MODULE 3 - TOPIC 3.7.1: PRINCIPLES FOR DESIGNING A SUCCESSFUL TBLT CURRICULUM

According to Rod Ellis, **"the overall purpose of task-based methodology is to create opportunities for language learning and skill-development through collaborative knowledge-building."** To design an engaging TBLT curriculum, you can have in mind some general principles, that can guide you for the selection of tasks, methods of instruction, etc.
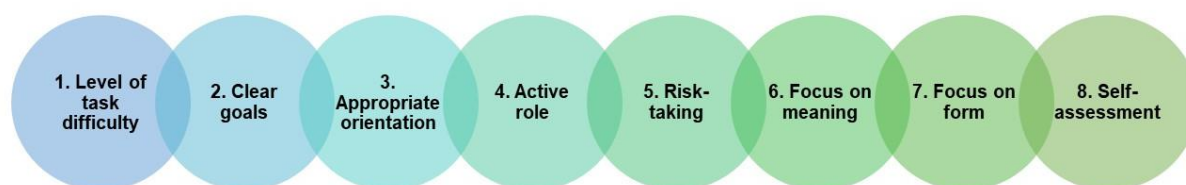
8 PRINCIPLES FOR A SUCCESSFULL TBLT CURRICULUM

Principle 1: Ensure an appropriate level of task difficulty

A teacher can adjust a task by preparing students with a pre-task or by ensuring that they possess the correct strategies/tools to engage in the task activities.

Principle 2: Establish clear goals for each task-based lesson

A teacher should choose the correct methodology for helping the learners achieve different goals of the language use (i.e., fluency vs accuracy; in Module 5, we will examine this in more detail).

Principle 3: Develop an appropriate orientation for performing the task

The learners have to know the reasons they are performing a task. Especially the post-tasks are very important so the learners can monitor their own progress.

Principle 4: Ensure that learners adopt an active role in task-based lessons.

The learners have to be active in the classroom or by fully participating or by responding in a discourse. This is a key factor for their learning.

Principle 5: Encourage students to take risks

When learners perform tasks, they need to feel comfortable taking the risk to talk even if they are not sure about their language skills. Methodological choices that encourage the use of private speech when performing a task, and create a good environment, supports the risk-taking.

Principle 6: Ensure that students are primarily focused on meaning when they perform a task

The main purpose of a task is to give a context for learning the language communicatively. So, learners must be challenged and motivated by the task so they can perform without thinking on the language itself but to the outcome of the task, which will eventually help them with the language learning as well.

Principle 7: Provide opportunities for focusing on form (grammar)

The attention to form is possible at the pre-task, during-task and post-task phases of a lesson and is really useful especially in the during-task phase. This does not conflict with principle 6 but instead this is a beneficiary need for the learner.

Principle 8: Require students to evaluate their performance and progress

This will help the students to develop metacognitive awareness as an evaluation of themselves will help them know what they learn, how was their performance on a task and how their overall progress was.

These principles are a general guide and not a set of strict commandments for the instructor. Let's continue to the next video to summarize the main curriculum elements and see some real examples of TBLT curricula, before you try to make your own!

BIBLIOGRAPHY

- Ellis, R. (n.d.). *The Methodology of Task-Based Teaching. Retrieved February 2,* from: https://www.kansai-u.ac.jp/fl/publication/pdf_education/04/5rodellis.pdf?web=1&wdLOR=cAD6E994B-C658-4216-9CF0-C08F01DE6DF9