The Use of Task-Based Learning in Designing College Students' Writing Activities and its Implication for Syllabus Design

Wang Juan 1906695
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Aims

1. Testify the Effectiveness of TBL in writing activities.
2. Generalize TBL in English Teaching.

Setting Description

1. Traditional method- teachers dominating- students as passive receiver
2. TBL- 3 phases (pre-task, task cycle, language focus)- exposure, use, motivation, instruction
3. Take Freshmen as Subjects.
4. 3 classes, one class taught in TBL, one half TBL and half traditional method, the third one traditional method.

Ethical Issues

1. Obtain official approval from related Schools.
2. Ask for support from headteachers.
3. Respect students' freedom to withdraw from the research.

Methods in Collecting and Analyzing Evidence and Data

1. Questionnaire: collect ideas and opinions on TBL and learn students' preferred teaching methods.
2. Tests: pre-test and after test- Compare the means of different classes, compare ratios of student numbers in different score range in the same class and in different classes
3. Interview: collect students' detailed ideas and suggestions for further teaching.

Implications

1. TBL may work better for a class' overall average score in writing test- worthwhile to generalize TBL in schools and the university
2. TBL may work better for students of a score range- further research

References

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