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# Task Design for Student Output in Asynchronous Online English Classes

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## Abstract

Due to the COVID-19 pandemic, in 2020 many educational institutions, including Momoyama Gakuin University, were forced to move all of their classes to online formats with little preparation time. While this situation caused all educators to adapt their lesson content and lesson format to the virtual environment, arguably the biggest disruption was felt by foreign language teachers who employ communicative language teaching methods. In communicative language teaching, lessons are centered around the learners' production of the target language in communication-based activities. While platforms such as Zoom offer teachers and students the closest approximation to the real-life classroom, due to various reasons, such as unstable Internet connections, and lack of access to a suitable place to join the classes, we could not make attendance to Zoom classes mandatory, and had to provide asynchronous alternatives for students. This paper will focus on the creation of asynchronous English language lessons that used task-based learning to create a balance of input and opportunity for output through the Google Classroom system. In these classes, lessons culminated with students completing a Speaking Task based on lesson contents, which was recorded and uploaded to Google Classroom. The related academic theories, and practical examples of the Speaking Tasks will be discussed.

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Keywords : Task-based learning, Communicative language teaching, Output, Computer-assisted language learning, Google Classroom

