike Long, 2014-07-31 This book offers an in depth explanation of Task Based Language Teaching TBLT and the methods necessary to implement it in the language classroom successfully Combines a survey of theory and research in instructed second language acquisition ISLA with insights from language teaching and the philosophy of education Details best practice for TBLT programs including discussion of learner needs and means analysis syllabus design materials writing choice of methodological principles and pedagogic procedures criterion referenced task based performance assessment and program evaluation Written by an esteemed scholar of second language acquisition with over 30 years of research and classroom experience Considers diffusion of innovation in education and the potential impact of TBLT on foreign and second language learning *Planning and Teaching Creatively Within a Required Curriculum for School-age Learners* Penny McKay, 2006 *A Syllabus in the Technique of Teaching in High Schools* Willis Lemon Uhl, 1923 **Ohio University Working Papers in Linguistics and Language Teaching**, 1986

New Approaches to Teaching Italian Language and Culture Emanuele Occhipinti, 2008 A collection of essays that offers case studies that provide a coherent and organized overview of contemporary Italian pedagogy It is suitable addresses the needs of instructors and teacher trainers putting in perspective different examples that can be used for more effective teaching techniques according to the ACTFL guidelines *Task-Based Language Teaching from the Teacher's Perspective* Martin East, 2012-01-01 Task based language teaching TBLT is being encouraged as part of a major overhaul of the entire school languages curriculum in New Zealand However teachers often struggle with understanding what TBLT is and how to make TBLT work in classrooms Using the stories that emerged from a series of interviews with teachers the curriculum implementers and with advisors the curriculum leaders this book highlights the possibilities for TBLT innovation in schools It also identifies the constraints and proposes how these might be addressed The result is a book that whilst rooted in a particular local context provides a valuable sourcebook of teacher stories that have relevance for a wide range of people working in a diverse range of contexts This book will be of genuine interest to all those who wish to understand more about TBLT innovation and the opportunities and challenges it brings *Shaping Learners' Interactive Skills Through Tasks Based Learning with Authentic Audiovisual Materials* Thomas Ndonyo Osoro, 2015-08-31 Research Paper undergraduate from the year 2015 in the subject Didactics for the subject English Pedagogy Literature Studies grade 4.7 out of 5.0 course Languages language English abstract Notice to the internet users This document is no longer supported by the author in an online version This is with immediate effect **Proceedings of the International Conference on Simulation and Multimedia in Engineering Education (ICSEE 2000)** Hamid Vakilzadian, Chu Rang Wie, 2000 *Technology and Teaching English*

Language Learners Mary Ellen Butler-Pascoe, Karin M. Wiburg, 2003 This unprecedented book introduces the latest use of technology to support second language acquisition combining the application of technology with language acquisition theory and practice in the modern classroom This book is coherently organized around the teaching concepts and approaches such as communicative content based skills based and inquiry base teaching The authors provide an extensive up to date coverage of issues such as the use of technology for communicative language teaching using technology to teach oral communication skills and reading and writing For anyone interested in learning ways to integrate technology in the teaching of English Language *A Guide for the Teaching of Second Language Listening* David J. Mendelsohn, Joan Rubin, 1995 Reflects current thinking in second language listening A blend of theory and practice and provides readers with an understanding of how people listen the listening process itself and some tested recommendations for teaching listening comprehension

Task-Based Instruction in Foreign Language Education Betty Lou Leaver, Jane R. Willis, 2004-12-30 Task based language instruction has proven to be highly effective but surprisingly underutilized Theory can only go so far and hands on experience can greatly speed and enhance the learning of a second language Nineteen talented instructors who have successfully implemented task based programs explain the principles behind the programs discuss how problems were resolved and share details on class activities and program design Each chapter takes the reader through the different stages in designing and setting up such programs adjusting them and appraising and testing them in normal classroom conditions This book covers TBI syllabus and program design and is based on actual classroom experience Any one of the courses or programs discussed can serve as models for others Many of the contributors are highly respected practitioners who are presenting their programs for the first time while others are regular participants in today s ongoing dialogue about teaching methods Full of concrete adaptable models of task based language teaching drawn from a number of countries and eleven different languages including Arabic Chinese Czech English French German Korean Spanish and Ukrainian Task Based Instruction in Foreign Language Education presents proven real world practical courses and programs and includes web based activities It demonstrates useful and practical ways to engage students far beyond what can be learned from reading textbook dialogue TBI involves the student directly with the language being taught via cognitively engaging activities that reflect authentic and purposeful use of language resulting in language learning experiences that are pleasurable and effective For all instructors seeking to help their learners enhance their understanding and grasp of the foreign language they are learning Task Based Instruction in Foreign Language Education is a rich and rewarding hands on guide to effective and transformative learning

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