

# MODULE MICRO TEACHING



M. Junaidi Marzuki, M.Ed., MA TESOL.  
**ENGLISH LANGUAGE EDUCATION**  
**FACULTY OF LANGUAGE, ART AND HUMANITIES**  
**UNIVERSITY OF HAMZANWADI 2020**

## TABLE OF CONTENT

Cover.....	I
Table of content .....	1
Welcome .....	2
Preliminary.....	6
Unit 1: Conceptualizing Approach and Method.....	8
Unit 2: Teaching Principle.....	12
Unit 3: Grammar Translation Method.....	19
Unit 4: The audiolingual.....	23
Unit 5: Communicative Language Teaching (CLT) .....	27
Unit 6: Task Based Language Teaching (TBLT) .....	32
Reference .....	38

# WELCOME

**Dear students,**

Welcome to **Micro Teaching**

This module focuses on subject of recent discussion and research related to teaching English to speaker of other languages (TESOL). You are expected to know and understand a wide variety the concept of English language teaching in various contexts. It addresses a wide variety of topics related teaching methods.

This course require you to actively parcticipate during the class. You should prepare yourself before attending the class as the teaching mostly method employed are student centered learning. It means that studens are not only receiving the information but actively questioning and clarifying any material that are not clear enough. Group discussion is the main way of delivering this course. Once you have finished this topic, you should be able to:

I sincerely hope you enjoy this topic and find it useful for your professional career in the future. Good luck

A handwritten signature in black ink, appearing to read 'Junaidi', written in a cursive style.

M. Junaidi Marzuki, M.Ed., M.A. TESOL

## **INFORMATION ABOUT THIS TOPIC**

- A. Course name : methods in language teaching
- B. Values of topic : 4 units
- C. Prerequisite :-
- D. Venue and time : A322 (Monday 0.7.15-08.55 and Friday 0.7.15-08.55) and 09.00-10.40

### **E. Topic description**

The main goal of this course is to develop in participants a critical awareness and understanding of important research and developments in language teaching approaches and methods. At the end of this course, you will be expected to develop:

- ▶ a critical awareness of the rationales and principles behind different methodological approaches to language teaching from a historical perspective;
- ▶ a deeper understanding of selected issues in language teaching methodology and curriculum;
- ▶ a critical awareness of the methods used to research language teaching and learning.

### **F. Study material**

You are expected to have student's workbook for this course. The topic coordinator will provide this for you.

## G. Syllabus overview

WEEK	TOPIC
Week 1	Introduction to syllabus
Week 2&3	The roots of methodology
Week 4, 5 & 6	Learner-centred Approaches
Week 7, 8 & 9	Communicative Language Teaching (CLT)
Week 10, 11, 12 & 13	CLT applied
Week 14	Mid semester
Week 15,16 & 17	Task-based learning (TBL)
Week 18&19	TBL applied
Week 20,21 & 22	Curriculum and syllabus design
Week 23,24	Teaching reading and writing
Week 25	Teaching listening and speaking
Week 26	Final test

## H. INFORMATION ABOUT ASSESSMENT

### Assignment 1 (Classroom Participation/Attendance)

Graded : A, B, C, D, E  
Weighing : 30%  
Due date : ongoing assessment

### Assignment 2 (Mid- Semester Test, group work ) choosing learning method for teaching a topic

Graded : A, B, C, D, E  
Weighing : 30%  
Due date : **4 May 2020**

### Assignment 3 ( Final Semester Test) learning experience reflection

Graded : A, B, C, D, E  
Weighing : 40%  
Due date : 4

*I. Lecturer contact detail*

**M. Junaidi Marzuki, M.Ed., MA TESOL.**

*Address: Office , Hamzanwadi Selong*

*Address Jalan TGKH. H. Muhammad*

*Zainuddin Abdul Maji No. 13o Pancor*

*Selong LOTIM NTB*

*Mobile phone : (+6281915780964)*

*Email : marzuki.mjunaid [i@gmail.com](mailto:marzuki.mjunaid@gmail.com)*

**J. Important textbook**

**Objectives:** At the end of this topic, you will be able to:

- Know terms and acronyms that commonly used in language teaching learning
- Set out goal and expectation from the course.
- Use the acronym and term appropriately based on the context.

What do you expect from a topic labelled Methods in Language Teaching?

---

---

---

---

---

---

---

---

---

---

**☞ Core Activity 0.1: defining acronyms in English language teaching and learning**

Look at the following acronyms below. What do you know about them?

<b>Acronyms</b>	<b>Stand for</b>
<b>L1</b>	: First language
<b>L2</b>	: Second language

<b>SLA</b>	:	Second language acquisition
<b>ELT</b>	:	English Language Teaching
<b>EFL</b>	:	English as a Foreign Language
<b>ESL</b>	:	English as a Second Language
<b>TEFL</b>	:	Teaching English as a Foreign Language
<b>TESL</b>	:	Teaching English as a Second Language
<b>TESOL</b>	:	Teaching English to Speakers of Other Languages
<b>TOEFL</b>	:	Test of English as a Foreign Language
<b>IELTS</b>	:	International English Language Testing System



## UNIT 1 CONCEPTUALIZING APPROACH AND METHOD

**Objectives:** At the end of this topic, you will be able to:

- Explain difference between approach and method in the context of English language teaching and learning (ELT).
- Generate your definition approach and method based on you teaching context.
- summarize the core component of approach and method

### 1.1 Background Knowledge Exploration

1. In your own language, please define the meaning of approach.

---

---

---

---

2. In your own language, please define the meaning of method.

---

---

---

---

3. In your own language, please define the meaning of strategies and procedure.

---

---

---

---

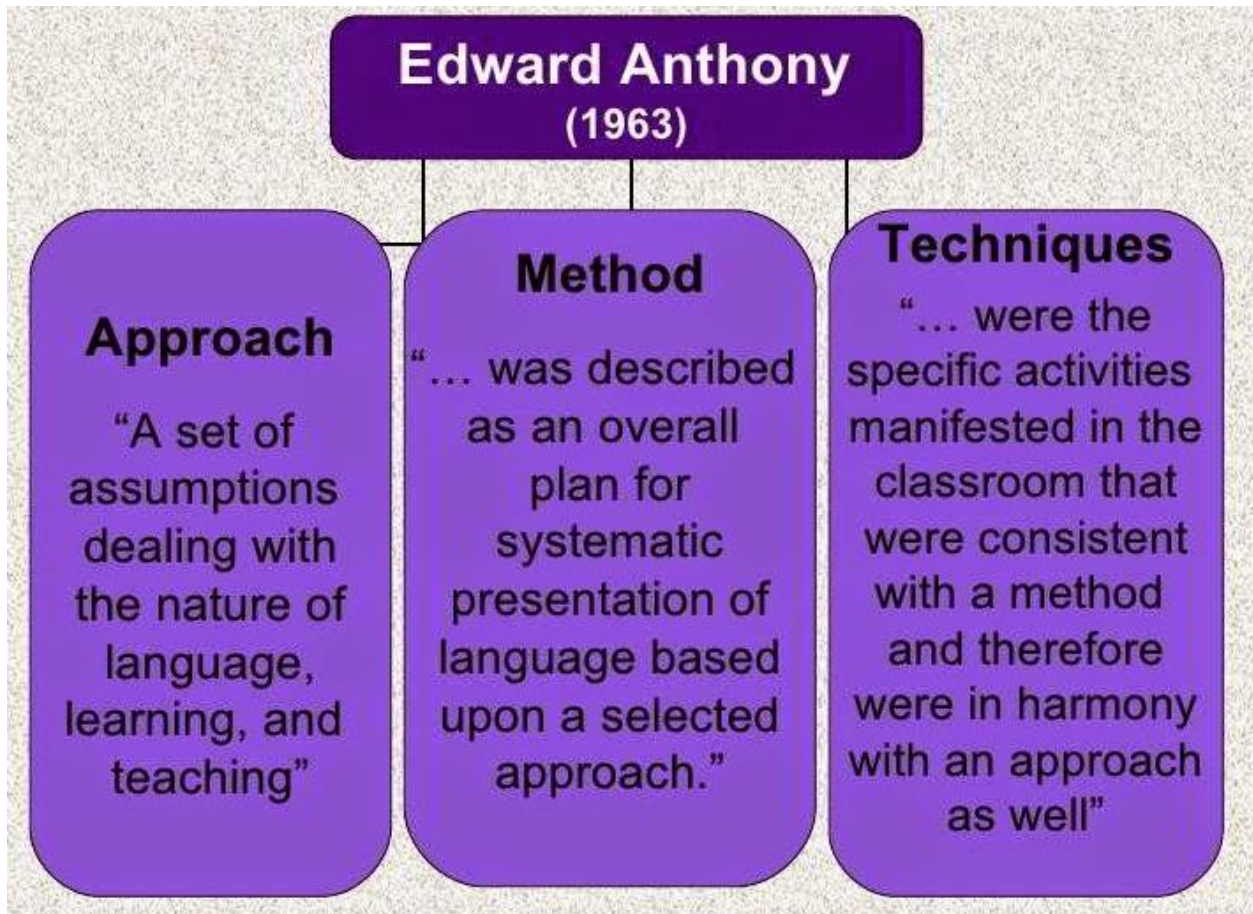
## 1.2 Concept Exploration

### **Approach and Method**

In the field of language teaching and learning, approach and method are two buzzwords that language learners and educator mostly encounter, either in textbook or research paper. It is of paramount importance for the prospective English teachers, specifically and prospective teacher generally to have a thorough understanding of the concepts as it can help them in the selection of teaching method used.

To date, there are two early prominent English language teaching (ELT) experts who provide model or framework with regard to approach and method and technique, and these terms have been popular and widely used in the pedagogical process across disciplines.

***∞Key Concept: Edward Anthony's Framework of Approach and Method***



**∞Key Concept:** Richards & Rodgers’s (2014) Framework of Approach and Method

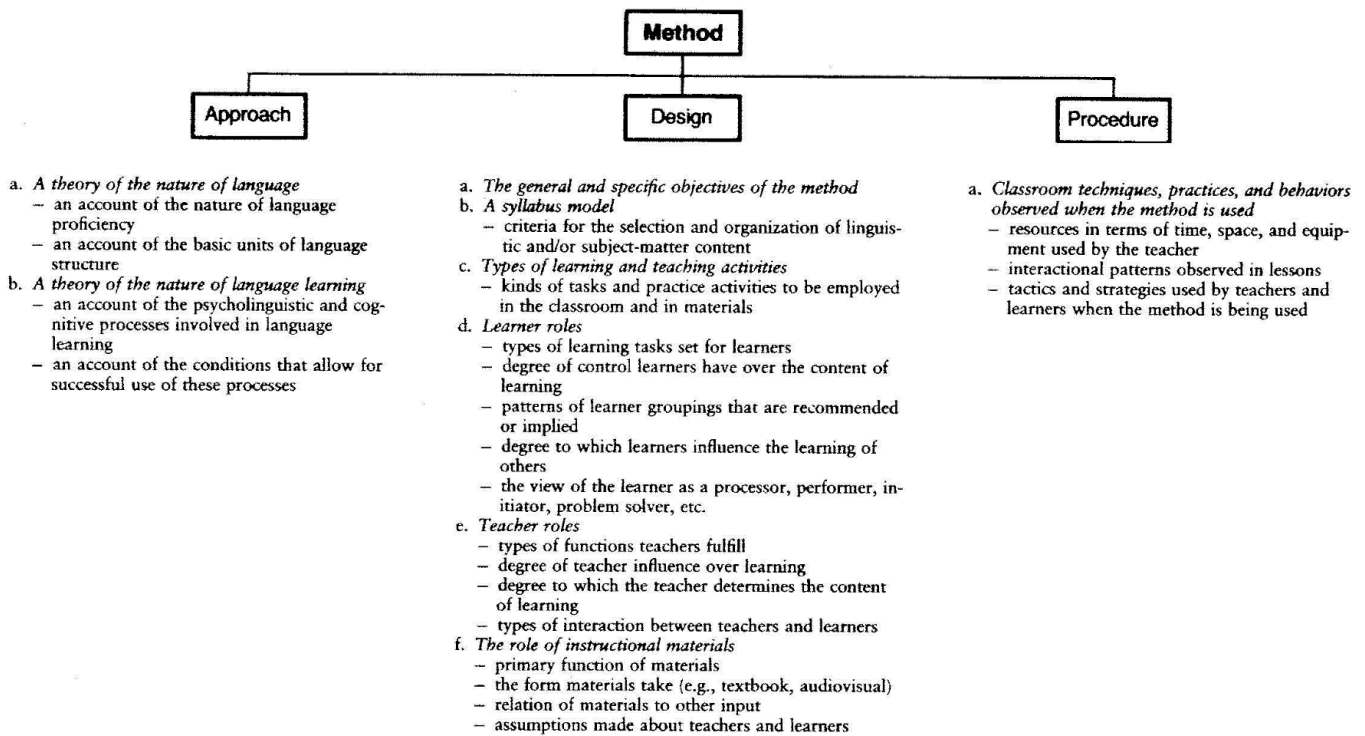


Figure 2.1 Summary of elements and sub-elements that constitute a method

Richards & Rodgers (2014) Page 36

### 1.3 Evaluation and Reflection

1. Which terms do you think the most appropriate to use based on your teaching context? And Why?
-

## UNIT 2 TEACHING PRINCIPLES

**Objectives:** At the end of this topic, you will be able to:

- understand the meaning of teaching principles.
- Understand the nature of each teaching principles
- Understand the principles of teaching in second language learning
- Apply the principles to classroom teaching practice

### 2.1 Background Knowledge Exploration

1. In your own language, please define the meaning of teaching principles.

---

---

---

---

2. Please mention 1 to 3 teaching principles do you know?

---

---

---

---

3. Why is it important for teacher to know the principles in language teaching?

---

---

---

---

## 2.2 Concept Exploration

Understanding the theory behind your teaching practice can help you not only in your teaching practice but also in the early step of your teaching, that is, designing your lesson planning. As Brown (2007) mentioned, understanding the driving force of your teaching practice can lead to more engaging teaching process.

Brown is one of prominent expert in area of English language teaching, and has proposed many theories and novel idea related to English language instruction. With regard to teaching principles, he proposes 12 overarching principles of second language teaching and learning.

### **Principle 1: Automaticity**

This principle of learning refers to the time when young learner learn language from the environment. It is strongly argued that learning language in the young age is more efficient and effective. Children can process the language from inductive process. They learn from environment, and use the language spontaneously.

Brown (2007, p 64) highlights the importance of automaticity in the following way:

- Subconscious absorption of language through meaningful use
- Moving fast from language form to language use
- Moving fast from a capacity-limited control to language fluency
- No effort made to analyze the language form

In bold statement, Brown defines the automaticity as follows:

*"Efficient second language learning involves a timely movement of the control of few language forms into the automatic, fluent processing of relatively unlimited number of language forms. Overanalyzing language, thinking to much about its forms, and consciously lingering on rules of language all tend to impede this graduation to automaticity"* (Brown, 2007, p. 64).

### **Principle 2: Meaningful Learning**

Brown (2007, p. 66) simply put the meaning of meaningful learning "as process of making meaningful association between existing knowledge/ experience and new material with lead toward better long-term retention than rote learning or material in isolated pieces".

From this definition we can conclude that language learners are strongly encourage to use their background knowledge to help acquire the language. The students, for example, can make association in terms of spelling or sound of the target language to their own language. This way to avoid the learner get trapped in the old-fashioned learning strategies called rote learning, where students have to merely memories the new vocabularies of phrases that they wish to master.

### **Principle 3: The Anticipation of Reward**

The anticipation of reward refers to teacher's recognition to student's achievement in the process of teaching and learning. While this is a bit controversial action to appreciate the student as it leads to short term effect, a lot educator use this to at least motivate the student to more engaged in the classroom. The principles are mainly driven by the B.F Skinner theory stating that people tend to response or eager to do something when something is offered.

### **Principle 4: intrinsic motivation**

It is defined as "the most rewards are those that are intrinsically motivated within the learner. Because the behavior stems from need, wants or desires within oneself, the behavior itself is self-rewarding; therefore, no externally administered reward is necessary" (Brown, 2007, p. 68).

This principle put stress on the importance of inner motivation of learner for acquiring language. The more motivated students are, the more change they will succeed in learning a language.

### **Principle 5: strategic Investment**

This principle refers to the method that language learner use to internalize and to perform in learning process (Brown, 2007). This principle beyond the intrinsic principle. We can say that this is the real action of learner driven from their internal motivation. For example, student will save their money to buy book or join English course to facilitate their learning.

### **Principle 6: Autonomy**

I think this word is commonly used and experience evolution. Dornyei, for example, propose the term as self-regulated learning while other expert use the term independent learning, autonomous learning. The term is derived mainly from the topic of learning strategies, that is, a specific approach that language learner use to facilitate their learning. Brown (2007) argue that the deciding factor for successful learning is largely depend on student's interaction with learning resource outside classroom.

### **Principle 7: language ego**

Brown (2007, p. 72) summarizes language ego as follows.

As human beings learn to use a second language, they also develop a new mode of thinking, feeling and acting—a second identity. The new “language ego, “intertwined with second language, can easily create within the learners a sense of fragility, a defensiveness, and a raising of inhibitions.

### **Principle 8: Willingness to Communicate**

Willingness to communicate means that “the intention of initiate communication, a given choice (Brown, 2007). This principle put emphasis that in order to achieve a level of speaking proficiency, a language learner should be brave and make a effort to practice their language. Shyness be dropped otherwise, there will a slow progress in learning language.

### **Principle 9: The Language-Culture Connection**

This principle states the interconnectedness of language and culture. In other words, when someone learns a new language, she/he also learn the culture of the language speakers themselves. For example, if you learn Arabic language you will find in the textbook or at least the way they are speaking to adopt. This is pretty common a language learner wants to emulate the native speaker so they sound more natural when engaging in conversation. Brown (2007, P. 74) state that “whenever you teach a language, you also teach a complex system of cultural customs, values, and ways of thinking, feeling and acting.

### **Principle 10: The Native Language Effect**

While it is argued that the native language effect has slow down the target language mastery, its positive can be neglected. Native language in the



level of lexical resource and pronunciation can facilitate learner to pronounce a certain language. They may also find the similarities in the level of syntax. In Indonesian language, for example, when making verbal sentences, students seem to find no difficulties and word order or grammar has almost the same rules and regulation. Brown (2007, P. 76) mentions that "the native language of learners exerts a strong influence on the acquisition of the target language system. While that native system will exercise both facilitating and interfering effects on the production and comprehension of the new language, the interfering effects are likely to be the most salient".

### **Principle 11: Interlanguage**

Related to this principle Brown (2007, p. 77) states that "second language learners tend to go through a systematic or quasi-systematic development process as they progress to full competence in the target language. Successful interlanguage development is partially as a result of utilizing feedback from others". This definition reflects that to be proficient in language learning needs a process. The learner may learn from the mistakes they make while exposing themselves to the language itself. The presence of teacher's feedback is of paramount importance.

### **Principle 12: Communicative Competence**

This principle refers to the knowledge that language learners must possess. They are four competences, organizational competence (grammatical and discourse), pragmatic competence (functional and sociolinguistic), strategic competence and psychomotor skill.

## **4.2 Collaboration**

In a group of five, please choose one of the principles and list how the principle can be applied in the teaching process in the classroom.

- 1 \_\_\_\_\_
  - 2 \_\_\_\_\_
  - 3 \_\_\_\_\_
  - 4 \_\_\_\_\_
  - 5 \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## 4.2 Summing Up and Review

The principle of teaching has fallen into three categories as follows.

### **Cognitive principles**

- 1: Automaticity
- 2: Meaningful Learning
- 3: The Anticipation of Reward
- 4: intrinsic motivation
- 5: strategic Investment
- 6: Autonomy

### **Socioaffective principles**

- 7: language ego
- 8: Willingness to Communicate
- 9: The Language-Culture Connection

### **Linguistic Principles**

- 10: The Native Language Effect
- 11: Interlanguage
- 12: Communicative Competence

## 4.2 Evaluation and reflection

1. What have you learnt from this topic?

---

---

---

---

2. How this teaching process could be improved in the future?

---

---

---

3. How do you feel when learning this topic?

---

---

---

## UNIT 3

## GRAMMAR TRANSLATION METHOD (GTM)

**Objectives:** At the end of this topic, you will be able to:

- understand the meaning of Grammar Translation Method
- Understand the characteristic of GTM
- Understand the strength and the weakness of GTM
- Understand the principle of Grammar translation Method.

### 3.1 Background Knowledge Exploration

Before we explore in more detail about early development in language teaching, think back to your own foreign language learning history or experience (any language, not only English) and answer these questions:

1. Were you always taught in the same way?

---

---

---

---

2. Were you aware that a particular method was being used? (Did it have a 'name'? Did the book titles give you a clue?)

---

---

---

---

3. Was the way that you were taught typical of your country at the time?

---

---

---

---

4. Did the way in which you were taught change over time (and not just because you were getting older)?

---

---

---

---

5. Do you teach in the same way that you yourself were taught?

---

---

---

---

### 3.2 Concept Exploration

We have discussed how language teaching method/approach come and go. The trend cannot be avoided as a consequence of the technology's development, learner's background knowledge, learning strategies and interest. We will explore few teachings approach in the next unit, and this part we will be focusing on, the earliest method called Grammar Translation Method (GTM). It is argued that there are few theoretical foundations that support this method (Brown, 2007). GTM can be defined as teaching approach that mainly focus on language form rather than language use.

There are several characteristics of this method as follows

1. Class is taught in mother tongue
2. Vocabularies are taught in isolated way
3. Teaching is mainly Focus on grammar
4. Focus on reading text
5. Less attention given to pronunciation.

### 3.3 Collaboration

In group of five, please choose one of lesson planning and identify if you could find the characteristics of GTM.

- 1 \_\_\_\_\_
  - 2 \_\_\_\_\_
  - 3 \_\_\_\_\_
  - 4 \_\_\_\_\_
  - 5 \_\_\_\_\_
- 
- 

### 3.4 Summing Up and Review

- Grammar Translation Method is the earliest method in the process of teaching and learning a foreign language
- GTM has little foundation in the literature
- GTM has characteristic include use mother tongue, less attention for pronunciation, focus on reading text and learn vocabulary in isolated way.

### 3.1 Evaluation and Reflection

1. What have you learnt from this topic?

---

---

---

---

2. How this teaching process could be improved in the future?

---

---

---

3. How do you feel when learning this topic?

---

---

---

## UNIT 4 THE AUDIOLINGUA METHOD

**Objectives:** At the end of this topic, you will be able to:

- Know the main causes of the existence of the audiolingual method
- Understand the principles of audiolingual method
- Understand the principles of audiolingual method
- Understand the students and teacher role in the method

### 4.1 Background Knowledge Exploration

Before we explore in more detail about the audiolingual method, do answer the following questions related to this specific teaching method.

1. What was the main cause of the emergence of the audiolingual method?

---

---

---

---

2. What were the main features or characteristics of this method?

---

---

---

---

3. Have you experienced being taught by this method? If yes, please share your experience



---

---

---

---

4. What are the main roles of the teacher and student in this language method?

Teacher role

---

---

---

---

---

Student's role

---

---

---

---

5. Do you think that the audiolingual method is still relevant to use in today's English teaching? Why/why not?

---

---

---

---

## 4.2 Concept Exploration

Audiolingual method is one of teaching approach that mainly focus on surface form and the power of drill to the aspect of language. There are several features of audiolingual includes, material is presented in dialogue form, tend to focus on memorization of vocabularies and phrases, grammar is taught inductive way, using media such as visual aid, tape dan language lab, use as much as possible target language (Brown 2007, in Prator and Celce-Murcia, 1979).

## 4.3 Collaboration

In group of five, please choose one of lesson planning and identify if you could find the characteristics of Audiolingual method.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

---

---

## 4.4 Summing Up and Review

- Audiolingual method focuses on put stress on language memorization and practice of target language
- Material is mainly presented in the form of dialogue
- Grammar in audiolingual pay less attention to grammar or no grammar explanation, instead it is taught inductively

## 4.5 Evaluation and Reflection

1. What have you learnt from this topic?

---

---

---

---

2. How this teaching process could be improved in the future?

---

---

---

3. How do you feel when learning this topic?

---

---

---

**Objectives:** At the end of this topic, you will be able to:

- ▶ Reviewed your knowledge and understanding of CLT
- ▶ Increased awareness and understanding of the rationales for CLT
- ▶ Gained a deeper understanding of roots and principles of CLT
- ▶ Critiqued communicative competence within CLT to language teaching
- ▶ Developed the idea that there are various interpretations of CLT
- ▶ Considered some of the issues and misconceptions about CLT
- ▶ Become better able to make informed decisions about the use of CLT

### 5.1 Background Knowledge Exploration

Before we explore in more detail about the CLT method, do answer the following questions related to this specific teaching method.

1. What was the main cause of the emergence of the CLT?

---

---

---

---

2. What were the main features or characteristics of the CLT method?

---

---

---

---

3. Have you experience being taught by this method? If yes, please share your experience

---

---

---

---

4. What are the main roles of the teacher and student in this language method?

Teacher role

---

---

---

---

---

Student's role

---

---

---

---

5. What problems could teachers have to implement CLT method in classroom?

---

---

- 
- 
6. Do you think that the CLT method is still relevant to use in today's English teaching? Why/why not?
- 
- 
- 
- 

## 5.2 Concept Exploration

The emergence of Communicative Language teaching (henceforth CLT) was appeared in the mid-19<sup>th</sup>. As other approaches, it is motivated by the fact that the present method is not working as expected.

According to Richards and Rodgers (2001:161) all versions of CLT share four specific characteristics:

Language is a system for the **expression of meaning**.

1. The primary function of language is for **interaction and communication**.
2. The structure of language reflects its **functional and communicative uses**.
3. The primary units of language are not merely its grammatical and structural features, but categories of **functional and communicative meaning** as exemplified in **discourse**

### **7 basic functions of a first language – Halliday**

1. the instrumental function: using language to get things;
2. the regulatory function: using language to control the behaviour of others;
3. the interactional function: using language to create interaction with others;
4. the personal function: using language to express personal feelings and meanings;
5. the heuristic function: using language to learn and to discover;

6. the imaginative function: using language to create a world of the imagination;
7. the representational function: using language to communicate information.” (1975:11-17)

### 5.3 Collaboration

In group of five, please choose one of lesson planning and identify if you could find the characteristics of CLT.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

---

---

### 5.3 Summing Up and Review

- ▶ The emergence of CLT is caused by the weakness of direct method such GTM and Audiolingual that mainly focus on concept of PPP, that is Presentation, practice and production.
- ▶ The CLT become more popular because of authenticity of the material used
- ▶ The focus of CLT is on language use and not form

### 5.4 Evaluation and Reflection

1. What have you learnt from this topic?

---

---

---

---

2. How this teaching process could be improved in the future?

---

---

---

3. How do you feel when learning this topic?

---

---

---



## UNIT 6

# TASK BASED-LANGUAGE TEACHING AND LEARNING (TBLT)

**Objectives:** At the end of this topic, you will be able to:

- Know the main causes of the existence of the TBLT
- Understand the principles TBLT
- Understand the principles of TBLT
- Understand the students and teacher role in TBLT

### 6.1 Background Knowledge Exploration

1. In your own language, please define the TBLT Approach.

---

---

---

---

2. Please mention 2-3 characteristics of TBLT

---

---

---

---

3. Do you think TBLT is the best teaching method and Why/Why not?

---

---

---

---

## 6.2 Concept Exploration

The presence of Task-based language teaching arise from the lack of Communicative language teaching that is, "Presentation, Practice and Production (PPP). It is also argued that TBLT is the strong form of CLT. So what is meant by TBLT. Simple stated, TBLT is an approach in which the point of departure for teaching is task. Concerning this, there has a lot definition put forward by scholars related to task definition. Below some definitions proposed by the leading expert in TBLT.

- ▶ *An activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process. (Prabhu, 1987: 24)*
  
- ▶ *In this book [A Framework for Task-based Learning] tasks are always activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome. (Willis, 1996: 23)*
  
- ▶ 'TBLT can also make use of input-based tasks. These are tasks that do not require learners to produce in the target language. They take the form of either listening or reading tasks. However, input-based tasks do not prohibit learners' production; they simply do not require it.' (Ellis & Shintani, 2013: 139)

## 6.3 Collaboration

In group of five, please choose one of lesson planning and identify if you could find the characteristics of TBLT.

1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_  
5 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**6.4 Summing Up and Review**

- ▶ The presence of TBLT is the response of the weakness of CLT, that is Presentation, Practice and Producing (PPP).
- ▶ The TBLT approach lies the teaching process of authentic task that student face in daily life

**6.5 Evaluation and Reflection**

1. What have you learnt from this topic?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. How this teaching process could be improved in the future?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. How do you feel when learning this topic?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## References

- Anderson, J. (2017) *A potted history of PPP with the help of ELT Journal*. *ELT Journal* 71(2): 218-227.
- Balsells, A. (2005) Review: Task-based Language Learning and Teaching. *ELT Journal* 59(1): 75-77. Beretta, A. & Davies, A. 1985. Evaluation of the Bangalore Project. *ELT Journal* 39.2: 121-127 Also appears as Appendix VI in Prabhu, N.S. 1987. *Second Language Pedagogy*. Oxford: Oxford University Press. [Resource 8 – Syllabus Design]
- Brumfit, C. (1984). The Bangalore Procedural Syllabus. *ELT Journal* 38/4. 233-241.
- Butler, Y. G. (2011) *The implementation of communicative and task-based language teaching in the Asia-pacific Region*. *Annual Review of Applied Linguistics* 31: 36-57
- Bygate, M. (2001) Effect of task repetition on the structure and control of oral language. In Bygate, M., Skehan, P. and Swain, M. (eds) *Researching pedagogic tasks: second language learning, teaching and testing*. Harlow: Longman, pp. 23-48.
- Bygate, M., Skehan, P. and Swain, M. (eds) (2001) *Researching Pedagogic Tasks: Second Language Learning, Teaching and Assessment*. Harlow: Pearson.
- Carless, D. (2002) Implementing task-based learning with young learners. *ELT Journal* 56(4): 389-396.
- Carless, D. (2004) Issues in Teachers' Reinterpretation of a task-based innovation in primary schools. *TESOL Quarterly* 38 (4) 639-662
- Carless, D (2008) Student use of the other tongue in the task-based classroom. *ELT Journal* 62(4):331-338.
- Carless, D. (2012) *Task-based language teaching in Confucian-heritage settings: prospects and challenges*. *On Task* 2(1): 4-8.
- Carless, D. (2009) *Revisiting the TBLT versus P-P-P debate: Voices from Hong Kong*. *Asian Journal of English Language Teaching* 19: 49-66
- Du, X. Y. and Kirkebæk, M. J. (Eds) (2012) *Exploring task-based PBL in Chinese teaching and learning*. Newcastle: Cambridge Scholars.
- Feeney, A. (2006) Review: Task-Based Language Teaching. *ELT Journal* 60(2): 199-201.
- Foster, P. (1999) Key concepts in ELT: Task-based learning and pedagogy. *ELT Journal* 53(1): 69 -70.
- Greenwood, J. (1985) Bangalore revisited: a reluctant complaint. *ELT Journal* 39(4): 268-273.

- Hedge (2000) *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.
- Johnson, K. 1982. *Communicative Syllabus Design and Methodology*. Oxford: Pergamon.
- Lai, C., Zhao, Y., & Wang, J. W. (2011). Task-based language teaching in online ab initio Chinese classrooms. *The Modern Language Journal*, 95, 81–103.
- Littlewood, W. (2004) The task-based approach: some questions and suggestions. *ELT Journal* 58(4): 19-26.
- Long, M. H. (1991) Focus on form: A design feature in language teaching methodology. In de Bot, K., Ginsberg, R. B., & Kramsch, C. (eds.), *Foreign language research in cross-cultural* Amsterdam: John Benjamins. *perspective*, pp. 39-52.
- Long, M. H. and Crookes, G. (1993) Units of analysis in syllabus design—The case for task. In Crookes, G. and Gass, S. (eds.) *Tasks in a pedagogical context: Integrating theory and practice*. Clevedon: Multilingual Matters, pp. 9–54.
- Long, M. H. and Norris, J. (2004) Task-based teaching and assessment. In Byram, M. (ed) *Routledge encyclopedia of language teaching and learning*. London: Routledge, pp. 597-603.
- Nunan, D. (1988) *Syllabus Design*. Oxford: Oxford University Press.
- Nunan, D. (1989) *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press
- Rubdy, R. (1998) Key concepts in ELT: task. *ELT Journal* 52(5): 264-265.
- Seedhouse, P. (1999) Task-based interaction. *ELT Journal* 53(3): 149-156.
- Skehan, P. (1998) *A Cognitive Approach to Language Learning* Oxford: Oxford University Press.
- Skehan, P. (1996) Second language acquisition research and task-based instruction. In Willis, J. & Willis, D. (eds.) *Challenge and Change in Language Teaching*. Oxford: Macmillan. pp. 17-30.
- Skehan, P. (2002) A non-marginal role for tasks. *ELT Journal* 56(3): 289-95.
- Tomlinson, W. (2008) Review: Doing Task-Based Teaching and Task-Based Language Education. *ELT Journal* 62(1): 92-95.
- White, R. (1988) *The ELT Curriculum: Design, Innovation and Management*. Oxford: Blackwell

Richards, J. C. and Rodgers, T. S. (2014) (3<sup>rd</sup> ed.) *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

Hedge, T. (2000) *Teaching and Learning In the Language Classroom*. Oxford: Oxford University Press.

Howatt, A. & Widdowson, H. G. (2004) *A History of English Language Teaching* (2<sup>nd</sup> ed.). Oxford: Oxford University Press

Larsen-Freeman, D. and Anderson, M (2011) *Techniques and Principles in Language Teaching* (3<sup>rd</sup> ed.). Oxford. Oxford University Press