

Exploiting Literature in Project/Task Based Learning



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Questions ???

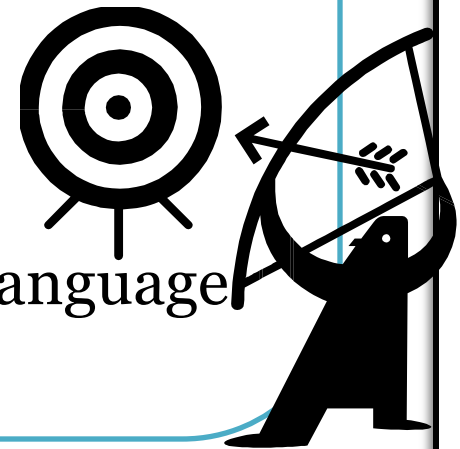
1. What is the difference between a project and a task?
2. Why does the research tell us about task based learning?
3. How do I design task based lessons for my English class?
4. How can I use literature or readings in task based lessons?



Principles of Project/Task Based Learning

Principles and Practices:

- ❑ Communicating while interacting in English.
- ❑ Focus on the problem or task while learning the associated language as well as the learning process
- ❑ Authentic text interactions
- ❑ Learners own experiences contribute to the experience
- ❑ A needs-based approach to content selection.
- ❑ Link classroom language learning with language used outside the classroom. (Nunan)



What do the researchers tell us?

N. Prabhu (1987) Bangalore, India

“Students are just as likely to learn language if they are thinking about non-linguistic problems as when concentrating on particular language forms.

Jane and David Willis

<http://www.willis-elt.co.uk/>

Jane tells us that students are given a task to perform, only when the task is complete does the teacher talk about the language that is used.

David: shares the link between grammar and vocabulary as they are contextualized in task-based learning.

Rules, Patterns, Words. (2003)

More on the research base



What the Research Says?

David Nunan

A shift in the role of the teacher.

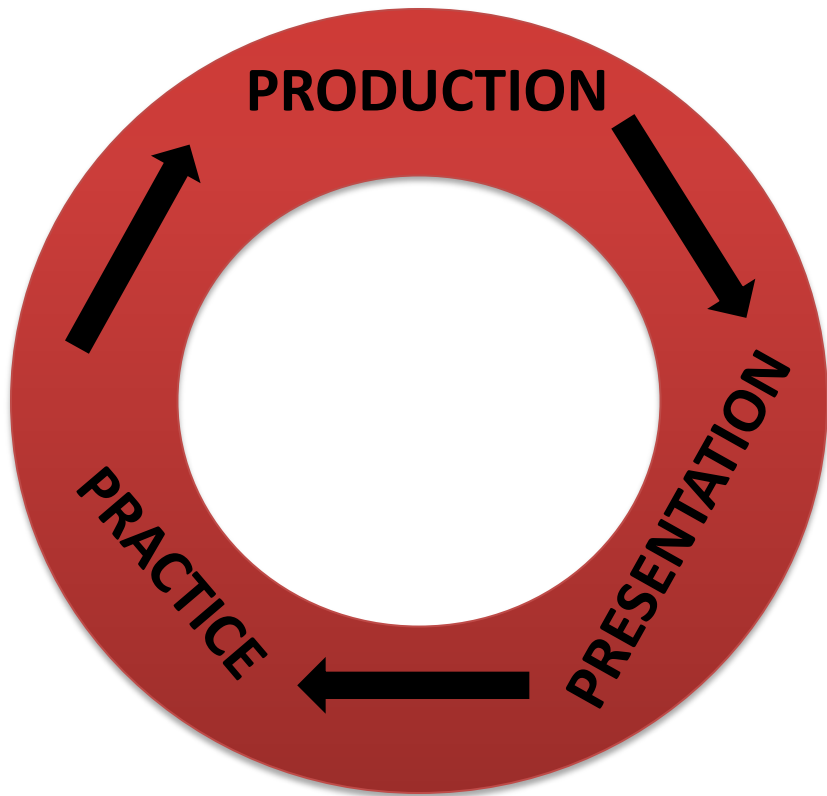
Research suggests that the “density” of negotiation is important in the relationship between task types, cognitive complexity and second language acquisition.

Rod Ellis

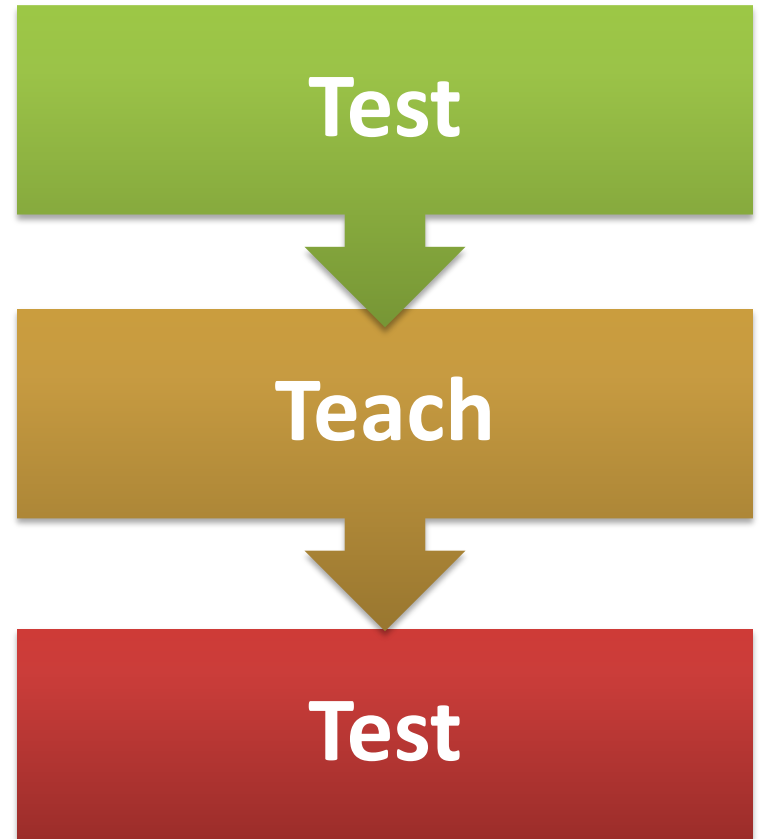
“A task is an activity which requires learners to use language, with emphasis on meaning, to attain an objective.”



Language Instruction Delivery Models



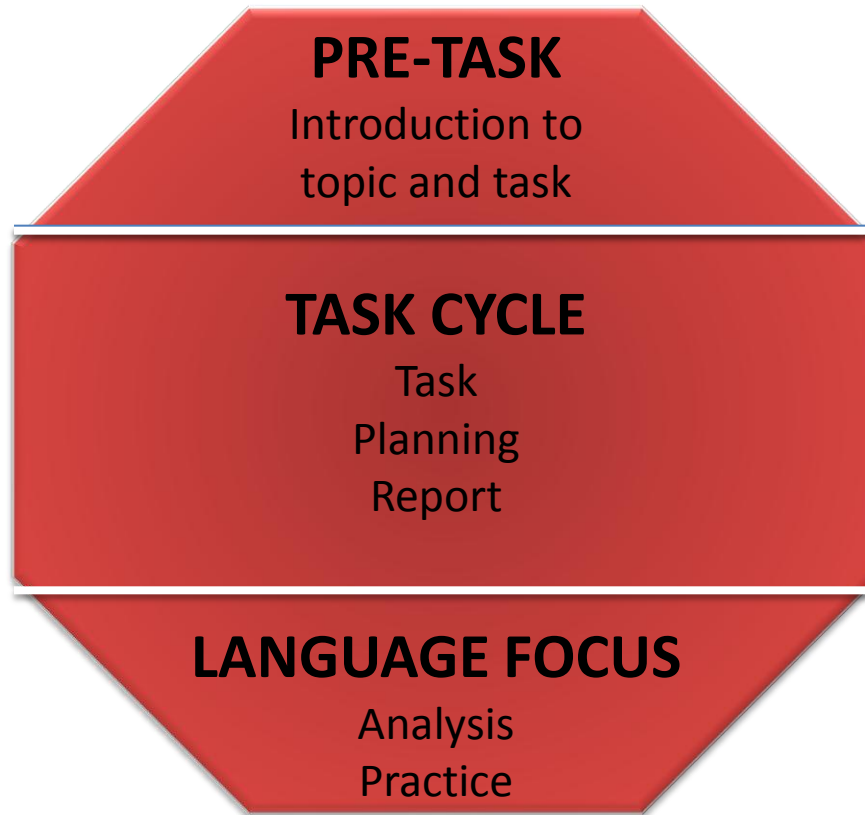
Don Byrne's Adaptation of the PPP Model (1986)



The TBL Framework



Willis' TBL Framework



The Willis TBL Framework (1996)

The TBL Framework

PRE-TASK – Introduction to the topic and task

- Explore the topic
- Highlight useful words and phrases
- Provide task instructions
- Group learners in pairs or small groups

The Task – Focus on form or meaning

- Plan how they will tell the process and results
- Perform the Task
- Report – orally or in writing

Language Focus

- Learners examine language features that they have learned (introspective)
- The teacher may select language features for practice

Types of Tasks

Problem Solving

Decision Making

Opinion Gap

Opinion Exchange

Question and Answer

Sharing Personal Experiences

Predicting

Summarizing

Role playing

Examples



Two examples of TBL using Literature

A task based lesson plan using examples from a variety of literature.



A single piece of literature as a focal point for the task based lesson



Using Two Pieces of Literature to Support Focal Point of the Project or Task

Task focus: Sharing personal experiences.

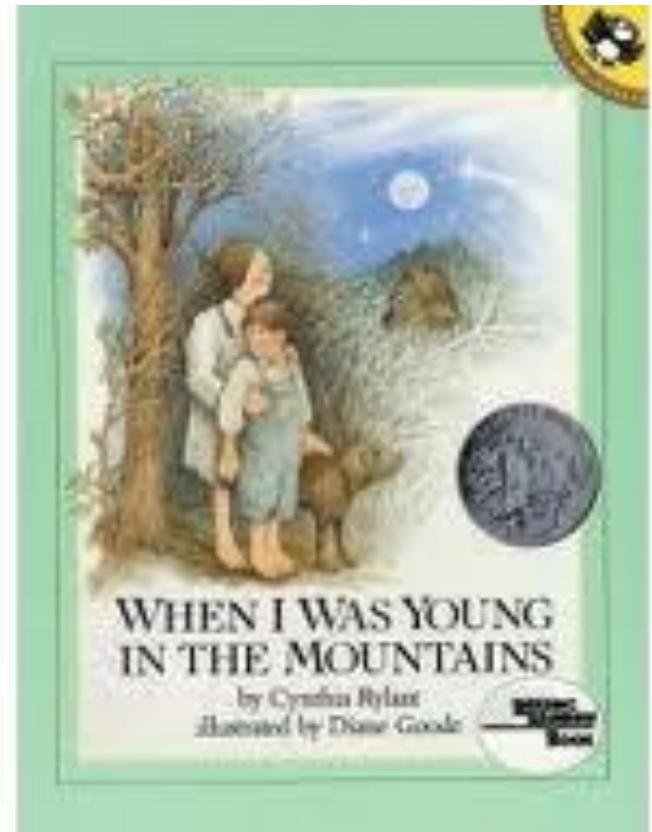
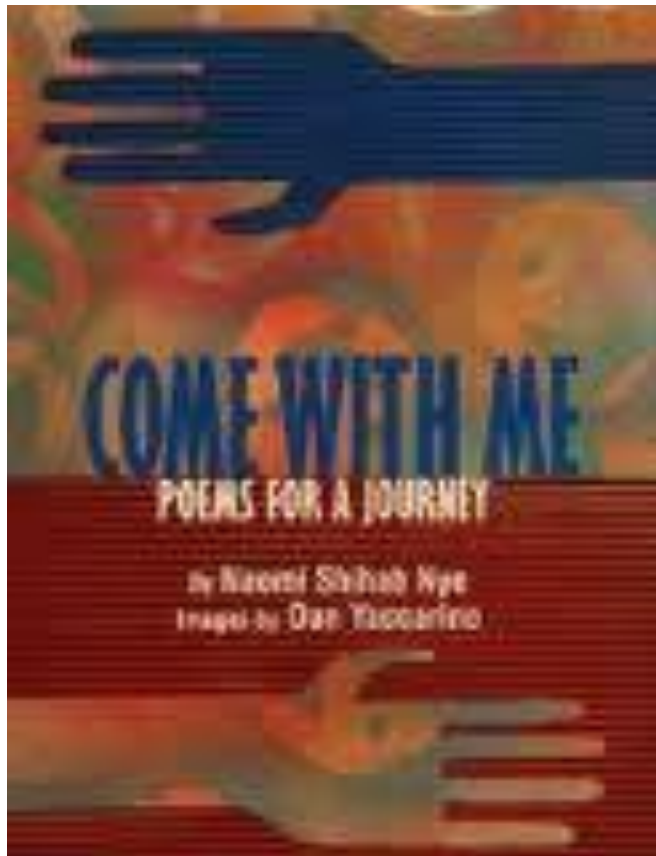
Language focus: Expand learners' use of descriptive language.

- Pre-Task
 - One
 - Two
- Task
 - Planning to Present on the Task
 - Reporting/Presenting on the Task
- Language Focus
 - Analysis
 - Practice

Two Pieces of Literature

***Tío Pete From Come with Me:
Poems for a Journey* by Naomi
Shihab Nye**

**Excerpt from *When I was
Young in the Mountains*, by
Cynthia Rylant**



Designing the TASK

Select projects and questions that may interest your students: (additional suggestions welcome from the audience)



Pre-Task Example



Pre – Task Focus






Pre-task One

In pairs, read one of the selections that describe a person. Find words or sentences where the author uses the senses to describe the relative.

Pre-Task Two (Use the selected TASK)

1st - think about that person using each of your senses. Write descriptive words in the chart.

2nd - think about any peculiar personality traits or actions that are different from others. Write them down.

A Five Senses Chart by	
Sense	Example (Quote the author's words in the text)
Sight 	
Hearing 	
Touch 	
Taste 	
Smell 	

From McCloskey, ML., Stack, L., Orr, J., and Gleckov, G. (2012). *American Themes*. U.S. Department of State.

The Task and Language Focus

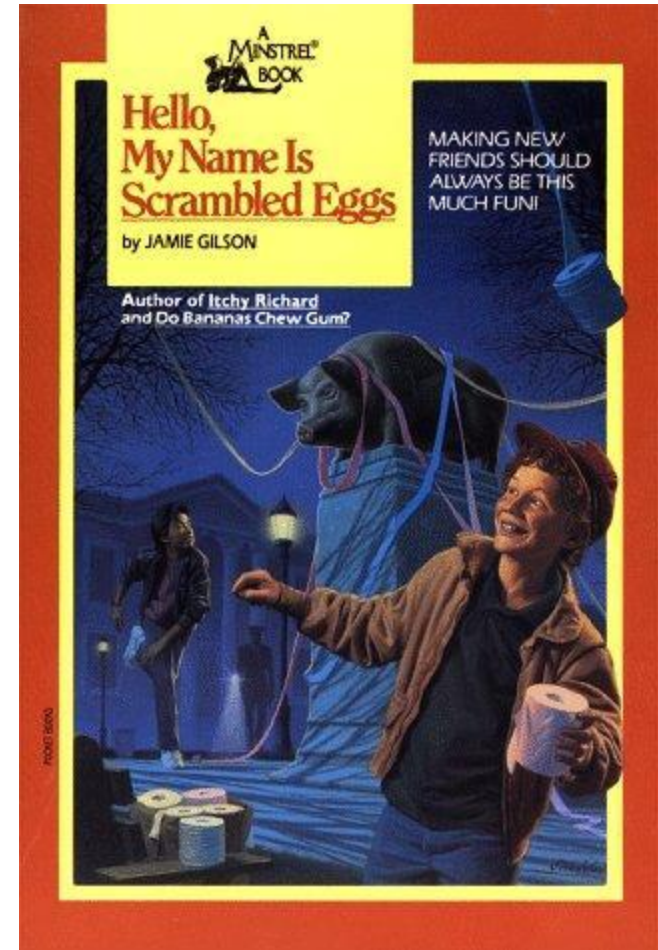
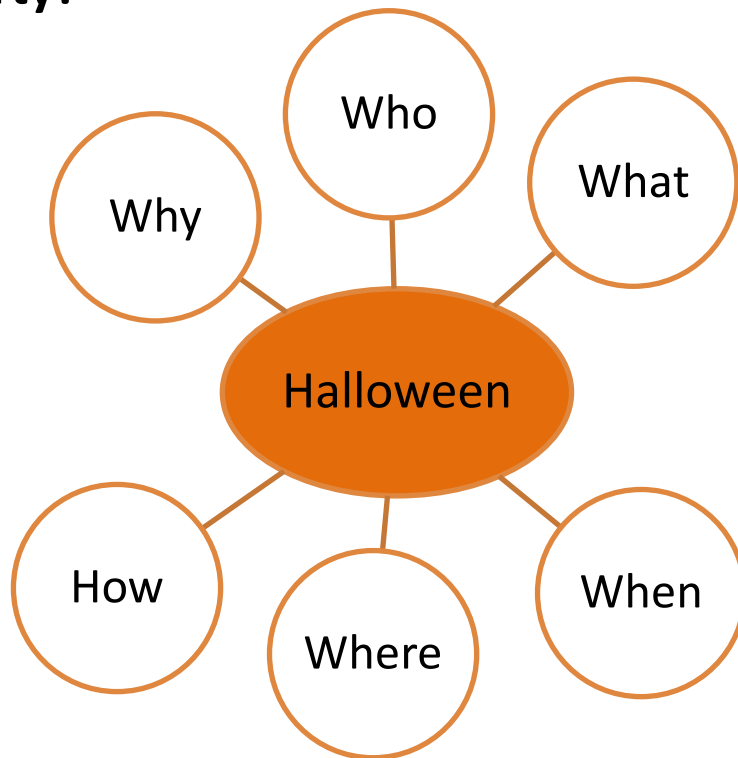


Another Lesson: Using a single piece of literature



Another Lesson: Using a single piece of literature

Write Questions: What do you need to know in order to plan a Halloween party?



Reporting or Presenting on the TASK

PROCESS and PRODUCT

- Critique
- Reflection
- How could I improve either the process or product if I were to do the task again?
- What questions do I still have?



Next Steps

Things to think about:

1. Timelines are important for learners.
2. Setting the TASK FOCUS and LANGUAGE FOCUS is more important than the TASK itself.
3. Teacher observation and note making is essential!
4. Learners will
 - CREATE
 - SOLVE
 - PERFORM

Let's continue the conversation!

- Questions
- Comments
- Experiences