

## Steps in designing a task-based syllabus

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This workshop explores task-based approaches to second/foreign language learning and teaching. Task-Based Language Teaching (TBLT) is an educational framework for the theory and practice of teaching second or foreign languages, an area of language pedagogy which currently attracts significant interest worldwide. The basic assumption underlying TBLT is that languages are best learnt through the use of meaningful language during communicative tasks that are relevant to learners' needs. We will begin the workshop with reviewing the rationale for TBLT. Then, we will consider steps in developing task-based programmes, such as needs analysis, syllabus design, task design, task sequencing, task-based methodology, and task-based assessment. I will demonstrate these steps through a recent project whose aim was to develop a task-based curriculum for newly arrived international students in the UK.

**Andrea Révész** is an associate professor in applied linguistics at the UCL Institute of Education, University College London. Her main research interests lie at the interfaces of second language acquisition, instruction and assessment, with particular emphases on the roles of task, input, interaction, and individual differences in SLA. Currently, she is also working on projects investigating the cognitive processes underlying second language writing, speaking and reading performance. She serves as associate editor of the journal *Studies in Second Language Acquisition* and is Vice-President of the *International Association for Task-based Language Teaching (TBLT)*. She was the winner of the 2017 Best Research Article Award given by the International Association for Task-based Language Teaching and is the recipient of the 2018 TESOL Award for Distinguished Research.



### 申し込み方法

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お名前・ご所属をご明記の上、お申込みください。〆切：4月22日(月)

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後援：東北英語教育学会