**TASK-BASED LANGUAGE TEACHING (TBLT) LESSON PLAN**

**Help me! I’m lost. (MSU campus featured)**

**Rachel Sanborn (2016)**

**Table of Contents**

* **Pages 1-2: Planning Worksheet**
* **Pages 3: Background**
* **Page 4-5: Procedures and Rationale**
* **Page 6: Materials needed**

**TASK-BASED LANGUAGE TEACHING – PLANNING WORKSHEET**

|  |
| --- |
| **TASK – What is the authentic task?**  *Real-world relevance ~ Clear goals ~ Meaningful to students* |
| 2 students are participating in a role play. In this role play, one student is lost and doesn’t know the current location (but has a map). A second student doesn’t have a map, but knows where both students are, as they’ve just ran into each other. The classroom is set up with signs that have numbers which represent different areas of MSU (different neighborhoods and major buildings at MSU). The students must use their target language in order for student A to find out where they are then ask for help with directions to a desired location/building on the map and for student B to describe their location and help student A by giving them directions for the best route to the desired destination (Student B is given a key that indicates which numbers around the room represent which the different possible designations). |
| **OBJECTIVES – What are the teacher’s aims for the activity?**  *Can-Do Statements related to communicative modes ~ Linguistic forms to be used* |
| Students can give and ask for directions in their target language in order to reach their destination.  Students can understand and navigate a map in English or their target language. |
| **TASK GOALS – What are students aiming to accomplish?**  *Success or completion = what? (ordering a meal = get food; give directions = listener arrives)* |
| The students are aiming to accomplish success (The “lost” student arriving at their desired destination once given directions by the other student). |
| **BACKGROUND KNOWLEDGE – What do they need to know?**  *Key concepts, vocabulary, cultural awareness, knowledge of the world – draw on what they already know and add to it* |
| * Students need to know key concepts, phrases, and vocabulary in asking someone for help in a polite manner. * Students need to know key concepts, phrases, and vocabulary involving direction (N/E/S/W, as well as right/left, etc.). * Students also need to understand how a key works, where numbers on signs throughout the classroom represent building names. |
| **LINGUISTIC TOOLS – What terms and phrases do they need?**  *Think in terms of strategic language for task completion – not grammar but “power tools”* |
| Students will need to know how to ask for directions.  Important terms:  North, East, South, West. Right, left, straight, corner. Street names.  Structure suggestions for terms:  “When you get to \_\_\_\_, then….” “Go straight” “Turn right/left”  Important phrases:  “I am lost, can you help me?”  “Where are you trying to go?”  “Where are we right now?”  “Where is this neighborhood/building located?”  “To get to \_\_\_\_, you need to \_\_\_\_\_” |
| **MATERIALS – What objects, images, etc. do they need to make this doable and authentic?** |
| A map of MSU’s campus (given to the “lost” student)  Key indicating which numbers represent which areas on MSU (give to the student giving directions)  Signs (with numbers that represent areas such as neighborhoods to place throughout room to represent campus) |
| **PROCEDURE** |
| **PRE-TASK ACTIVITIES – *How will you introduce the task, establish its relevance, activate***  ***background knowledge, and teach linguistic tools?*** |
| Giving direction to a ‘lost student’.  Teacher will introduce this task by teaching their students the required vocabulary as well as certain phrases that the student can use to ask for directions in the target language. |
| **MAIN TASK – *What will the students actually do in the main task? How will you observe them?*** |
| Students will take turns role playing as both a lost student and a well-traveled student who can guide them. The lost student will have a specific area on the map they are trying to find and get to, and will approach their partner and ask for directions. After the partner informs the lost student of where to go, they will go to the area in the classroom that represents their location. Although the main goal for the students is to arrive at the location they are trying to find, teachers will be observing the communication of the pairs and looking for things like, appropriate greetings/politeness, using the correct terms to describe location, and also see if students are really trying to follow their partner’s directions, or if they have just memorized the layout of the classroom. |
| **POST-TASK ACTIVITIES – *How will you debrief the task and provide feedback? How will***  ***you extend the learning or connect to another communicative mode?*** |
| Teacher will debrief by asking students what they liked/disliked about the activity. Perhaps asking students what was challenging about the activity and how students overcome said challenges. Teacher could also point out anything positive he/she saw from groups. Teacher will evaluate based on if the student who was lost made it to their end goal, and how well and accurate they both communicate with each other. |
| **OUTCOMES (EVIDENCE) – What will students produce? What can they save or share?**  *Audio recordings, video recordings, text messages, completed maps or schedules, NL reflections, etc.* |
| Students should be able to successfully give directions to other students who were lost. That student who is lost, should be able to find their “end goal” by the directions the student gave them. |

**Planning a TBLT Lesson**

*The above worksheet has defined the key elements of the task within this lesson, the following pages is a plan to turn these elements into a step-by-step sequence of events in the classroom. This is intended for a 45-60 minute class period. The task involves scaffolding, a pre-task activity that strengthens learners’ awareness and control of linguistic tools they will need, the main task, and a form of debriefing or sharing the outcomes of the task.*

**Background:**

|  |  |
| --- | --- |
| **Context:** | Directions. |
| **Institution:** | MSU’s Campus (Being represented in a classroom with signs)  U.S. College Campus |
| **Students:** | Learner Population: ESL young adults  Students in pairs. One will give directions, while the other will ask for directions and find their end destination.  (This lesson plan would work best in a classroom with less than 20 students, but if more - there could be different shifts given while half the class participates in this activity and the other half are giving another activity - because with pairs of students walking around in the room it will get crowded) |
| **Overall course goals:** | What to do when lost and how to politely ask for help.  How to give/ask for directions to get to a destination  How to use a map in the target language. |
| **Texts/Materials:** | Map, Key, Signs |
| **Lesson aims:** | To successfully navigate and communicate directions to your end destination. |
| **Previous classwork:** | How to ask directional questions.  Certain phrases that are used to ask for help.  Vocabulary activities related to directional tasks. |

**Procedures**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Timing**  **(# min)** | **Activity & Objective** | **Step-by-step details** | **Interaction/ seating** | **Contingency plans/ other notes** |
| 10-15 mins | **Teacher introducing Vocabulary** | Teacher will be writing down and introducing key phrases / vocabulary that the students will use in order to complete this task.  (Ideally this would just be a review, as in previous class sessions this vocabulary was already introduced to the students) | Students will be sitting down listening to the teacher | To make this more interactive, use movement to help facilitate vocabulary learning (point right/left, point North/East/South/ West, etc.) |
| 2-5 minutes | **Setting up** | Teacher will set up the signs throughout the room which have numbers on them (the numbers represent the different locations on the map) | During the time that the teacher is setting up, students will be asked to find a partner and review the vocabulary one last time. | In an actual school setting, it could be a good idea to do this activity outside or in a gym where there is more room and more obstacles to perhaps introduce more vocabulary and/or make the task more challenging. |
| 10-15 minutes | **Instruction** | Teacher will explain the activity outlined in the above lesson plan.  In addition to explaining the goals and structure of the activity, the teacher will have students decide among themselves who will first be the “lost” student and who will be the direction giver. | Students will be sitting in their pairs | An odd number of students can lead to a group of 3. In this case, 2 students may be “lost” and once the first student has found their destination the two will help the 3rd student find their goal destination.  -Note: Once the direction giving student helps the “lost” student find their desired location, have the students stand at their area until the rest of the pairs have found their area (depending on age group) |
| 2-5 minutes | **Questions and Handouts** | Teacher will pause for any questions and also hand out the maps to the “lost” students and the keys to the direction giving students. | Students will be sitting with their partner still, and receiving their handouts | Tell students to keep their papers to themselves.  Once given the handouts, the teacher will direct the student with the map to (on their own) decide which area they want to get to and circle it.  The students should primarily be keeping their papers to themselves and using communication in their target language to complete their tasks. |
| 15-25 minutes | **Activity** | Students will then begin the activity. Students who are “lost” already knowing which location they want to get to, and students giving directions having the key with which contains the number/location name match up. | Students will be moving about the room.  Staying at their “found location” once the “lost” student has found it with the help of the direction giving student. | Once every “lost” student has found the location circled, have them switch papers (so the student who was “lost” is now the direction giver and vice versa).  Have the now “lost” student put a star next to the neighborhood/area they want to go to and begin the activity again. |
| 5-10 minutes | **Reflection** | Prompting questions for discussion and reflection:  -How did the students like this activity?  -What was hard about it?  -What vocabulary and phrases came in handy the most?  -Is there anything they wish they would’ve known how to say?  -What did they like about it?  -If they were outside, instead of a classroom, do they think they could navigate to their designation? | Students will be sitting at their desks again. |  |

**Lesson Rationale**

The following is a rationale for our TBLT Microteaching which is centered on giving/receiving/asking for directions. Our target population of ESL adults and the interaction involved in this TBLT lesson plan is no doubt appropriate to the TBLT criteria. The teacher vocabulary introduction allows scaffolding of the lesson as students are first able to learn/review the vocabulary and helpful phrases needed to help ask for or give directions. Many, ELLs or not, at some point find themselves in an unknown area and may need to get help to find their way to a desired location. Practicing how to get this help in a polite and effective manner is important in finding ones way and is no doubt relevant to the real world and holds a non-linguistic goal. There is a clear information gap as one student knows where he/she desires to go while the other student knows how to get there; a negotiation of meaning is required in order for the lost student to meet the goal of arriving at the desired location. In addition to this lesson plan meeting the TBLT criteria, the lesson plan is also communicative. All students will practice expressing and interpreting meaning: expressing being lost, interpreting where a lost student wants to go, expressing directions to a location, and interpretation directions. This situation has a clear cognitive-informational communicative purpose as the lost student tries to find his/her way to the desired location and must use the target language with his/her partner to do so. From this rationale, it is clear that this lesson plan meets the TBLT criteria and also is communicative.

**MATERIALS NEEDED**

**-MSU Map**

**-Key (Numbers/Location names)**

**-Signs with numbers (to arrange in classroom)**

**Key:**

1. **Brody Neighborhood**
2. **East Neighborhood**
3. **North Neighborhood**
4. **South Neighborhood**
5. **MSU Union**
6. **Spartan Stadium**
7. **CATA Station**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

