

Task-Based Language Teaching and Learning

Auburn University

Workshop Agenda

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In this workshop, we will define what a “task” is and pinpoint how tasks differ crucially from activities and exercises in an FL classroom. We will evaluate existing classroom materials and turn them into tasks for different proficiency levels and content areas across the spectrum. There will be ample time for participants in each language section to revise materials in order to create tasks for an interactive classroom.

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| 3:00 – 3:10 | Introduction and workshop overview (coffee and pastries served) |
| 3:10 – 3:45 | Part 1: Theory
Task-Based Language Teaching: <ul style="list-style-type: none">• History and hallmarks of TBLT• Tasks vs. activities and exercises• Creating tasks that promote proficiency• Integration of language and content in upper levels (Project Based Learning) |
| 3:45 – 4:15 | Part 2a: Micro-level practice <ul style="list-style-type: none">• Task creation according to class level, that is, upper- or lower-level (ad hoc consultation) |
| 4:15 – 4:30 | BREAK (coffee and pastries served) |
| 4:30 – 5:00 | Part 2b: Micro-level practice <ul style="list-style-type: none">• Task creation by language section (ad hoc consultation) |
| 5:00 – 5:10 | <ul style="list-style-type: none">• Group sharing of best practices (what worked? what didn't work?) |
| 5:10 – 5:45 | Part 3: Macro-level practice <ul style="list-style-type: none">• Proficiency goals across the curriculum<ul style="list-style-type: none">○ ACTFL scale review○ What can students do as a result of a task-based learning curriculum? MSU Language Proficiency Flagship Initiative○ Language difficulty• Action plan: Establishing goals for the department and individual programs |
| 5:45 – 6:00 | Debriefing, recap, and workshop evaluation |