

Session 8 Output task

Sequencing a task-based syllabus

Option 1

First, look at the list of target task types identified by Lambert (2010) in an extended needs analysis for Japanese English majors.

Part 1: Priorities Among Tasks

Based on graduates' responses to previous surveys, the 14 task types below have been identified. Please indicate the importance of being able to complete each of them in English in your field according to the following scale: (1) Not important at all, (2) A little important, (3) Important, and (4) Essential.

1. Assisting English-speaking customers
2. Promoting products
3. Discussing socially
4. Explaining procedures/arrangements
5. Solving problems as a group
6. Making/taking telephone inquiries
7. Negotiating terms and conditions
8. Asking for advice
9. Summarizing English information in Japanese
10. Interpreting between Japanese and English speakers
11. Sending/receiving official communications by e-mail
12. Locating information from English sources
13. Translating documents from English to Japanese
14. Creating and editing official English documents

Lambert
(2010),
Appendix 3,
p. 112.

Consider also the specific target tasks related to some of these task-types:

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

Now look at the results of the survey prioritising the tasks.

Table 1 Relative importance of task types					
Business (n = 98)		Education (n = 87)		Overall (n = 198)	
Task number	Mean	Task number	Mean	Task number	Mean
<i>Primary priorities:</i>					
12	2.77	12	3.19	12	2.97
13	2.71	9	3.07	13	2.78
14	2.64	14	2.84	9	2.74
11	2.54	13	2.83	14	2.72
		10	2.83	10	2.58
		8	2.77		
		4	2.76		
		3	2.69		
<i>Secondary priorities:</i>					
9	2.45	7	2.42	11	2.46
6	2.43	6	2.40	8	2.43
10	2.36	11	2.38	6	2.42
7	2.27	5	2.36	3	2.36
1	2.22	1	2.14	4	2.35
8	2.16			7	2.33
3	2.08			1	2.17
4	2.04			5	2.11
<i>Tertiary priorities:</i>					
5	1.96	2	1.69	2	1.75
2	1.84				

Note: For task descriptions, see Appendix 3, Part 1.

Lambert (2010), Table 1, p. 107

Decide on a sequence of **eight** exit tasks for an initial course to prepare Japanese English majors for the world of work, **either** in a business or educational context. The course is to be followed by another sequence of eight exit tasks, which you do not need to consider.

You will need to think about the relative **complexity** of the pedagogic tasks to be derived, and the **priority** given to the target task types they relate to. You may also consider deriving more than one exit task version of a given task type, perhaps based on the concrete target tasks identified in Figure 3 above. Each version counts as one task in the sequence of eight.

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 **eight** tasks based on another needs analysis, e.g. one you have conducted or helped conduct. Include relevant data from the NA in addition to the 500 words or 5-7 minutes of video required for the sequence and justification for the syllabus.