



MODULE 3

3.7 MAIN CURRICULUM ELEMENTS

Now let us briefly look at the main elements to remember when creating your TBLT curriculum. These three steps are the basis for the design. Remember to start with the creation of material before building the curriculum.

Main curriculum elements

STEP 1: Create an inventory of real word tasks

The first step in planning is to create an **inventory (=collection) of tasks**. These must reflect the **general objectives of the students**. The first elements to establish then are **the topics of interest** to your students and the **activities** to be done. For example:

- General communication
- Tourism
- Business / workplace
- Further study
- Job Interview
- Making a bank account

Then, depending on the needs and level of your class, you can choose the **language structures** to focus on (adverbs, prepositions, past tense, adjectives, etc.) and draw your students' attention to that topic. You can choose from various activities available in the MOOC and the TANDEM textbook.

Step 2: Collect samples of authentic spoken and written texts

The next step is to **collect samples of spoken and written texts** relating to the target tasks specified in Step 1. The easiest way to collect spoken language data is to get pairs or groups of native speakers / competent users of the language to do the tasks. Record them as they do the tasks, and then transcribe the interactions. You can also use news, songs, radio broadcasts, podcasts in the target language, etc. For writing samples, you can use everything with written text – brochures, magazines, newspapers, posters, commercial leaflets, poems, song lyrics, etc.

Step 3: Analyse the authentic data and identify linguistic exponents

Although TBLT focuses on meaning rather than language structures, it is still important to know grammar for successful language acquisition. When we talk about 'authentic



texts', we are talking about samples of spoken or written language that have not been designed for the classroom.

So, after choosing texts/videos/materials/ that you want to use in class, identify the language structures that the students need to work on.

These linguistic structures change according to the students' objectives and level: grammar, new vocabulary, repetition of past knowledge, register, different types of texts, text production (spoken and written), text comprehension, etc.

Start with a simple task, with fewer steps, and as students become more familiar with the use of the language you can increase the intensity and difficulty of the tasks.

Here is an example of a TBLT curriculum for an advanced class¹. Pay attention to the tasks and grammar covered with each task.

STRUTTURE (grammar and vocabulary)	READING	LISTENING	TASK
Grammar: Making suggestions Vocabulary: Academic vocabulary (e.g. display, document, period) Synonyms (e.g. soldiers, warriors, find, discover)	Reading 1: Museum brochures (History) Reading 2: Should we teach history? (Education)	Listening 1: A discussion about major historical finds (History) Listening 2: A lecture about Sultan Mehmed II (History)	Asking for the top historical places to see and asking for a popular historical event in their countries including the reasons of why to visit.

¹ Source: Ozbay, R., Tuztas, Z., Practising English in Second Life and via Task Based Syllabus: an Evaluation, International Journal of Language Academy, 2016, available at: https://www.researchgate.net/publication/305740918_PRACTISING_ENGLISH_IN_SECOND_LIFE_AND_VIA_TASK_BASED_SYLLABUS_AN_EVALUATION/link/57decf9f08ae72d72eac1358/download



<p>Grammar: Comparing things (e.g. by far, considerably more, definitely more) Vocabulary: Collocation (e.g. traffic congestion, public transport, rush hour) Academic synonyms (e.g. prevent, select, consider)</p>	<p>Reading 1: Masdar: The future of cities? (Transport management) Reading 2: Solving traffic congestion (Urban planning)</p>	<p>Listening 1: A radio programme about fear of flying (Psychology) Listening 2: A focus-group discussion about cycling (Sociology) Note taking.</p>	<p>Describing the traffic problems in their city and outlining the advantages and disadvantages of the suggested solutions</p>
<p>Grammar: Modals to express opinions (e.g. might be, could, may) Vocabulary: Academic vocabulary (e.g. annual, issue, predict) Topic vocabulary (e.g. deforestation, climate change, flood)</p>	<p>Reading 1: Our changing planet (Physical geography) Reading 2: What are the causes of deforestation and What are its effects on the natural environment? (Natural sciences)</p>	<p>Listening 1: A lecture about agriculture (Ecology) Listening 2: A debate about nuclear energy (politics)</p>	<p>Discussing whether a new mall should be opened on the island or not.</p>
<p>Grammar: Talking about preferences (e.g. I'd rather, I'd prefer) Vocabulary: Academic verbs and nouns (e.g. injure, suffer, encourage) Collocation (e.g. life expectancy, serious illness, junk food)</p>	<p>Reading 1: Keep fit (Medicine) Reading 2: Tackling obesity (Nutrition)</p>	<p>Listening 1: A radio programme about healthy lifestyles (Fitness) Listening 2: Health advertisements (Health)</p>	<p>Interviewing international users about the life expectancy of their country.</p>



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<p>Grammar: Talking about the future (will, be going to, may, might) Vocabulary: Idioms and fixed expressions (e.g. I see what you mean, give me a hand, at long last)</p>	<p>Reading 1: Is fast fashion taking over? (Retail management) Reading 2: Offshore production (Human resources)</p>	<p>Listening 1: A discussion about clothes (Fashion) . Listening 2: Interview with a designer (Business)</p>	<p>Finding out people's attitude towards fashion and dress code, gender differences through fashion.</p>

