

# Framework for developing a project-based language teaching (PBLT) syllabus

| <p><b>1 Perform needs analysis to select relevant project</b></p> <p>Identify projects relevant to the learner goals. Ex.: <i>Plan a family vacation; Design a video game; Make a short film; Write a story book; Learn a new skill;</i> etc.</p> | <p><b>2 Select task modules and then sequence them</b></p> <p>Split the project into component tasks. Order tasks from simple to more complex, and so that earlier tasks flow into and facilitate subsequent tasks.</p> | <p><b>3 Set task parameters and skills to prioritize</b></p> <p>Be clear about what learners are to do at each stage. Tasks should involve a need to communicate and a goal to reach, but NOT set explicit language targets.</p> | <p><b>4 Set the lesson extent and task outcome</b></p> <p>How long will each session be, and what exactly is the expected outcome? How much class time, peer/teacher support, length &amp; quality, etc. is appropriate?</p> | <p><b>5 Set assessment criteria and value for each task</b></p> <p>It may not be practical to grade every small cumulative task; in such cases, collecting notes by online submission is a good way to assess ongoing participation.</p> |
|---|---|--|--|--|
| <p><b>EXAMPLE:</b></p> <ul style="list-style-type: none"> <li><b>Create a video podcast</b></li> </ul>  | <ul style="list-style-type: none"> <li><b>Brainstorm ideas and select a genre</b></li> </ul>  | <p>Ss use a notebook to list ideas; oral discussion to rank ideas; take notes.</p>   | <p>1+page of notes; +/-30 mins discussion; <u>outcome: have chosen podcast genre.</u></p>  | <p>Oral participation in class; submitted notes by end of class (grade: 10%)</p>   |
|   | <ul style="list-style-type: none"> <li><b>Review and rank top 3 podcasts in genre</b></li> </ul>  | <p>Ss view examples, discuss, take notes; agree on top 3 and reasons why.</p>  | <p>+/-60 mins to view, discuss; 1+page notes; <u>outc.: have selected top 3 samples.</u></p>   | <p>Oral participation in class; submitted notes by end of class (grade: 10%)</p>   |
|   | <ul style="list-style-type: none"> <li><b>Plan fieldwork; gather data for episode</b></li> </ul>  | <p>Ss discuss plan to interview, review, record, (as relevant); take notes; gather data.</p>   | <p>+/-60 mins in-class to plan fieldwork; 1+pages of plan; <u>outc.: detailed plan notes.</u></p>  | <p>Oral participation in class; submitted notes (10%); <b>HW: perform fieldwork</b></p>  |
|   | <ul style="list-style-type: none"> <li><b>Write &amp; storyboard a podcast episode</b></li> </ul>   | <p>Ss write w/in genre conv.'s; transcribe/subtitle; peer-edit; plan &amp; storyboard; etc.</p>  | <p>120+ mins in-class to plan, write storyboard, etc.; <u>outc.: script/storyboard written.</u></p>  | <p>Oral participation in class; completed storyboard and script by end of class (20%)</p>  |
|   | <ul style="list-style-type: none"> <li><b>Produce and publish a podcast episode</b></li> </ul>  | <p>Ss rehearse script; gather media clips (as relevant); practice software tools.</p>  | <p>120+ mins in-class to read, practice w/peers; <u>outc.: are fully prepared to record.</u></p>   | <p>Active participation in class; <b>HW: to record, final-edit, submit vid (peer ev.: 25%)</b></p>   |
|   | <ul style="list-style-type: none"> <li><b>View peer work and give feedback</b></li> </ul>   | <p>Ss view others' work; ask, answer questions; write feedback; self-reflect.</p>  | <p>120+ mins in-class to view, write feedback; <u>outc.: have submitted feedback</u></p>   | <p>Quality of peer feedback given; qual of self-reflection (<u>teacher eval: 25%</u>)</p>  |

| <b>1 Perform needs analysis to select relevant project</b><br><br>Identify projects relevant to the learner goals. Ex.: <i>Plan a family vacation; Design a video game; Make a short film; Write a story book; Learn a new skill; etc.</i> | <b>2 Select task modules and then sequence them</b><br><br>Split the project into component tasks. Order tasks from simple to more complex, and so that earlier tasks flow into and facilitate subsequent tasks. | <b>3 Set task parameters and skills to prioritize</b><br><br>Be clear about what learners are to do at each stage. Tasks should involve a need to communicate and a goal to reach, but NOT set explicit language targets. | <b>4 Set the lesson extent and task outcome</b><br><br>How long will each session be, and what exactly is the expected outcome? How much class time, peer/teacher support, length & quality, etc. is appropriate? | <b>5 Set assessment criteria and value for each task</b><br><br>It may not be practical to grade every small cumulative task; in such cases, collecting notes by online submission is a good way to assess ongoing participation. |
|--|--|---|---|---|
| <ul style="list-style-type: none"> <li>•</li> </ul>  | <ul style="list-style-type: none"> <li>•</li> </ul>  |   |   |   |
|  | <ul style="list-style-type: none"> <li>•</li> </ul>  |   |   |   |
|  | <ul style="list-style-type: none"> <li>•</li> </ul>  |   |   |   |
|  | <ul style="list-style-type: none"> <li>•</li> </ul>  |   |   |   |
|  | <ul style="list-style-type: none"> <li>•</li> </ul>  |   |   |   |
|  | <ul style="list-style-type: none"> <li>•</li> </ul>  |   |   |   |