

* **Grammar learning in task-based language teaching**
Using tasks in the junior and senior high school English classroom

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*Task-based language teaching

TBLT is an approach to teaching a second/foreign language that seeks to engage learners in communicative language use by having them perform a series of tasks.

*What is a task?

1. A task involves a primary focus on meaning.
2. A task has some kind of 'gap'.
3. The participants choose the linguistic resources needed to complete the task.
4. A task has a clearly defined outcome.

* An Example of a Task-Based Lesson

An input-based task focused on prepositions of movement (e.g. 'towards', 'through' and 'across').

- Students listened to directions based on a floor plan of an apartment.
- They had to write in numbers in the plan to show where various objects mentioned in the directions were located and also draw in arrows to show the direction in which they were walking through the apartment.

1. Does it involve a primary focus on message?
2. Does it have some kind of 'gap'?
3. Do the learners choose the linguistic and non-linguistic resources needed to complete the task?
4. Does it have a clearly defined outcome?

* Development of tasks

Easier	More difficult
Information gap	Reasoning/ opinion gap
Input-based	Output-based
Closed outcome	Open outcome
Teacher-class participatory structure	Student-student participatory structure

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* Guiding learners in performing the task

A dictogloss task:

- The students listened to a text and take notes.
- The students then worked in pairs to reconstruct the text.

Easier	More difficult
Information gap ✓	Reasoning/ opinion gap
Input-based	Output-based ✓
Closed outcome ✓	Open outcome
Teacher-class participatory structure	Student-student participatory structure ✓

* A bachelor's life

Listen to the text and take notes. Then work with your partner and reconstruct the text.



* Guiding learners in performing the task

今から、英語のパラグラフを2回流します。聞きながら、下の表にメモをとってください。メモは日本語でも英語でもかまいません。聞き終わった後、メモを元にして文をできるだけ正確に再現してください。

Name	彼女の特徴	結婚していたらどうなっていた？
Norika	rich family	
Sayaka		
Maria		
Natsue		
Atsuko		
上の誰かと結婚していたら...		

単語の意味

bachelor : 独身男性

reject: 断る

conversationalist : 話し上手な人

A Bachelor's Life

Koji Nonaka is 40 years old and a bachelor.

* Guiding learners in performing the task

The task was a variant of Spot the Difference. She obtained two photos of the same location in Auckland taken one hundred years apart. The students were asked to determine what changes had taken place in this time period. The students worked in pairs with one of the photos given to student A and the other to student B.

Easier	More difficult
Information gap	Reasoning/ opinion gap ✓
Input-based	Output-based ✓
Closed outcome	Open outcome ✓
Teacher-class participatory structure	Student-student participatory structure ✓

* Guiding learners in performing the task

An opinion-gap task that required the students to reach agreement about which member of a family had stolen a pavlova from the kitchen.

They were given: (1) pictures of the family members, (2) a house plan, and (3) a set of cards giving different information about each family member.

The task was designed to elicit expressions of probability.

Easier	More difficult
Information gap	Reasoning/ opinion gap ✓
Input-based	Output-based ✓
Closed outcome	Open outcome ✓
Teacher-class participatory structure	Student-student participatory structure ✓

*Task

Discuss possible obstacles for implementing task-based language teaching in your teaching context.

* Questions that teachers ask

- *When to teach grammar in task-based language teaching*
- *Acquisition of “new language”*
- *Role of teacher*
- *Input in tasks*
- *Output in tasks*
- *Does TBLT work for beginner learners or in foreign language contexts?*
- *Is TBLT better than PPP after all?*