



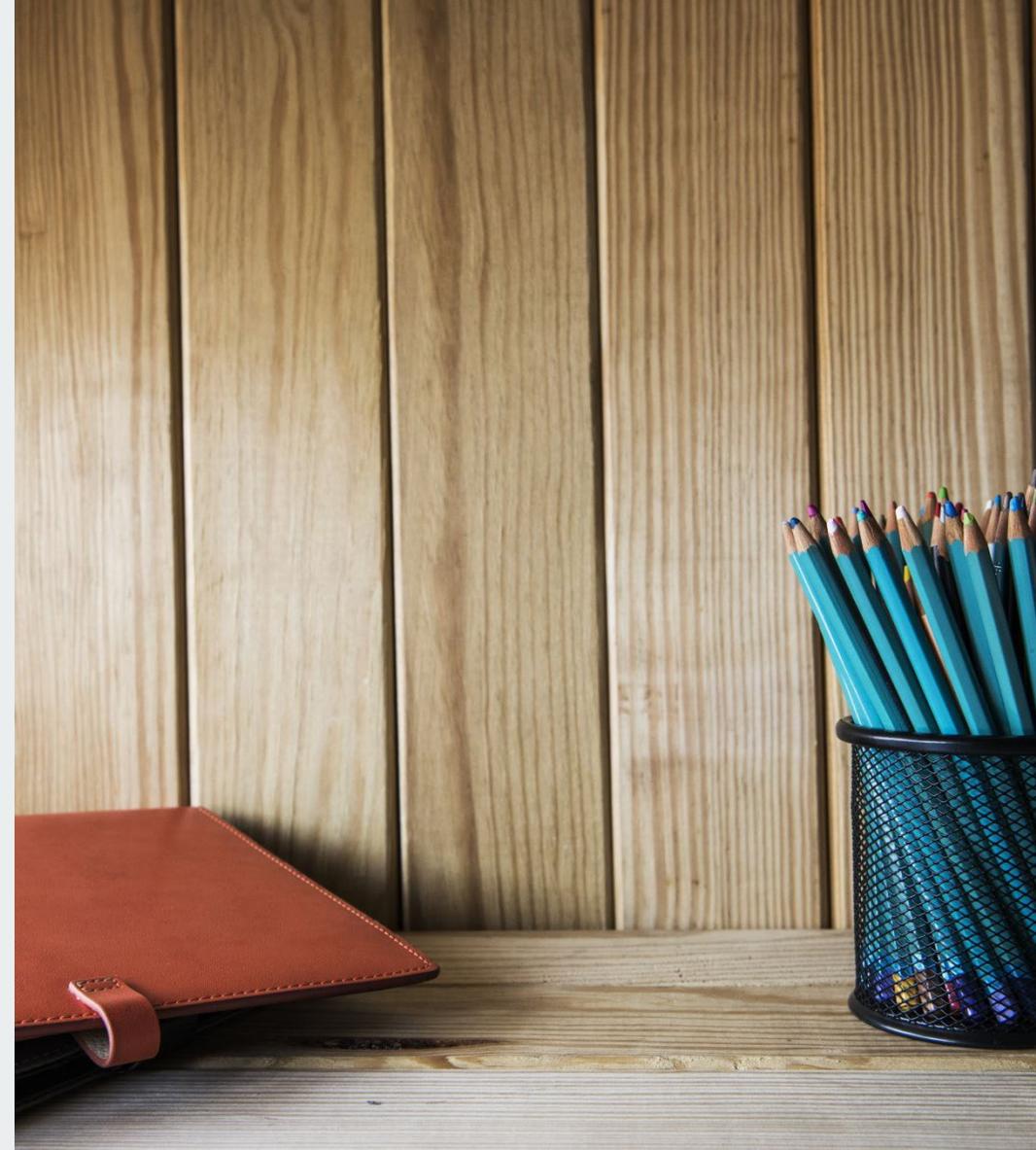
U.S. DEPARTMENT OF STATE

# Task- and Project- Based Teaching

Jenny Selvidge

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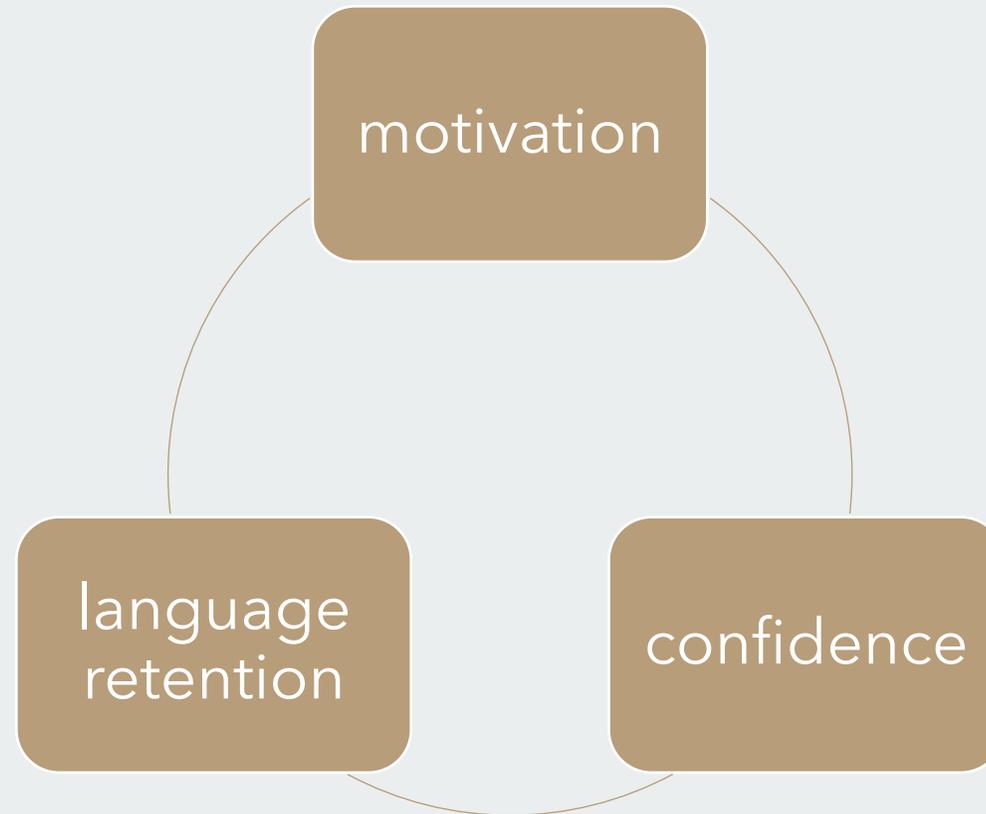


# Today's Topics

1. Why use this approach?
2. Task-Based vs. Project-Based Learning
3. Steps of TBL and Sample Lesson Plans
4. Sample Project
5. Benefits of this approach



# Why use tasks and projects?





1. Language is more than a set of rules
2. Language learning happens when the learner is **actively involved**
3. The focus is on knowing **HOW to use language** in real situations

(Barton, 2019)

# Foundational Ideas

# **TBL (Task-Based Learning)**

related to real-world communicative activities

learners have to do something

use language to complete the activity

has a clearly defined outcome

# PBL (Project-Based Learning)

“an extended learning process”

may happen throughout the term (not just one task)

students investigate a topic / collaborate with others

present work to an audience

# Your Main Goal

1

identify outcome

2

identify a real-world activity

3

create scenarios where students USE target structure

# What this means for you...

more pre-planning

consider student interests and needs

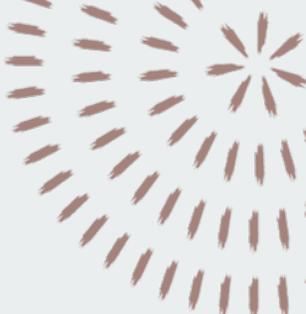
greater flexibility

no right/wrong answer

use judgment regarding feedback

may be different for different students

# TBL Steps



## 1. Develop goals

- What language structure do you want students to learn?
- What's the appropriate level?
- What context should you use?

## 2. Design the task

- What do you need to teach?
- What are the outcomes?
- Will students work alone? With others?

## 3. Manage the Classroom

- How will you ensure participation?
- When/how will you give instruction, directions, modeling, and feedback?

# TBL Lesson Stages

## Before the Task

- prepare learners for task
- give background knowledge
- provide controlled practice

## During the Task

- state the outcome
- model the activity
- give clear directions
- allow for practice / give correction

## After the Task

- review outcomes
- give feedback

# Lesson Plan #1

Goal: Students WBAT describe the best and worst products at their local konbini.

Grammar structure: comparatives and superlatives with adjectives

Task: compare items in three categories of products from a konbini  
→ make a poster and present it orally to the class

# First Step: Teach Comparatives/Superlatives

1. Brainstorm a list of adjectives with students  
delicious, sweet, savory, bland, tangy, bitter, sour, greasy,  
crunchy
2. Teach the comparative + superlative forms, according to syllables  
of adjectives
3. Give practice (fill-in-the-blanks, partner conversations, etc.)
4. Based on student performance, reteach or begin task

# Task: Konbini Comparisons

Directions:

1. Identify 3 categories of products found at a konbini.
2. In each category, compare two different items.
3. Put pictures and comparison phrases (using comparatives/superlatives) on a poster
4. Present information on your poster to the class (<5 minutes)

# Lesson Plan #2

Goal: Students WBAT describe how to get from the school to three different locations nearby.

Vocabulary: direction phrases, places

Task: Students will use a map of the neighborhood to identify three important locations and give directions to a partner.

# First Step: Teach Vocabulary and Direction Phrases

1. Brainstorm together names of places in the neighborhood.
2. Teach direction phrases: turn right, go straight, turn left, stop, etc.
3. Give students practice with a pre-made map of the neighborhood.
4. Based on student performance, reteach or move to task

# Task: How do I get to...?

Directions:

1. Use a map of the neighborhood and identify 3 locations that you go to regularly.
2. Write out directions of how to get to each place, using appropriate direction phrases and vocabulary words.
3. Give a blank map to a partner and give them directions. Repeat the directions until they get to the right places.

# Lesson Plan #3

Goal: Students WBAT plan a road trip using correct vocabulary and grammar structures.

Grammar: future tense; modals

Vocabulary: personal items, transportation, housing

Task: Students will plan a road trip from beginning to end, including a packing list, transportation details, housing information, and an itinerary.

# First Step: Teach future tense + modals

1. Illicit advice from students about a trip you're taking to Okinawa.  
*What should I bring? Where should I stay?*
2. Teach future structures and modals  
e.g., *You will need a swimsuit.*  
*You should bring goggles and a snorkel.*
3. Give students practice with your Okinawa scenario.
4. Based on student performance, reteach or move to task.

# Task: We're Going on a Trip!

Directions:

1. Pick a place you would like to visit (but have not been to).
2. Plan the trip from beginning to end: packing list, transportation details (with prices), housing details (with prices), and itinerary
3. Create a short brochure that shows that details of this trip.
4. You will present your brochure to the class; the class will vote on the best trip in the class.

# Sample Writing Project

Goal: Students WBAT create a proposal for a new school building.

Grammar: future tense; modals

Task: Create a comprehensive proposal including many genres of writing to submit to the principal.

# First Step: Introduce the Project

1. Brainstorm with students what they would like to see in a school building.
2. Introduce the components of the project.
3. Make the timeline clear regarding the steps of the project.

# Proposal Components

1. **Reflection** on what you like/don't like about your current school building.
2. Share thoughts with others; find a partner who is similarly-minded.
3. With partner, decide what you want in a new school building: outside, architectural design, classrooms, dining area, gym/physical activity area, technology, landscaping, etc.
4. Create a **drawing** of the outside and inside of the building.
5. Write an **essay** that explains each of the components that you feel are necessary in a new building.





- done over time (“extended”)
- be aware of students’ language needs → teach mini-lessons accordingly throughout the project
- find a way for students to present their work (poster session with the school staff?)

# Project



# Benefits of Task- and Project-Based Teaching

Students:

- are engaged
- use language meaningfully
- build vocabulary
- gain confidence
- work collaboratively
- **use English in authentic ways**

All of these  
lead to  
greater  
language  
retention.

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- work collaboratively
- **use English in authentic ways**

# References

- Barton, J. (2019, October 2). *Task-Based Language Teaching for Designing Grammar Focused Communicative Activities*. Retrieved from YouTube:  
[https://www.youtube.com/watch?v=dxn4wklbCIM&list=PL7BITIDdOgZK4qDu5WL8u3VvMwqguO\\_f1&index=4](https://www.youtube.com/watch?v=dxn4wklbCIM&list=PL7BITIDdOgZK4qDu5WL8u3VvMwqguO_f1&index=4)
- Boobyer, V. (2016, July 13). *Task and Project-Based Learning in the ELT Classroom*. Retrieved from DES: <http://www.des.org.gr/en/task-project-based-learning-elt-classroom/>