

Session 8 Output task

Sequencing a task-based syllabus

Option 1

First, look at the list of target task types and related target tasks, identified by Lambert (2010) in an extended needs analysis for Japanese English majors. NB it is not necessary to consult this article further. The article does not provide further information about the nature of the tasks.

Task types	Target tasks	
Locating information from English sources	On the internet	In newspapers
Translating documents from English to Japanese	In conference minutes	In news magazines
	Email messages	Press releases
	Direct mailings	Conference minutes
Summarizing English information in Japanese	User manuals	Technical articles
	From the internet	From meetings
Creating/editing official English documents	From newspapers	From conferences
	Teaching materials	Contracts
	Invoices	Manifests
Interpreting between speakers of English and Japanese	Catalogues	Debit/credit materials
	At parties/receptions	While sightseeing
	At foreign airports	While shopping
	At conferences/meeting	During factory tours

Figure 3 Sample outcomes from the initial rounds of the survey

Figure 3, p. 105

Choosing either one task type or one specific target task that you are familiar with (you may refer to a language other than Japanese for the bilingual tasks), outline a sequence of pedagogic tasks for a group of undergraduates with a B2-C1 level of English. Justify your sequence with reference to complexity and other relevant factors.

You do not need to design materials for these tasks, but you should describe the elements involved that allow sequencing criteria to be applied.

Present your sequence and a justification for the order you have chosen in around 500 words or in a 5-7 minute video presentation.

Source: Lambert, Craig (2010). A task-based needs analysis: Putting principles into practice. *Language Teaching Research* 14(1), pp. 99-112

Option 2

Present a similar sequence of pedagogic tasks based on a target task (or task type) from another needs analysis, e.g. one you have conducted or helped conduct, or one you have read about in an article or book study (e.g. from Geoff's Session 8 presentation).

Present your sequence and a justification for the order you have chosen in around 500 words or in a 5-7 minute video presentation.