Classroom Language

Programme: MoE K – 12

Elementary school teacher training

**Instructor: Steven Murray**

British Council Taipei

Learning outcomes:

This workshop aims to highlight the importance of classroom language in English. By the end of this workshop participants will be able to:

- to explain how classroom language aids language acquisition

- understand when L1 or L2 is more beneficial for learners in the classroom

- teach classroom language in context to your young learners and help them to practise using it

- give instructions for various activities effectively

CLASSROOM LANGUAGE
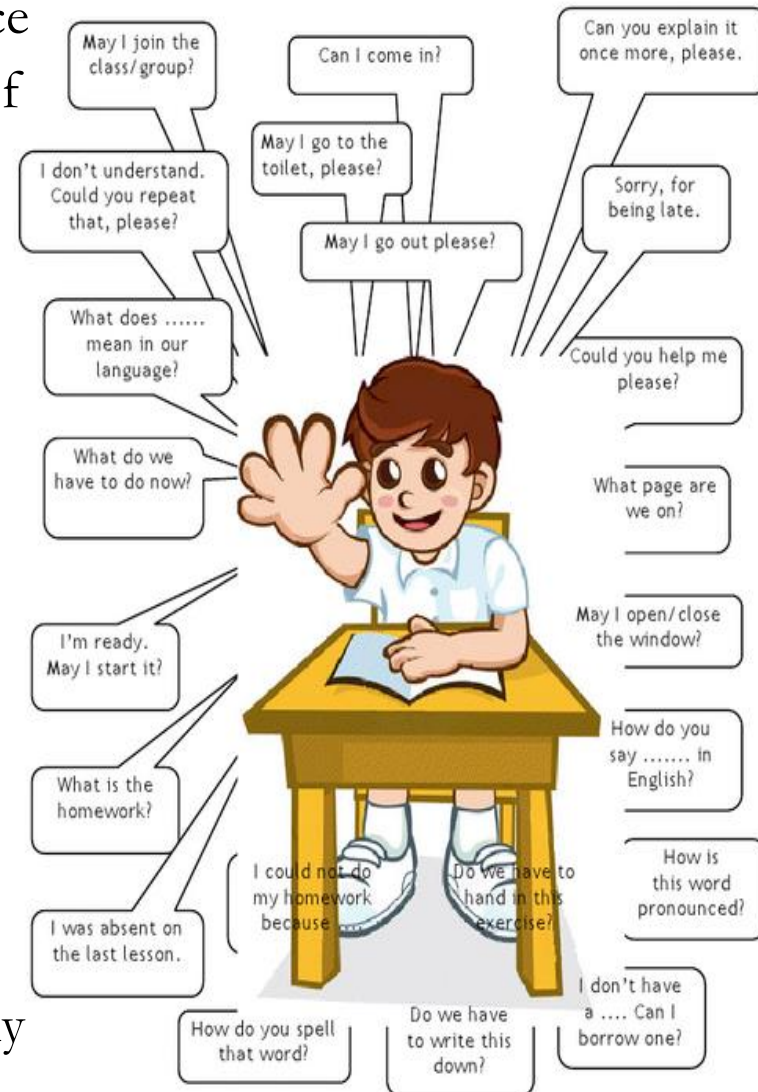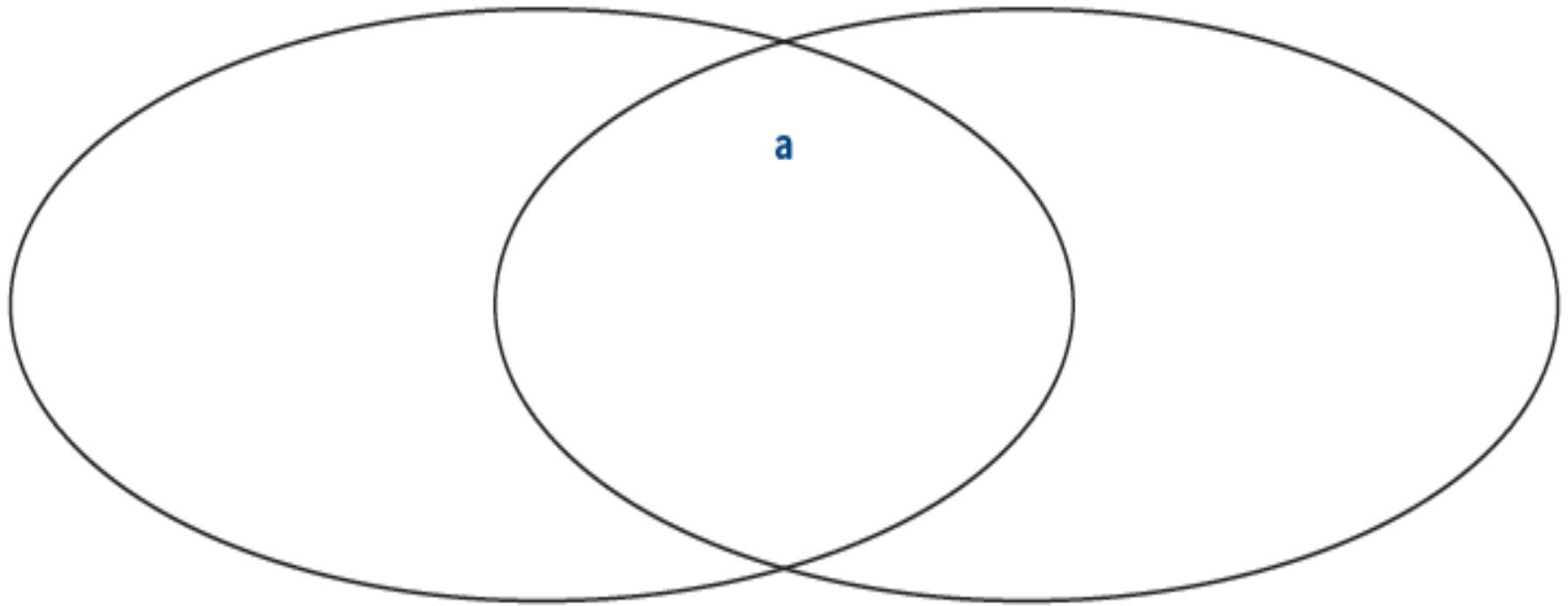
What is classroom language?

Who says what?

a) "Good morning. How are you?"

Teacher's language   **Teacher's or learners' language**   **Learners' language**

a

Read the examples of classroom language on the next page and fill in the venn diagram.

What is classroom language?

h) "Sit down, please."

b) "Pens down and listen, please."

c) "How do you spell it?"

d) "Please may I be excused?"

e) "Where's the dictionary?"

f) "That's not right. Try again."

g) "Whose turn is it?"

i) "What does this mean?"

j) "Could you say that again?"
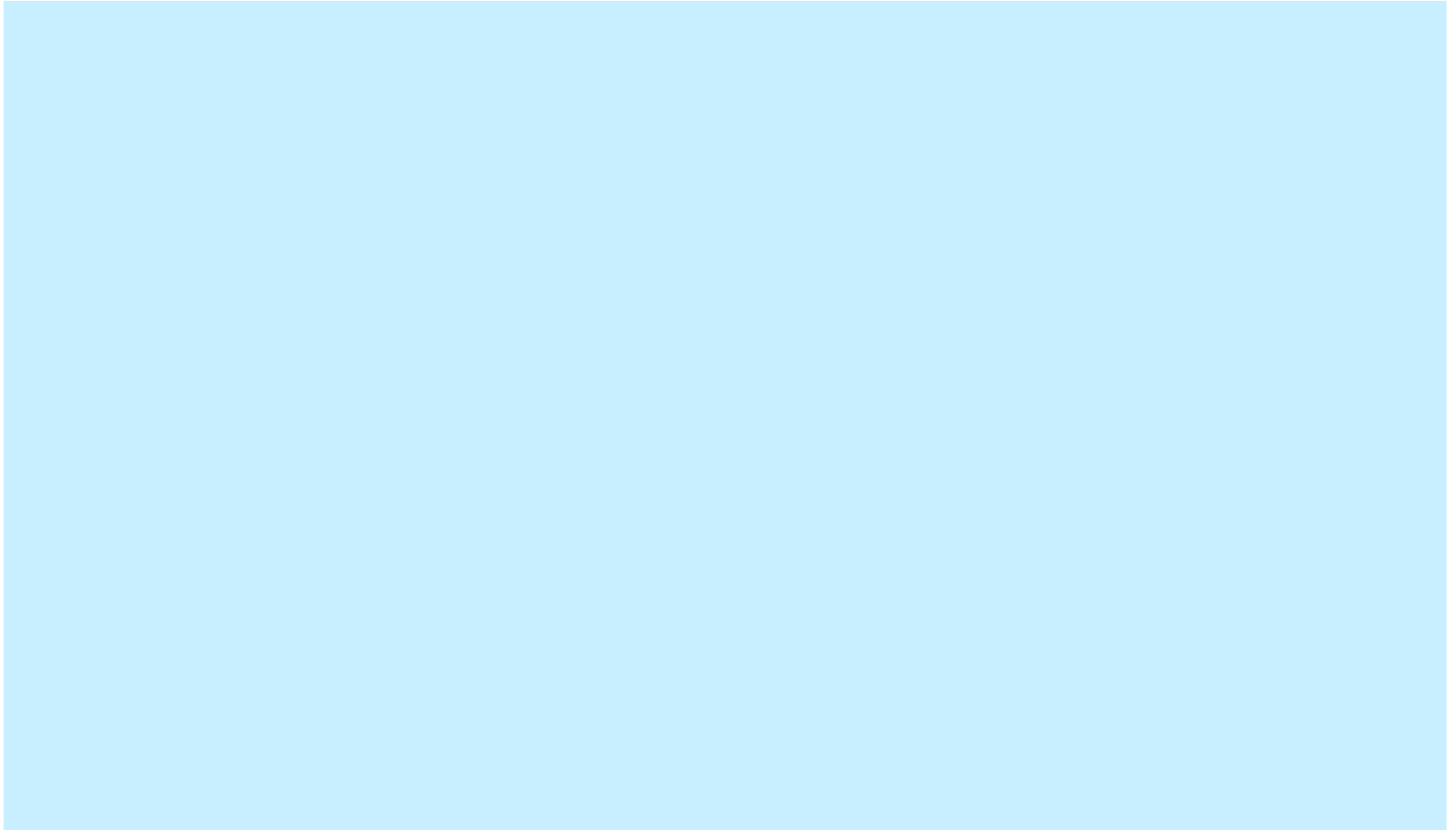
k) "Can I borrow your ruler?"

l) "Why did you write that?"

m) "You have five more minutes."

n) "Shall I go first?"

So what is classroom language to you…

Write a definition in the box below…

So why use classroom language? – Fill in the gaps below

a. it is widely believed	b. when and where	c. an additional benefit
d. on the tip of the tongue	e. acquire their mother tongue	f. as a matter of fact
g. need fine-tuning	h. come to understand	

The importance of classroom language:

Young learners 1._____ through constant exposure to and usage of language.
2._____ that lexical chunks, or commonly used phrases, aid acquisition.

By hearing chunks of language used in relevant contexts many times, young learners
3._____ the meaning of each chunk. Eventually they are able to produce the phrases themselves in appropriate contexts to express themselves accurately. Young learners do not analyse the grammar of such chunks – they just know 4._____to use them, through repetition and successful usage. Learners of second languages can also acquire lexical chunks in the same way.

5._____ of lexical chunks is how they aid fluency. By having a store of such chunks
6._____, speakers don't have to think so hard about every word they say, which would slow down speech. They can produce the appropriate chunk at the appropriate time without much thought, and so concentrate on other aspects of speech, which may
7._____, such as grammar and discourse.

So why use classroom language? – Conclusions

It makes sense then, that teachers of English as _____ should… use _____ in the classroom as much as possible. Classroom language, such as greetings, instructions, giving feedback, etc. contain examples of lexical chunks and tend to be used _____ .

If such language is said in English, learners will gradually _____ these phrases in the same way as a native speaker would. Learners should also be encouraged to use such phrases themselves, in order _____ .
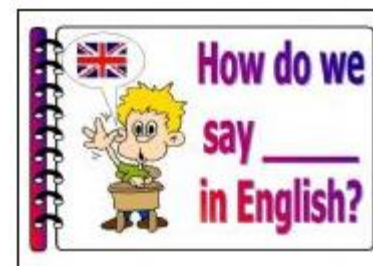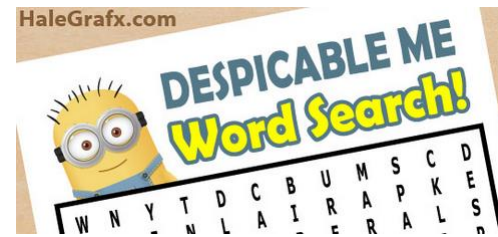
lexical chunks	to aid fluency	repetitively in context	acquire	a foreign language

Let's set up a word search


```
T  V  S  T  S  O  F  S  B  E  S  S  E  X  E
G  B  G  E  C  Y  U  R  A  A  V  U  N  G  U
S  M  S  E  O  O  E  R  E  A  Q  B  I  W  U
W  E  A  P  M  N  T  L  L  S  O  M  R  C  E
Q  N  A  R  E  H  A  U  L  N  H  E  A  P  H
S  F  O  B  Q  C  A  C  E  A  R  R  M  R  T
W  N  Z  U  E  B  T  S  L  H  V  S  B  E  A
E  I  A  P  L  D  S  A  K  O  U  I  U  C  E
Y  K  G  E  G  C  Q  L  C  E  V  B  S  I  R
E  D  I  S  A  S  T  E  R  U  L  L  P  O  B
S  N  I  A  T  N  U  O  M  A  L  E  H  U  G
F  O  R  E  S  T  S  A  E  S  E  A  T  S  I
F  C  S  N  I  A  L  P  L  K  V  P  R  O  A
G  N  I  Z  A  M  A  J  E  W  E  L  S  N  N
J  H  T  H  R  R  N  J  U  U  J  K  X  T  T
```

T:\Teachers\Steven Murray\9. Teacher training\6. Secondary school - New Taipei City Nov - Dec\Classroom language\1. Classroom language works in progress\Wordsearch

Now set up the word search…

Listen to the classroom language your teacher uses…

Pre-teach the following classroom language…

It's a word for …
It's another word for…
It means the same as…
You can buy stinky tofu / toys here
They are very … , for example, they are cold / hot / big / small
They are + colour, for example, they are blue, black, green etc
It's a place where… , for example, It is a place where people buy things / where people play
They have old things in them
Children do this
Everybody likes to do this
It's the opposite of … , for example, it's the opposite of up
It sounds like…, for example, it sound like cup

Pre-teach the following classroom language…

Top
Bottom
Left
Right
Second line / third line
Second from the top / third from the bottom
Top to bottom / bottom to top
It goes across / up / down

It's at the top / at the bottom / on the left / on the right
It's near the top / near the bottom / in the middle
It starts on the second row / third line
It's second from the top / third from the bottom / forth from the right / fifth from the left
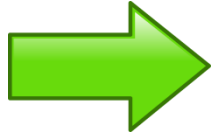It goes diagonally / across / up / down
It goes from top to bottom / from bottom to top / from left to right

market

Around town

drink

right

mall

up

down

toys   museum

play
store
buy
left

forward

old

backward

park

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Activity_____

Age/Level/Class Size_____

Activity	Procedural language <u>used</u> by the teacher to set up the activity	Functional language needed by the students to complete the activity	Target language

Feedback for teacher:

Let's play back to the board

spring

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Activity_____

Age/Level/Class Size_____

Activity	Procedural language <u>used</u> by the teacher to set up the activity	Functional language needed by the students to complete the activity	Target language

Feedback for teacher:

Back to the board

Do you think this activity could be adapted to work with your young learners?

What classroom language would you need to use to set up this activity?

How can you turn over the procedural language to your young learners.

How would you stop your young learners from using Chinese during this activity?

How would you teach your young learners the classroom language they need?

Reducing use of L1 - Classroom functional language cards

Ask:	Answer:
What's number / question ...?	• Okay, it's ...
What have you got for ...?	• I think ... I guess ...
What's the answer for ...?	• Well, it might be ...
	❖ I'm not so sure.
Can you help me, please?	• Okay, sure!
How do you spell ...?	• Right, it's ...
What does ... mean?	• Well ...
How do you say ... in English?	• Okay, it's ...
Teacher, can you check my work please?	• Of course!

Classroom functional language cards: Personalised

My classroom language

Work in your group to produce at least two examples of classroom language suitable for your learners for each classroom situation in the table below	
Greeting	Doing pair work
Getting learners' attention	Playing a game
Asking for permission	Giving feedback
Asking for clarification	Saying goodbye

# Make your own classroom functional language card

Ask	Answer

Over to you…

Have a look at the young learner activities your trainer will give to you.

A) Classroom survey – likes / dislikes – lesson 3 - Hello Kids 10

B) Matching seasons activity – lesson 3 – Hello Kids 9

C) The maze game – page 53 – Hello Kids 10

Discuss how you are going to set these activities up for your young learners and then complete the classroom language planning forms in your groups.
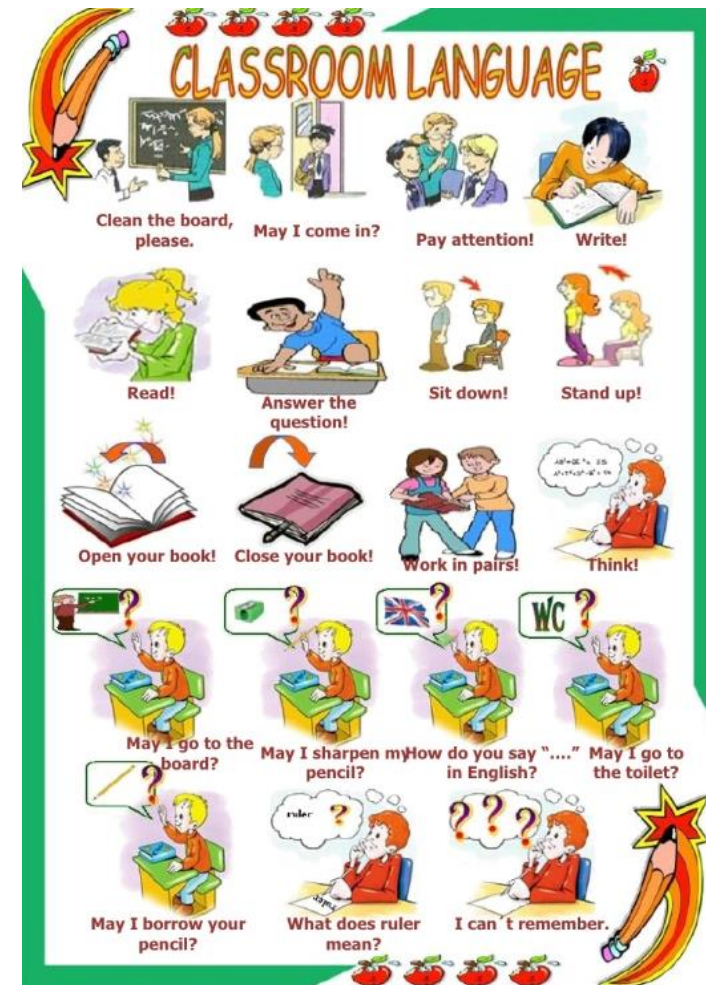
What do you like to do?	Name	Yes / No	Reason(s)
Do you like to build models?			
Do you like to play with animals?			
Do you like to write stories?			
Do you like to read stories?			
Do you like to sing?			
Do you like to dance?			
Do you like to run?			
Do you like to play with toys?			

Task A – Classroom survey – Hello Kids 10 – likes / dislikes
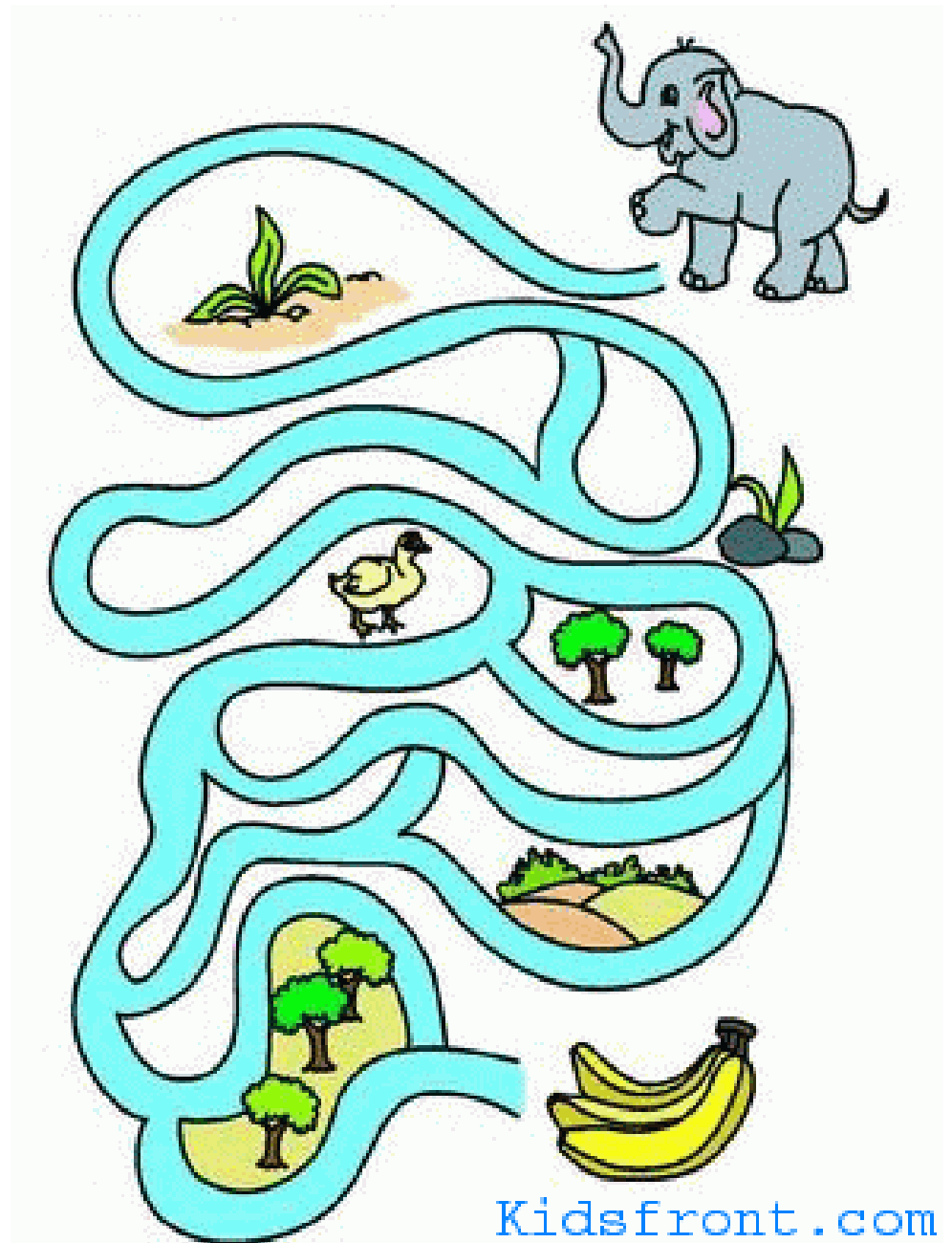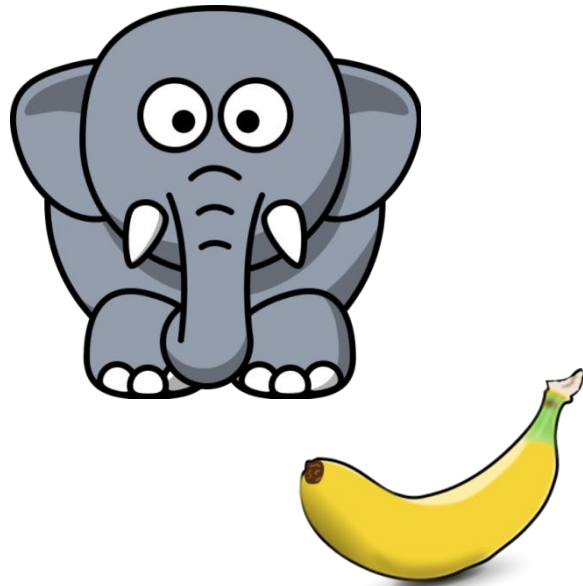
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Activity_____

Age/Level/Class Size_____

Activity	Procedural language <u>used</u> by the teacher to set up the activity	Functional language needed by the students to complete the activity	Target language

Anticipated Challenges/Teacher Notes:

Task B: Matching: Seasons:

Hello Kids 9 – lesson 3

1.

2.

A. spring

B. summer

C. fall autumn

D. winter

3.

4.

1._____ 2._____ 3._____ 4._____

Now tell your partner why you matched them in the way that you did.

What language will your students need to use to complete this task?

Task B: Matching: Seasons:

Hello Kids 9 – lesson 3

A.

B.

1.

2.

3.

4.

C.

D.

1._____ 2._____ 3._____ 4._____

Now tell your partner why you matched them in the way that you did.

What language will your students need to use to complete this task?

Task B: Matching: Seasons:

Hello Kids 9 – lesson 3

1.

2.
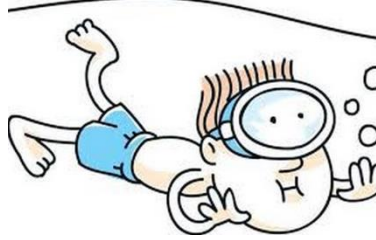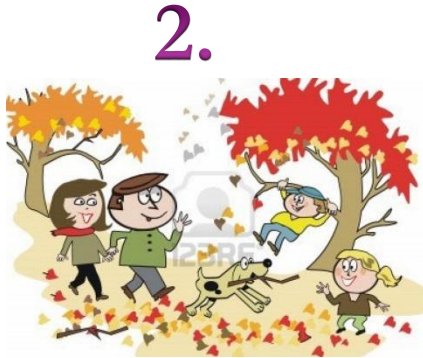
3.

4.

A. Many leaves will fall to the ground.

B. Many flowers will grow.

C. The beaches will probably be full of children.

D. Lots of snow will fall.

(Note we use will to talk about future facts; however we use probably and will if we are not so certain!)

1._____ 2._____ 3._____ 4._____

Discuss why you matched the pictures and descriptions in the way you did!

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B

Activity_____

Age/Level/Class Size_____

Activity	Procedural language <u>used</u> by the teacher to set up the activity	Functional language needed by the students to complete the activity	Target language

Feedback for teacher:
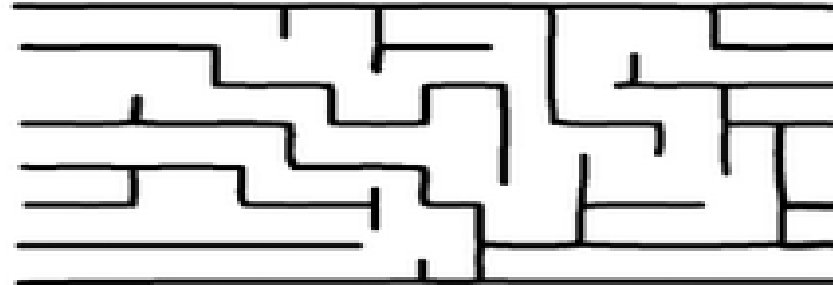

Where's my banana?

Can you help the elephant find his banana?

Kidsfront.com

What language will your students need to use to complete this task?
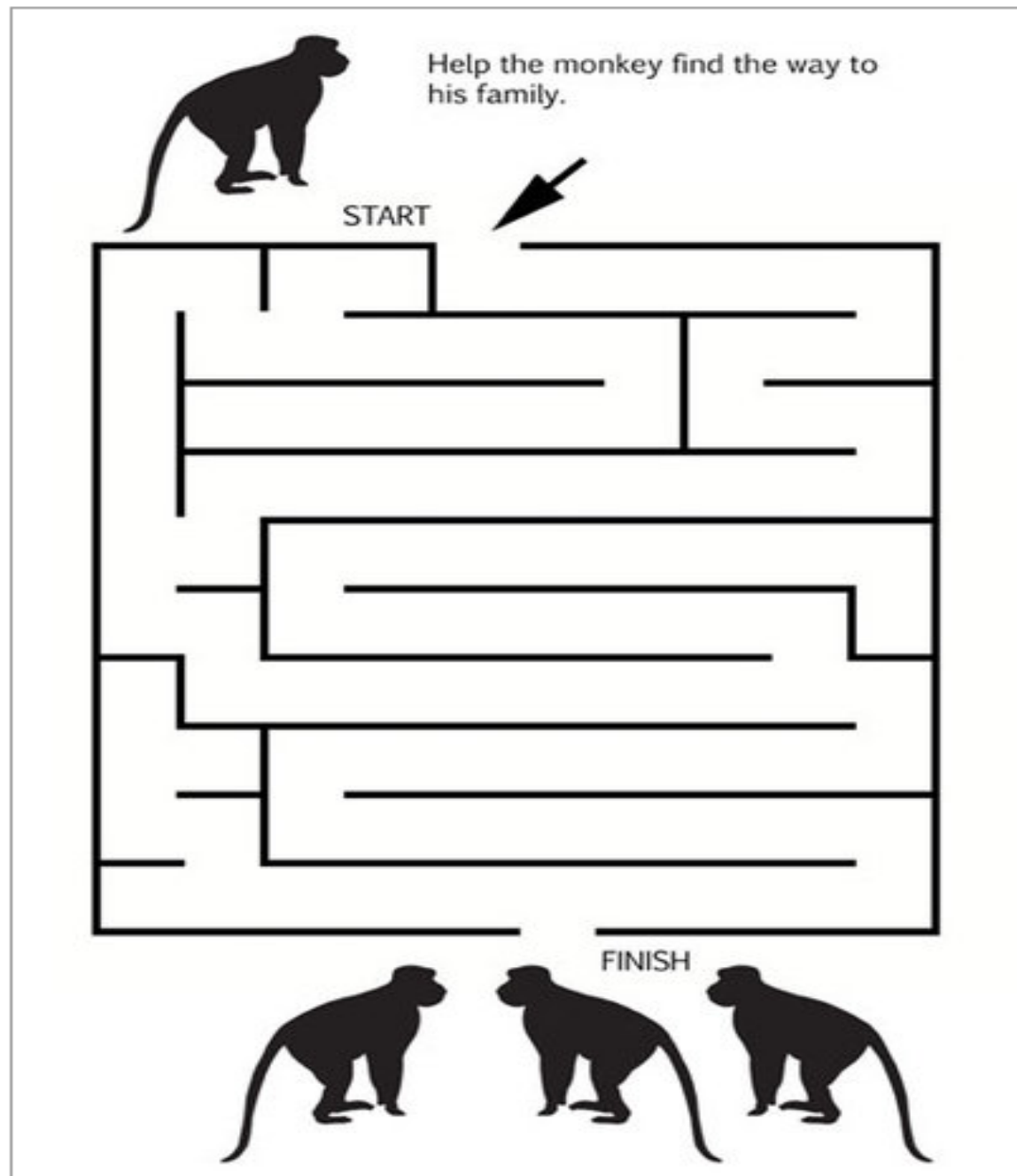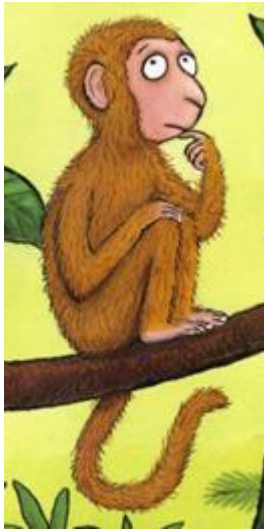
Can you help us too?

Hungry Animals
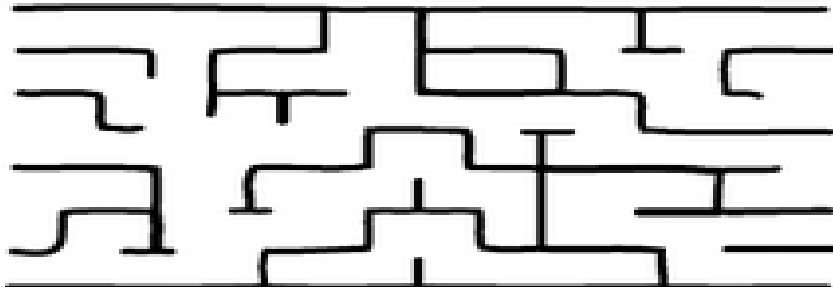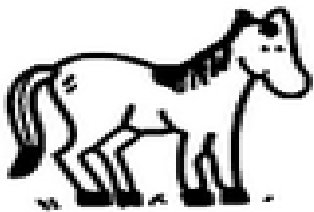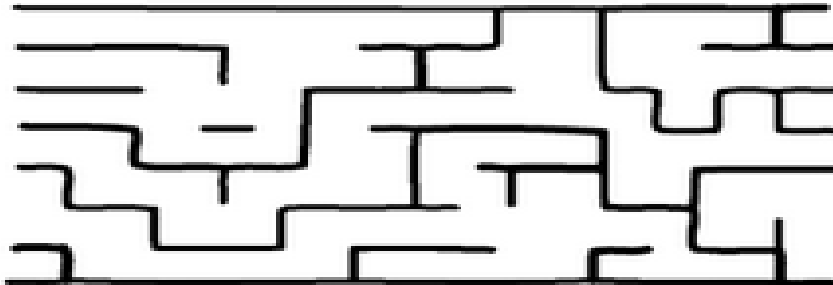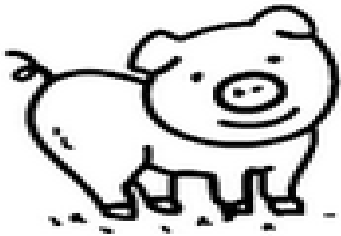
Help the animals find their food!

Where's my family?

Can you help the monkey find his family?

Help the monkey find the way to his family.

START

FINISH

BRITISH COUNCIL

Activity_____

Age/Level/Class Size_____

Activity	Procedural language <u>used</u> by the teacher to set up the activity	Functional language needed by the students to complete the activity	Target language

Anticipated Challenges/Teacher Notes:

L1 and L2 use – When is using the mother tongue OK?

Classroom situation	**L1 or L2?**
1.	Explaining how to play a game to intermediate learners.
2.	Intermediate learners comparing their answers to a gap-fill activity.
3.	Explaining the meaning of a word to intermediate learners.
4.	Comforting a learner who is upset.
	(Remember Krashen's Affective Filter Hypothesis)
5.	Elementary learners discussing a reading comprehension task.
6.	Explaining a grammar point to elementary learners.
7.	Talking to learners about their weekend. (Remember Krashen's Input Hypothesis)
8.	Stopping two learners from fighting.
	(Remember Krashen's Affective Filter Hypothesis)
9.	Explaining how to do a pair work activity to elementary learners.
10.	Explaining a grammar point to intermediate learners.
11.	
12.	
13.	
14.	

Teacher talking time

"The more the teacher talks during the lesson, the better – it gives the learners more listening practice."

"I disagree. If the teacher talks a lot, the learners don't have much time to practise speaking themselves."

Do you agree with either of these views? Make a note of your main ideas.

Setting up an activity

- When giving instructions for an activity, teachers often talk too much. If using English, they may explain the activity in too many words, which the learners don't understand. So, the activity may not go well.

- If teachers use the learners' mother tongue, they deprive the learners of an opportunity to practise their English listening skills in an authentic situation. Giving instructions well in English takes practice.

- Now set up the how often activity without using any Chinese.

- T:\Teachers\Steven Murray\9. Teacher training\6. Secondary school - New Taipei City Nov - Dec\Classroom language\1. Classroom language works in progress\Materials for course participants to set up

Dos and don'ts

Dos	Don'ts

a)	Demonstrate, rather than explain an activity, if possible.	**i)**	Use confident learners with a higher level of English to demonstrate activities.
b)	Make sure all the learners can see the demonstration before you start.	**j)**	Give out materials after you give the instructions.
c)	Elicit as much information from the learners as possible.	**k)**	Save time by producing all the information yourself.
d)	Explain the whole activity before learners begin, especially if it is a long and complicated one.	**l)**	Check that learners have understood your instructions by asking specific questions about the activity procedure.
e)	Use language that is above the learners' level.	**m)**	Ask learners "Do you understand?" at the end of your instructions.
f)	Use language that learners will be able to understand easily.	**n)**	Always have an instruction-giving stage, no matter what the activity.
g)	Give out materials before you give the instructions.	**o)**	Only give instructions if necessary – some activities can be learnt while doing, others don't need instructions.
h)	Give instructions in stages if necessary.		

Watch the video on providing different types of instructions in the young learner classroom. Reflect on…

1 ... one new thing you have learnt from this video. Explain why you chose it to your group.

2 … one style of giving instructions that you want to try out with your young learners. Explain why you chose it to your group.

3 … one important thing from this video that you would like to share with your colleagues. Explain why you chose it to your group.

Reflect on…

1 … one new thing you have learnt from this workshop.

2 … one activity from this workshop that you will try out with your learners. Explain why you chose it.

3 … one important thing from this workshop that you will share with your colleagues.

Glossary

Acquisition The way people learn their mother tongue

Affective Filter Hypothesis Part of Dr. Stephen Krashen's Second Language Acquisition Theory, published in 1981. He believed that learners can only accept language input if their affective filter is low, i.e. they are motivated, confident and relaxed. If they are unmotivated, lack confidence or feel anxious, the affective filter will be up and will block any input from being received

Classroom language The language used in an English language classroom as part of the procedure, e.g. greetings, asking permission, getting learners' attention, giving instructions, giving feedback, etc. It is usually used repetitively

Elicit To get information from learners, rather than the teacher providing it. This can be done in a variety of ways, such as asking questions, using pictures, using prompts, brainstorming, etc.

Glossary

Input Hypothesis Part of Dr. Stephen Krashen's Second Language Acquisition Theory, published in 1981. He stated that learners should be exposed to language, which is comprehensible +1, i.e. slightly above the language level they have reached. He believed that learners will be able to understand such language by using the context and their world knowledge and, at the same time, acquire the new language

L1 First language, or mother tongue

L2 Second language, usually being learnt in a classroom

Lexical chunks A phrase/group of words that are commonly used together. The speaker doesn't separate the words to understand the meaning, but rather sees them as a whole lexical item

Teacher talking time The amount of time an English language teacher talks during the lesson

Recommended reading

www.teachingenglish.org.uk/think/articles/lexical-approach-1-what-does-lexical-approach-look – the first of two clearly written articles by Carlos Islam and Ivor Timmis in 2003, defining lexical chunks as part of the lexical approach to teaching and learning. There is also a link to lexical approach activities.

www.teachingenglish.org.uk/blogs/brenbrennan/it-ok-use-l1-classroom – an interesting blog detailing one teacher's experience of using L1 and L2 in the classroom in 2010.

www.teachingenglish.org.uk/forum-topic/language-teaching – this discussion explores the advantages and disadvantages of using mother tongue in the classroom.

www.teachingenglish.org.uk/talk/questions/giving-clear-instructions-0 – an interesting discussion about how to give clear instructions in English when setting up an activity, especially where the learners' level of English is low.

www.teachingenglish.org.uk/think/articles/eliciting – an article by Steve Darn from 2009, detailing why elicitation is a useful technique, how it can be difficult in some cultures and useful tips for doing it successfully.

Differentiation in the Mixed Ability Classroom

Programme: MoE K-12 Elementary School

Teacher Training

Instructor: Steven Murray

British Council Taipei
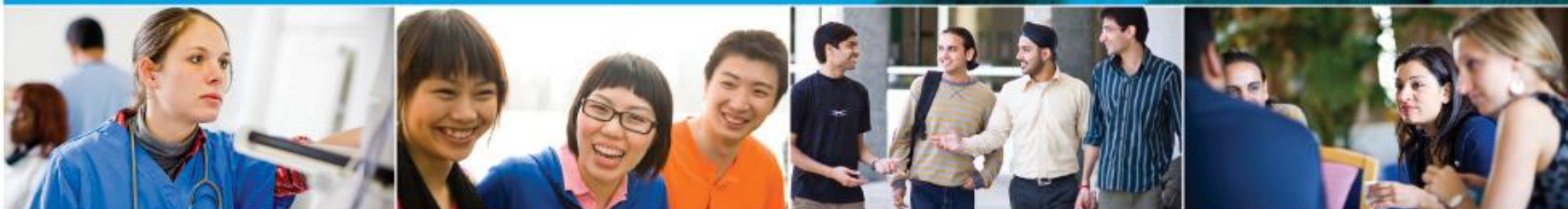
Mixed ability / differentiation: Session aims

To develop your understanding of the role of differentiation in the young learner classroom.

To develop your understanding of differentiation according to ability.

To develop your understanding of differentiation according the learning styles.

To develop your understanding of differentiation in relation to task outcomes and the levels of support you can provide to your young learners.

To develop your understanding of how to differentiate your own activities / tasks and outcomes.

Average Student

Dinosaur activity…

Listen to the song and fill in the gaps

They used to walk
They used to 1) _____
They used to fly with a toothy 2) _____
Some ate plants and some ate 3) _____
Some walked around on just two feet
(chorus)
Oh the dinosaurs as big as 4) _____
Dinosaurs brains like 5) _____
Jaws and 6) _____
Teeth and 7) _____
They used to growl, 8) _____ and moan

Some had 9) _____
Some had 10) _____
Spikes and clubs and whip like tails
They fought like 11)_____
The earth sure shook
The volcano sizzled and the 12)_____
cooked
(repeat chorus)
Tyrannosaurus Rex was a
13) _____ king
Stegosaurus tail could really 14) _____
Brachiosaurus liked to 15) _____
Trachadon would chew and 16) _____
(repeat chorus)
They roamed the earth a hundred
17) _____ years
Without worries cares or fears
Then one day they hit the soil
Now they're fossils, gas and 18) _____
(repeat chorus x2)

High level

Listen to the song and fill in the gaps

They used to walk
They used to 1) _____
They used to fly with a toothy 2) _____
Some ate plants and some ate 3) _____
Some walked around on just two feet
(chorus)
Oh the dinosaurs as big as 4) _____
Dinosaurs brains like 5) _____
Jaws and 6) _____
Teeth and 7) _____
They used to growl, 8) _____ and moan

Some had 9) _____
Some had 10) _____
Spikes and clubs and whip like tails
They fought like 11)_____
The earth sure shook
The volcano sizzled and the 12)_____
cooked
(repeat chorus)
Tyrannosaurus Rex was a
13) _____ king
Stegosaurus tail could really 14) _____
Brachiosaurus liked to 15) _____
Trachadon would chew and 16) _____
(repeat chorus)
They roamed the earth a hundred
17) _____ years
Without worries cares or fears
Then one day they hit the soil
Now they're fossils, gas and 18) _____
(repeat chorus x2)

Listen to the song and fill in the gaps

Low level

They used to walk
1) They used to _____
2) They used to fly with a toothy _____
3) Some ate plants and some ate _____
Some walked around on just two feet
(chorus)
4) Oh the dinosaurs as big as _____
5) Dinosaurs brains like _____
6) Jaws and _____
7) Teeth and_____
8) They used to growl, _____ and moan

1)Swim / Banana
2)Spin / Grin
3)Apples / Meat

4)Taipei 101 / Trees
5)Cheese / Peas
6)Paws / Claws
7)Bone / Stone
8)Groan / Moan
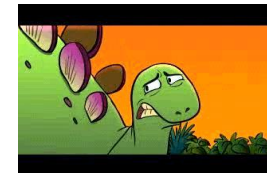
Listen to the song and fill in the gaps

Low level

9) Feathers / Leather
10) Whales / Scales

11) Dragons / Soldiers

12) Lava / Dinner

13) Terrible / Horrible
14) Ping / Swing
15) Stomp / Step
16) Play / Chomp

17) Thousand / Million

18) Gone / Oil

Some had 9) _____
Some had 10) _____
Spikes and clubs and whip like tails
They fought like 11) _____
The earth sure shook
The volcano sizzled and the 12) _____
cooked
(repeat chorus)
Tyrannosaurus Rex was a
13) _____ king
Stegosaurus tail could really 14) _____
Brachiosaurus liked to 15) _____
Trachadon would chew and 16) _____
(repeat chorus)
They roamed the earth a hundred
17) _____ years
Without worries cares or fears
Then one day they hit the soil
Now they're fossils, gas and 18) _____
(repeat chorus x2)

How was this gap fill differentiated?

The highest level gap fill had no clues.

The medium level worksheet used vocab boxes to give the students clues about the phrases they needed to write in the gaps

The lowest level gap fill gave the students two possible alternative phrases to choose from.

Is it OK for students to do different worksheets in the classroom?

Of course! Sometimes this will happen in the differentiated classroom.

What is differentiation?

Children come to our class with …

different learning styles

different levels of ability

different levels of motivation

different personal experiences

different interests

different educational experiences

different levels of readiness

Differentiated teaching …

Watch the video and discuss with your classmates what happens to the…

https://www.youtube.com/watch?v=o8limRtHZPs#t=275
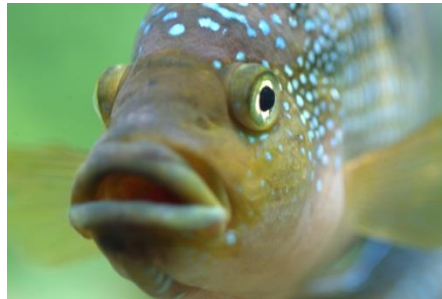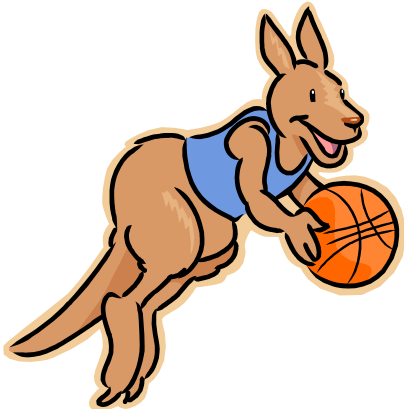
Differentiated teaching is..

A set of unique decisions that a teacher makes in order to bring meaningful learning within the grasp of all students.

So, the slower kids are going to catch up…..*by going more slowly?*

How can we differentiate?

SUPPORT

TASK

OUTCOME

I can see a…

English 3 – Unit 4 – The butterflies were marked - pages 47 - 60

A………… is hiding

Pre – task - What animal is hiding and why?

The ……….. is hiding because…

Now let's play the sentence building game

Let's divide into teams:

•**When you find the animal put your hand up and tell me which animal is hiding and why.**

•**Then tell me one good sentence about the animal you've found. It can be related to anything you know about that animal.**

•**If I like the sentence I'll give you a point. Then the next team will get the chance to produce a longer sentence. If I like this sentence, I'll also give this team a point.**

The .... is hiding because…

Add your own sentence for a point

Add a longer sentence than the other teams for another point

The ……….. is hiding because…

Add a sentence. Then add a longer sentence…

How was this pre-task differentiated?

1. We started with a very easy sentence structure. That is, <u>I can see a…</u>

2. The we introduced more challenging vocabulary. <u>That is, a ……….. is hiding.</u>

3. The we asked the students to tell us why the animals is hiding. That is. <u>The ………… is hiding because…</u>

4. Then we played the sentence building game. During this game there were opportunities for our higher level students to produce longer utterances while at the same time our lower level students could still participate by providing the initial answers.

Lead in to main task(s) - What can you see?
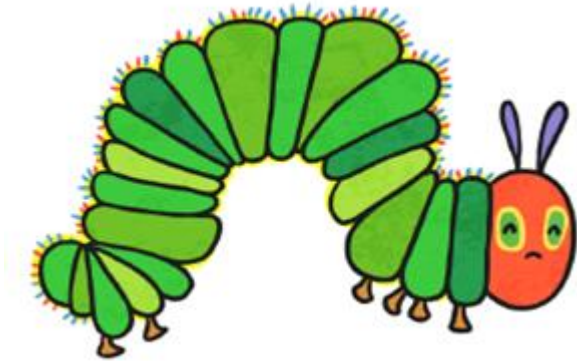
I can see a …

Can you guess what we are going to do next?
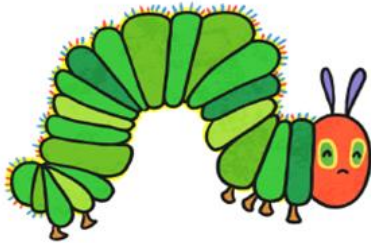
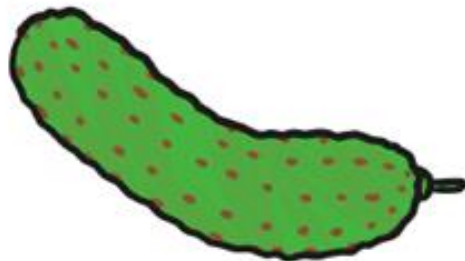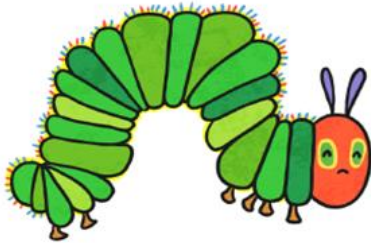That's right! We are going to study the very hungry caterpillar!

Main task – Differentiated approaches toward understanding reading texts – Using pictures to predict content - <u>Where do you think the hungry caterpillar did?</u>
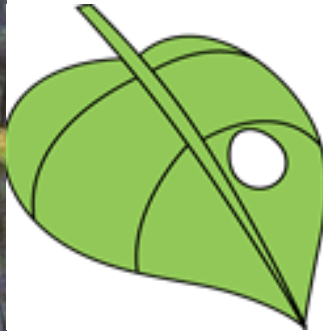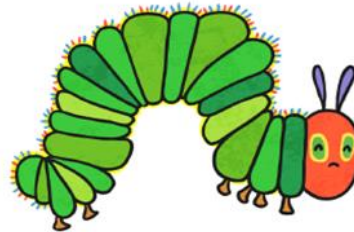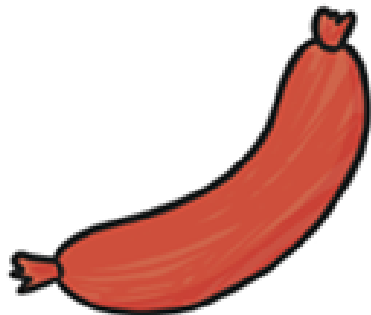
Main task – Differentiated approaches toward understanding reading texts – Using pictures to predict content - Where do you think the hungry caterpillar did?
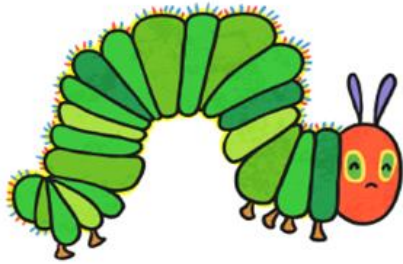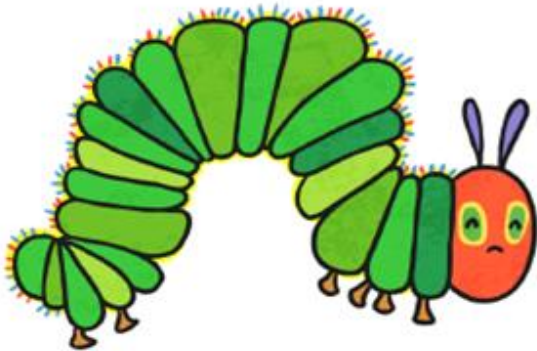

Monday
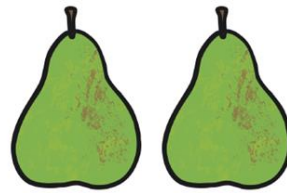
Tuesday

Wednesday
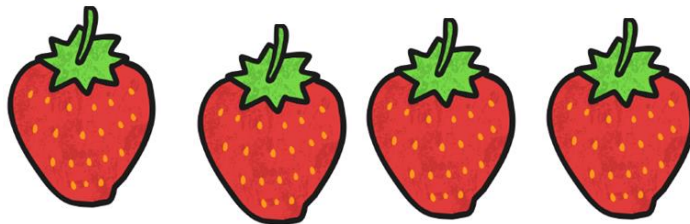
Thursday
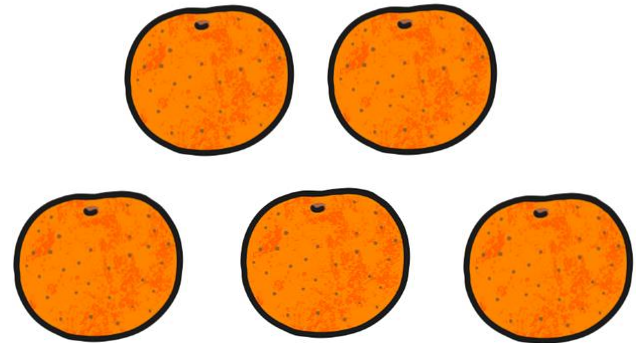
Friday

Main task – Differentiated approaches toward understanding reading texts – Using pictures to predict content - Where do you think the hungry caterpillar did?

Saturday

Main task – Differentiated approaches toward understanding reading texts – Using pictures to predict content - <u>Where do you think the hungry caterpillar did?</u>

Saturday

Main task – Differentiated approaches toward understanding reading texts – Using pictures to predict content - Where do you think the hungry caterpillar did?
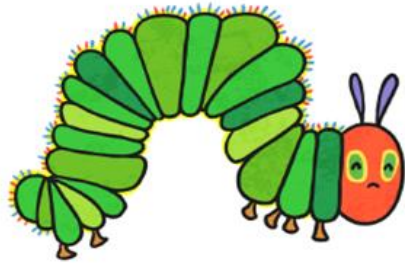
Was he still hungry?

Main task – Differentiated approaches toward understanding reading texts – Using pictures to predict content - Where do you think the hungry caterpillar did?
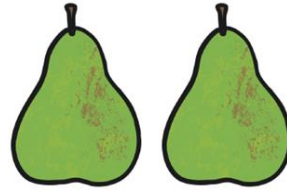

Sunday

Two weeks later

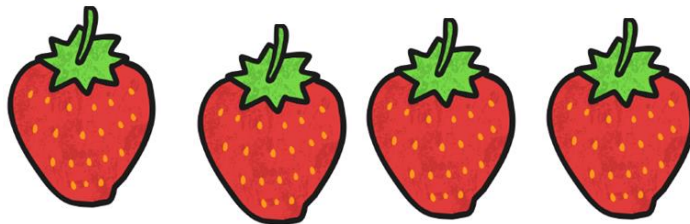**Main task – We can differentiate in terms of grammar. What do you think the hungry caterpillar is going to do?**
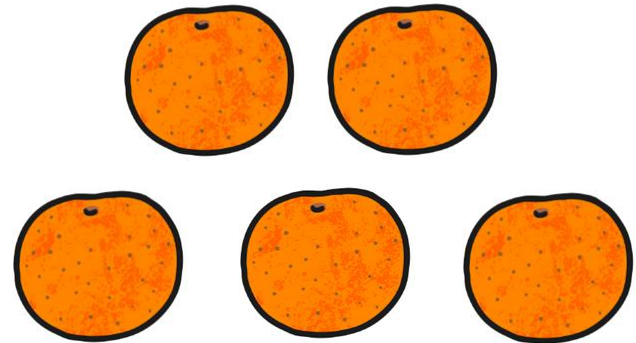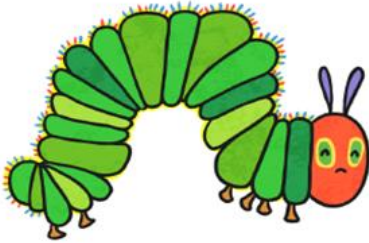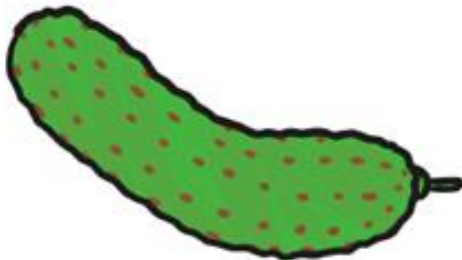
Monday

Tuesday

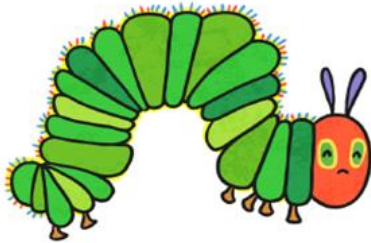Wednesday

Thursday

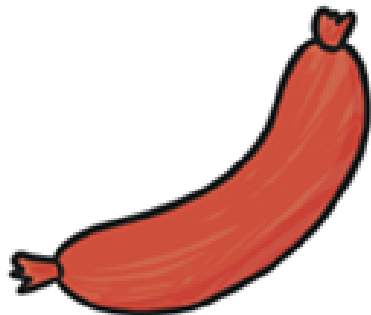Friday

Main task – We can differentiate in terms of grammar. What do you think the hungry caterpillar is going to do?

Saturday

Main task – We can differentiate in terms of grammar. What do you think the hungry caterpillar is going to do?

Saturday

Main task – We can differentiate in terms of grammar. What do you think the hungry caterpillar is going to do?
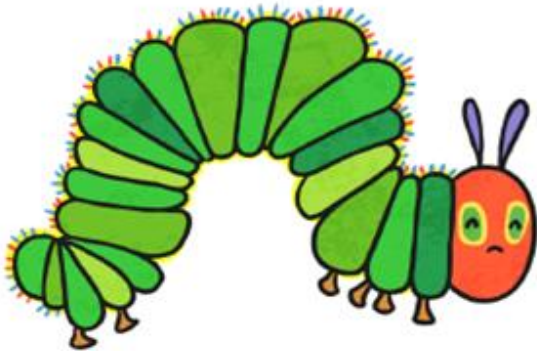
Was he still hungry?

Main task – We can differentiate in terms of grammar. What do you think the hungry caterpillar is going to do?

Sunday

Two weeks later

Main task – Now read the story and answer the questions

In the light of the moon a little egg lay on a leaf on a big tree…

One Sunday morning the warm sun came up and – pop! – out of the egg came a very tiny and very hungry caterpillar.
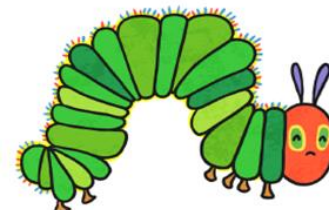
He started to look for some food.

On Monday he ate through one apple. But he was still hungry.

On Tuesday he ate through two pears. But he was still hungry.

On Wednesday he ate through three plums. But he was still hungry.

On Thursday he ate through four strawberries. But he was still hungry.

On Friday he ate through five oranges. But he was still hungry.

## Main task – Now read the story and answer the questions

On Saturday he ate through one piece of chocolate cake, one ice-cream cone, one pickle, one slice of Swiss cheese, one slice of salami. one lollipop, one piece of cherry pie, one sausage, one cupcake and one slice of watermelon.

The next day was Sunday again. The caterpillar ate through one nice green leaf, and after that he felt much better.

Now he wasn't hungry any more – and he wasn't a little caterpillar any more. He was a big, fat caterpillar.

He built a small house, called a cocoon, around himself. He stayed inside for more than two weeks. Then he nibbled a hole in the cocoon, pushed his way out and…

He was a beautiful butterfly…!
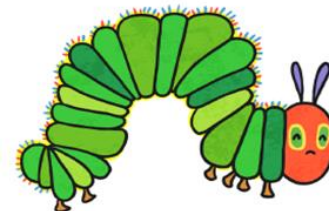
Main task - Checking comprehension of our story – Information gap

Now answer the questions using the information included in the text.

Remember don't copy but write the answers in your own words.
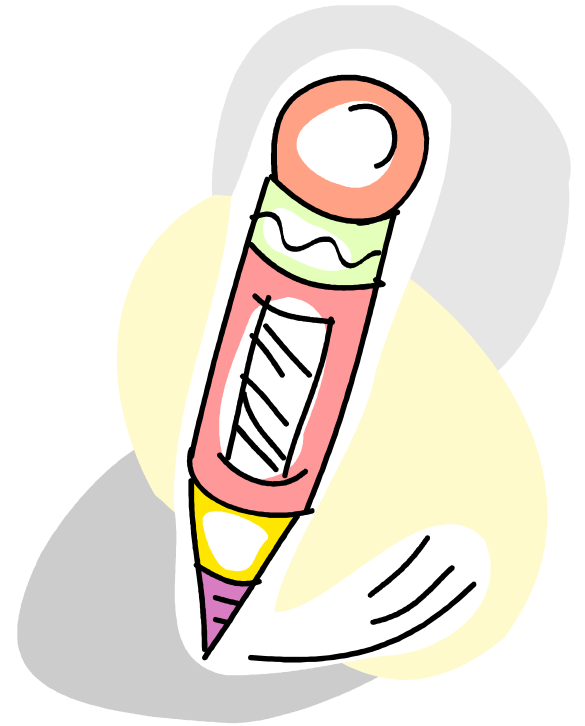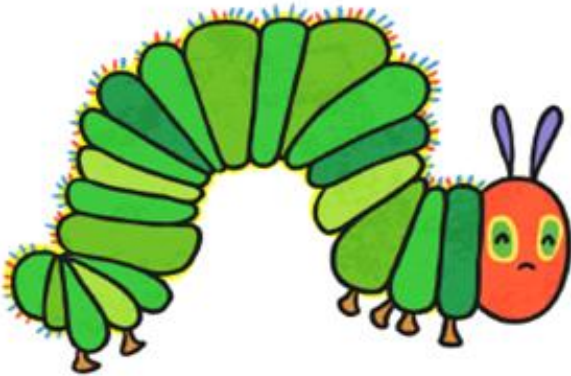
Questions about the first page of the story

1) Where was the light from in the story?

2) How did the caterpillar feel on Sunday?

3) What did he eat on Monday?

4) What did he eat on Tuesday?

5) What did he eat on Thursday?

6) What did he eat on Friday?
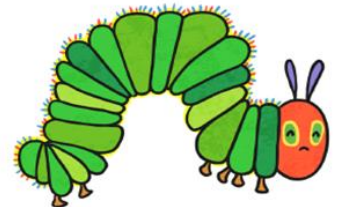
Questions about the second page of the story
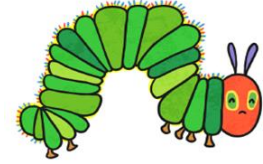
1) What did the hungry caterpillar eat on Saturday?

2) Why do you think the hungry caterpillar had a stomach ache on Saturday?

3) How would you feel if you ate the same things the hungry caterpillar did on Saturday?

4) Do you think hungry caterpillars really eat cakes and ice cream?

5) Do you think it's OK to eat lots and lots of cake and ice cream?

6) Do you know any other animals that change when they grow up from babies to adults? What are they?
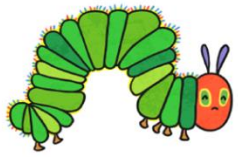
Now write your own question about the hungry caterpillar

1)How   ?

2)What   ?

3)Who   ?

4)Where   ?

5)When   ?

6)Why   ?

Questions to think about…

1) Why can the activity that predicted the story using pictures be described as a differentiated activity?

The pictures were used to predict the content of the story. This approach caters to visual learners differentiating by learning style. In addition, it's worth pointing out that reading a text is not the only way to understand it. So in this case we as teachers are differentiating by approaches towards developing the understanding of reading texts.

We also used the hungry caterpillar story to teach our young learner some aspects of 'future tenses'. That is, if we are making a future prediction based on evidence in the present situation then we use <u>going to.</u> Hence, 'on Monday' the hungry caterpillar is going to eat one apple.
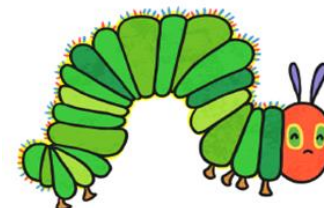
Questions to think about…

However, when we want to talk about future facts or things we believe to be true we use will.

Therefore, the hungry caterpillar will stay in his cocoon for two weeks. After two weeks a beautiful butterfly will emerge from the cocoon.

This kind of approach can make the teaching of grammar more comprehensible to our young learners since we are providing comprehensible input rather than attempting to provide our young learners with explanations of abstract grammar rules, which are often not very accessible to them.
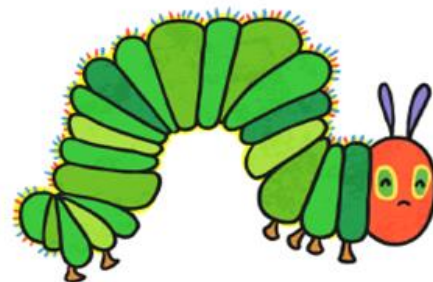
Questions to think about…

2) How is the information gap activity differentiated?

The first page of question are simple comprehension questions and should be relatively easy for our lower level and slower students.

The second page of questions are different question types. In the case of question one the answer is much more detailed. In addition, the other questions are hypothetical and get the students to think beyond the text as well as checking their knowledge of the real world. They should be given to our higher level students thereby differentiating the task in terms of difficulty.
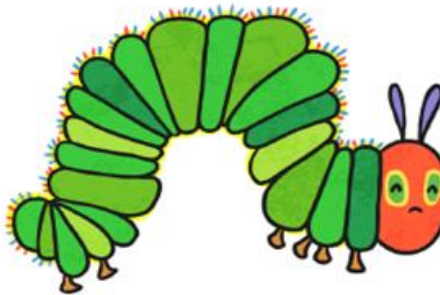
Questions to think about…
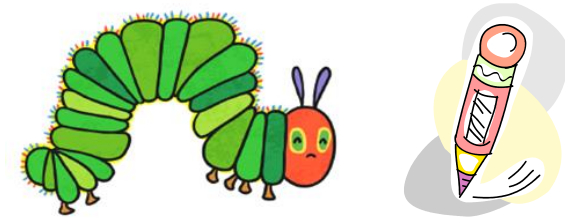
2) How is the information gap activity differentiated?

An alternative way to set up this activity is to give all the students all the questions to answer. Then give them a time limit to complete the questions.

Higher level students should finish all the questions whereas lower level students may not thereby differentiating by outcome. It doesn't really matter if every student doesn't finish every task in the class. Lower level / slower students will have the opportunity to finish the questions they don't complete in class at home giving the chance to catch up.

In addition, when higher level students finish first they can be encouraged to offer assistance to the lower level or slower students. Peer teaching can be a method of differentiating by support. In addition, as the teacher monitors they can offer support to the slower and lower level students, once again differentiating by support.

Questions to think about…

3) Why have activities for fast finishers?

Having extra activities for fast finishers can enable you to differentiate by outcome, task and support as the teacher can help the slower and lower level students while the fast finishers are completing the extra task(s).

Alternatively you can help the higher level students complete the more challenging tasks as the slower and lower level students are completing the relatively easier tasks by themselves or in pairs or groups.

It's worth pointing out that differentiating your lessons enables you to give more support to and challenges for your higher level students. Differentiating shouldn't be just about helping lower level or slower students!
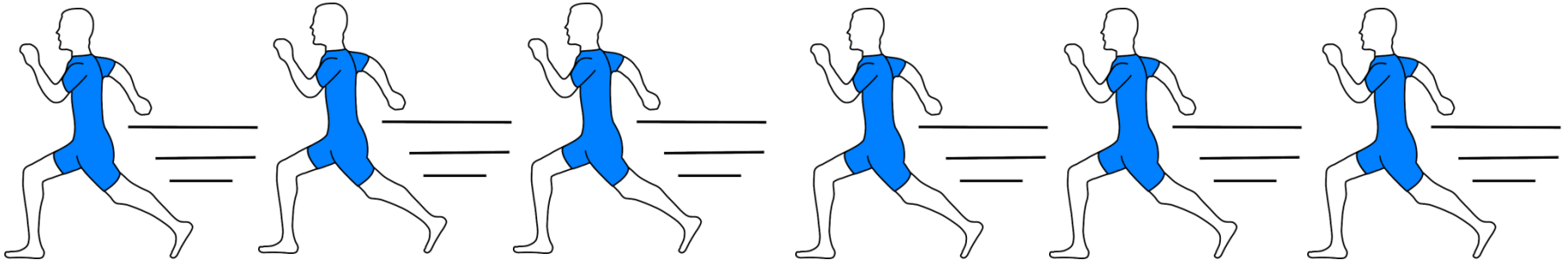
Post task – Error correction activity

On Saturday he eat through one piece of choclate cake, one ice-cream cone, one pickle, one slice of Swiss cheese, one slice of sarami. one lollipop, one piece of cherry pie, one sausage, one cupcake and one slice of watermellon.

The next day was Sonday again. The caterpillar ate through one nice green leef, and after that he felt much better.

Now he wasn't hungry any more – and she wasn't a little caterpillar any more. He was a big, fat caterpilar.

He built a small house, called a coccoon, around himself. He staid inside for more than too weeks. Then he nibled a hole in the cocoon, pushed his way out and…

He was a beutiful butterfly…!
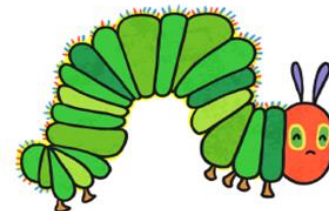
Can you find the ten errors included in this text?

Why can the error correction activity be described as differentiated?

How much easier was it to complete the error correction activity when the errors were underlined? Why?

The find the error activity initially asked your students to scan the whole text as well as to find the errors. The second slide took out the whole element of skim reading, reducing the difficulty level of this post task significantly.

How would you set up this activity?
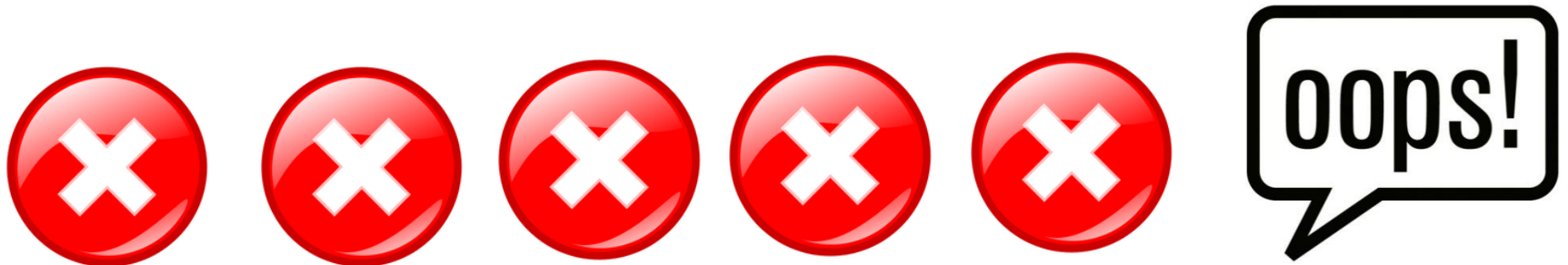
Post task - Match the babies with their parents

Why can the matching activity be described as differentiated?
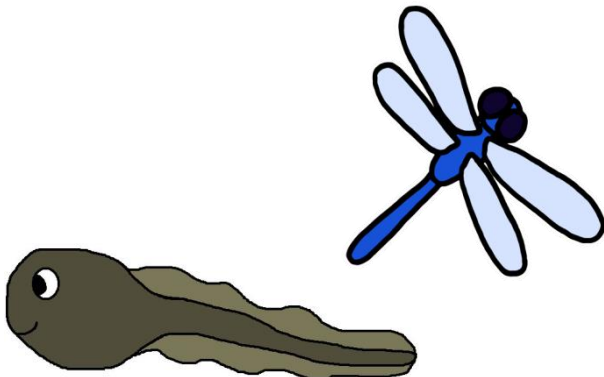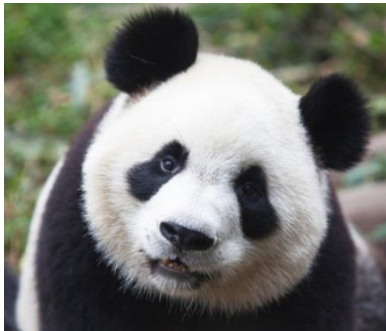
Remember differentiation doesn't have to be by level. By playing a sticky ball or fly swat game you are differentiating by learning style since you are making the activity kinesthetic.

Although it could also be differentiated by level if you as the teacher provided easier or more challenging context clues.

Differentiation by task

We can use…

different levels of worksheets / activities

relevant extension of worksheets / activities

different numbers of worksheets / activities

different levels of prompts

activities that appeal to children with different kinds of multiple intelligences

different approaches towards timing

different task types

HE'S NOT LIKE THE OTHER KIDS:
THE POWER OF DIFFERENTIATION

Differentiation by support.

We can use…

different levels of assistance / peer support / teacher support

different pairs and groups, for example, groups that balance abilities

different levels of correction and feedback

study buddies / study groups

Differentiation by outcome.

We can use…

different outcomes for different students, for example, different end requirements

realistic expectations

peer review activities

"As we start a new school year, Mr. Smith, I just want you to know that I'm an Abstract-Sequential learner and trust that you'll conduct yourself accordingly!"

Put these principles of a differentiated classroom in order of importance in your group and explain why

1 • <u>All students participate</u> in respectful work.

2 • <u>Teacher and students</u> work together to ensure continual engagement & challenge for each learner.

3 • <u>The teacher</u> coordinates use of time, space, and activities.

4 • <u>Flexible grouping</u>, which includes whole class learning, pairs, student-selected groups, teacher-selected groups, and random groups.
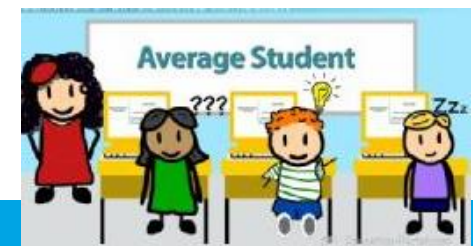
Put these principles of a differentiated classroom in order of importance in your group and explain why

5 • <u>Time use</u> is flexible in response to student needs.

6 • A variety of <u>management strategies,</u> such as learning centers, interest centers, learning buddies, etc. is used to help target instruction to student needs.

7 • Clearly established <u>individual and group criteria</u> provide guidance toward success.

8 • <u>Students are assessed</u> in a variety of ways to demonstrate their own thought and growth.

A   B   C   D   E   F   G   H

Find an activity that you'd like to use with your YLS.

Think about:

How you will use this activity so as to appeal to a differentiated classroom.

Traditional Classroom vs. Differentiated Classroom

TRADITIONAL

- Differences are acted upon when problematic.
- Assessment is most common at the end of learning to see "who got it"
- A relatively narrow sense of intelligence prevails
- Coverage of curriculum guides drives instruction
- Whole class instruction dominates
- A single text prevails

DIFFERENTIATED

- Differences are studied as a basis for planning.
- Assessment is on-going and diagnostic to to make instruction more responsive to learner needs
- Focus on multiple forms of intelligences is evident
- Student readiness, interest, and learning profile shape instruction
- Many instructional arrangements are used
- Multiple materials are provided

Adapted from "The Differentiated Classroom: Responding to the Needs of All Learners," by Carol Ann Tomlinson, 1999, p.16

TASK BASED LEARNING

Programme: MoE K-12

Elementary school teacher training

Instructors: Steven Murray

British Council Taipei

Using a Task Based Approach

in the Junior High School Classroom

AIMS:

1. To develop your understanding of Task Based Approaches suitable for teenagers.

2. To develop your understanding of different task types.

3. To take part in a Task Based lesson suitable for teenagers.

4. To raise awareness of the role of analysis in Task Based lessons.

5. To learn how to create your own Task Based materials.

What is Task Based Learning?
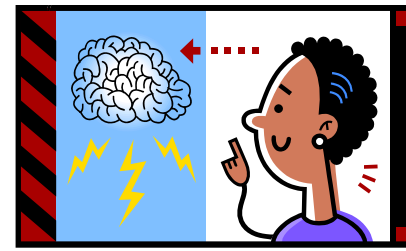
Task 1: Introducing the Task Cycle

Main task: Classroom survey

Source material – Hello Kids 10 – Lesson 1 and 2

TBL task stages:
Pre-task(s)
Task(s)
Post-task(s)

go to
a concert

go to
the movies
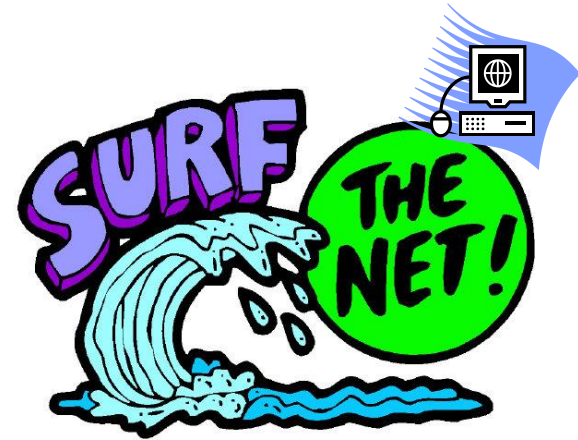
surf the net
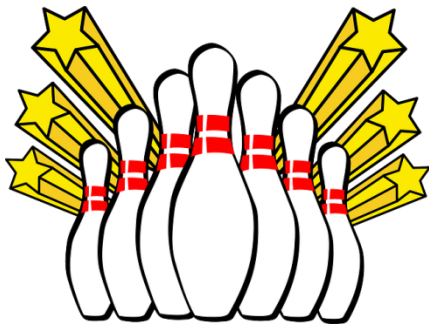
go bowling

play
online games

go on
a trip

play baseball

play basketball
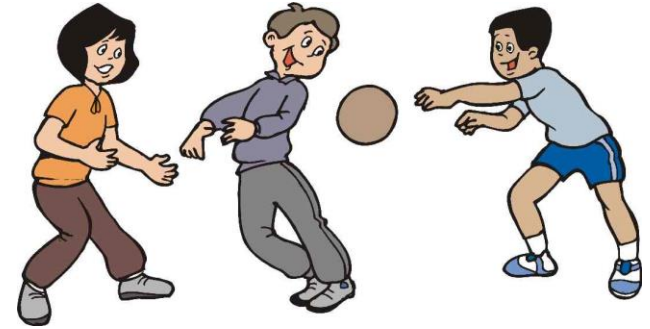
play dodgeball

play football

play tennis
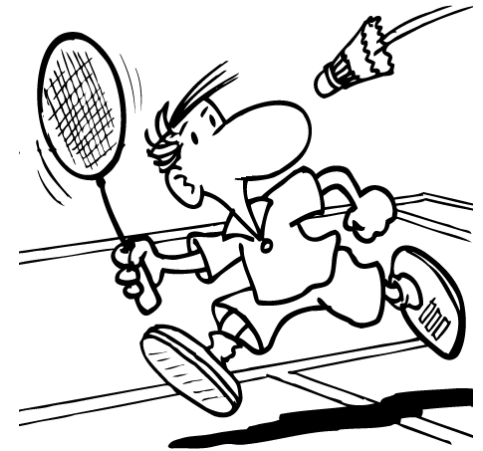
play badminton

1. go to a concert
2. go to the movies
3. surf the net
4. go bowling
5. play online games
6. go on a trip
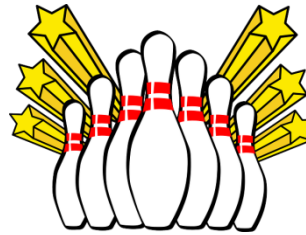
When will you ……………. ?
Will you ………… tomorrow / this weekend / next week / next month?

Two team and four team drilling games focusing on higher level pronunciation skills

1. play baseball
2. play basketball
3. play dodgeball
4. play football
5. play tennis
6. play badminton

Are you going to

………………………..

tomorrow / on Friday / at the weekend / this week / next week?

1. play baseball
2. play basketball
3. play dodgeball
4. play football
5. play tennis
6. play badminton

Are you going to

…………………………….

tomorrow / on Friday / at the weekend / this week / next week?

Two team and four team drilling games focusing on higher level pronunciation skills
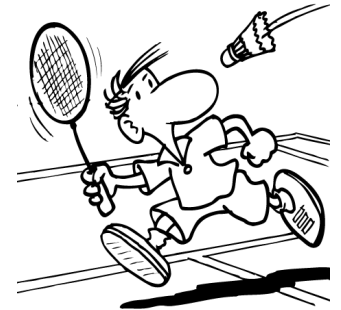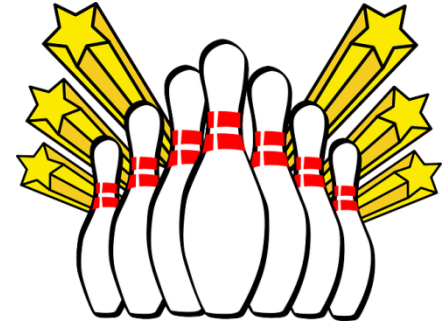
Pre- task - Memory games: What leisure activities can you see?

Pre- task - Memory games: What leisure activity is missing?
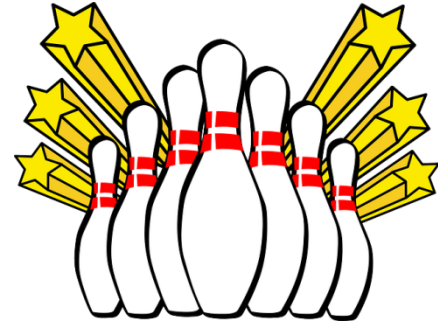
That's right!
go on a trip is
missing!
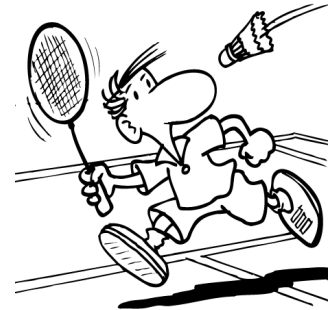
Main - task – Classroom Survey - 1
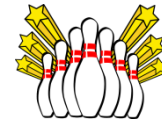
Question	Name	Answer / Reason
When will you go to the concert? → Why?		
Will you go to the movies this weekend? → Why? Why not?		**Yes, because I want to watch the new Avengers movie.**
When will you next surf the Internet? → Why?		
Will you go bowling next week? → Why? Why not?		
When will you next play online games? → Why?		
Will you go on a trip next month? → Why? Why not?		
Will you _____? When will you _____? What will you _____?		

Main - task – Classroom Survey - 2

Question	Name	Reasons / Details
Are you going to play baseball tomorrow? → Why? Why not? → Do you know anyone who will?		
Are you going to play basketball on Friday? → Why? Why not? → Do you know anyone who will?		**No, because I've got too much homework to do, but my friend Paul will**
Are you going to play dodgeball at the weekend? → Why? Why not? → Do you know anyone who will?		
Are you going to play football this week? → Why? Why not? → Do you know anyone who will?		
Are you going to play tennis next week? → Why? Why not? → Do you know anyone who will?		
Are you going to play badminton on Saturday? → Why? Why not? → Do you know anyone who will?		
Are you going to _____?		

Main task – Reporting back to the class

First write in your notebooks and then tell the class three things that your partner is going to do / not going to do and why?

Using will / going to…

At the moment of making a decision we use will.

However, once we've made the decision we talk about it using going to.

So in this case when we are reporting back to the class we should use going to…

Result

Pre- task - Recycling: What leisure activities can you see?
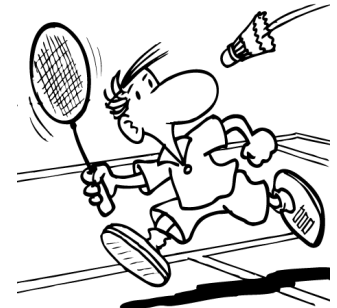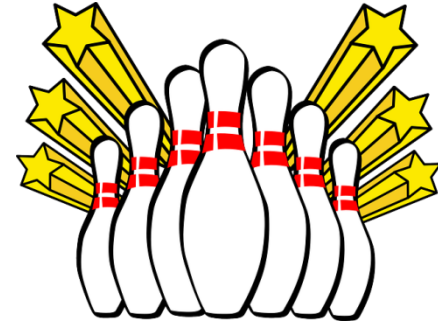
How can you make this kind of task more challenging for higher level learners?

Post task – soft testing

Can you find the word that's spelt wrong?

Can you get a bonus point by hitting it with the sticky ball?

movies
badmington
internet
dodgeball
football
online
tennis
baseball
concert
trip
bowling
basketball
surf

http://www.wordle.net/create

How can you make this kind of task more challenging for higher level learners?
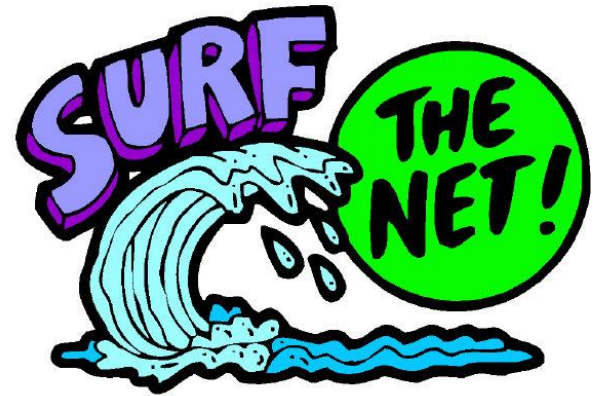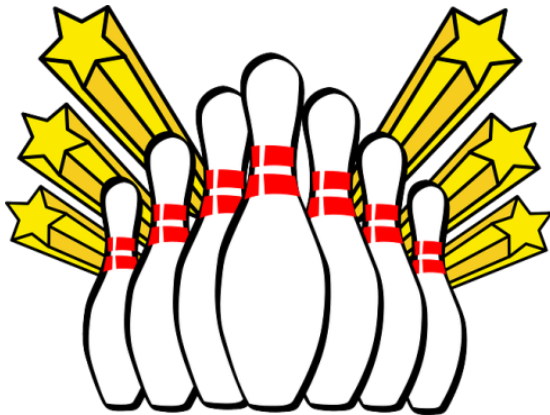
Post task: Leisure activities: Let's watch a movie…

Go dancing.

Surf the internet.

1) How many leisure activities did you see in the video?

2) What are three new leisure activities in the video?

3) What are three leisure activities in the movie that we've also talked about today?

4) What leisure activity would you most like to try? Why?

Did you like the movie? Why?

https://www.youtube.com/watch?v=evv9POaKOng

A Task Based Approach

Task Based Learning offers an alternative for teachers.

In a Task Based Lesson the teacher doesn't pre-determine what will be studied.

Instead, the lesson is based around the completion of a central task and the area studied is determined by what happens as the students complete this task.

It is a relatively free-style of teaching that is said to be non-prescriptive and to promote creativity.
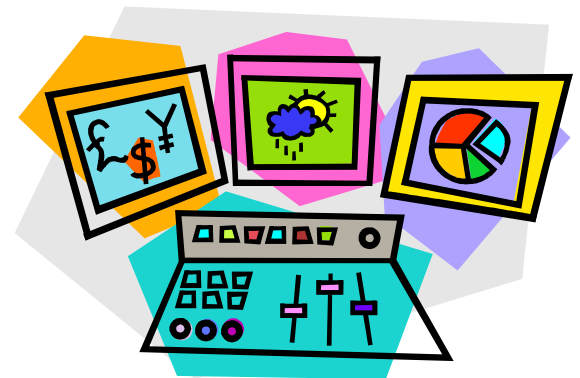
Task Based lessons have what is called a task cycle

Pre-task(s)

   The teacher introduces the topic via, for example, various vocabulary building activities that should help the students to recall, use and learn some of the vocabulary that they will need to complete the main task. The teacher also gives the students clear instructions on what they will have to do during the task stage of the lesson. This part of the lesson can sometimes include a model of people doing the task, which can give the students a clear understanding of what is expected of them.

Main Task(s)

   The students complete a task in pairs or groups using the knowledge and resources that they have as their teacher monitors and offers help and encouragement.

Main Task Types

1. Listing
- brainstorming
- fact-finding

2. Ordering and sorting
- sequencing
- ranking
- categorising
- classifying

3. Comparing
- matching
- finding similarities
- finding differences

4. Problem solving
- analysing real situations
- analysing hypothetical situations
- reasoning
- decision making

5. Sharing personal experiences
- narrating
- describing
- exploring and explaining attitudes, opinions, reactions

6. Creative Tasks
- brainstorming
- fact-finding
- ordering and sorting
- comparing
- problem solving and many others

Main tasks can also include…

A Planning Stage

Students prepare a short oral or written report to tell the class what happened during their task. They then practise what they are going to say in their groups. When they are practicing the teacher is available for the students to provide any necessary assistance.

A Report Stage

Students then report back to the class orally or read their written reports. The teacher may give the students some quick feedback on the content. At this stage the teacher may also play a recording of others doing the same task for the students to compare with.

An Analysis Stage

The teacher may highlight relevant parts from the text of the recording for the students to analyse. They may also ask students to notice interesting points made within this text.

Matching- eg. words and phrases to pictures, directions to maps

Ordering and sorting – sequencing, ranking and classifying

Comparing-finding differences and similarities

Listing- brainstorming, fact-finding

TOPIC

Sharing personal experiences- storytelling, anecdotes and reminiscences

Problem solving-eg puzzles, logic problems and prediction

Projects and creative tasks –class newspaper, poster, survey, fantasy etc

1.   Listing: Jobs

What are good jobs to do? Why?	What are bad jobs to do? Why?
1. 2. 3. 4. 5. 6. 7.	1. 2. 3. 4. 5. 6. 7.

In your groups decide what are the three best jobs to do in Taiwan?	In your groups decide what is the worst job to do in Taiwan?
1. 2. 3.	1.

How are you going to set up this main task? What are your pre and post tasks?
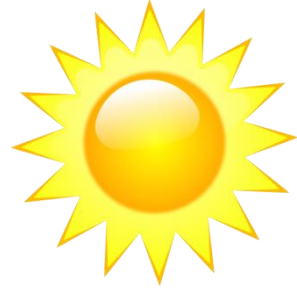
2. Ordering and sorting: Summer

What do people like doing in summer?	
1. 2. 3.	4. 5. 6.

Which of these actions can make you hot? Why?	Which of these actions can keep you cool? Why?
1. 2. 3.	1. 2. 3.

What are the three things your team would most like to do during the summer holidays?
1. 2. 3.

How are you going to set up this main task? What are your pre and post tasks?
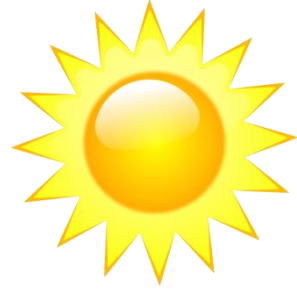
2. Ordering and sorting: Summer holidays

> Collect ideas from others in your group about how to have the best summer vacation!
>
> Discuss and decide which are the best ideas.
>
> Then rank these ideas in order from best to worst.

1.
2.
3.
3.
4.
5.
6.
7.
8.
9.

How are you going to set up this main task? What are your pre and post tasks?

3. **Matching**

Match these places with what you can buy there

1.

2.

A.

B.

3.

4.

C.

D.

1._____ 2._____ 3._____ 4._____

Now tell your partner why you matched them in the way that you did.

How are you going to set up this main task? What are your pre and post tasks?

Match the stores with their descriptions

Hello Kids: lesson 3

3. Matching

1.

2.

A. You can buy shoes, clothes, 3C products, toys and all sorts of things from here.

B. You can buy fruit and vegetables here.

C. People usually buy many weekly groceries from here.

3.

4.

D. You can shop on your computer!

1._____ 2._____ 3._____ 4._____

Now tell your partner why you matched them in the way that you did.

How are you going to set up this main task? What are your pre and post tasks?

Task Types: What do you want to be?: Hello Kids 10: lesson 4

3. Comparing and contrasting

Actor / actress or writer… Which do you want to be?

1.

Being an actor / actress is better because…

1.
2.
3.
4.
5.
6.

2.

Being a writer is better because…

1.
2.
3.
4.
5.
6.

Now decide who's right!

How are you going to set up this main task? What are your pre and post tasks?

4. Problem solving

> Your best friend feels sad.
> Think of some ways you can help him / her feel happy.

1.

2.

3.

4.

5.

6.

> Now listen to another friends ideas and choose the best three ideas together.

1.

2.

3.

How are you going to set up this main task? What are your pre and post tasks?

4. Problem solving

Your best friend is graduating from school.
Write down ten fun things you can do together on graduation day.

1.
2.
3.
4.
5.
6.
7.
8.
9.

Now read your other friends answers. Are they the same? Which idea is the most fun? Why?

How are you going to set up this main task? What are your pre and post tasks?

4. Problem solving

> Your friend is getting teased a lot because he / she didn't do well in his / her test. Write down the other things that you think he / she should be proud of.

1.
2.
3.
4.
5.
6.
7.
8.
9.

> Now compare your answers with your other friends and see if they are the same...

How are you going to set up this main task? What are your pre and post tasks?
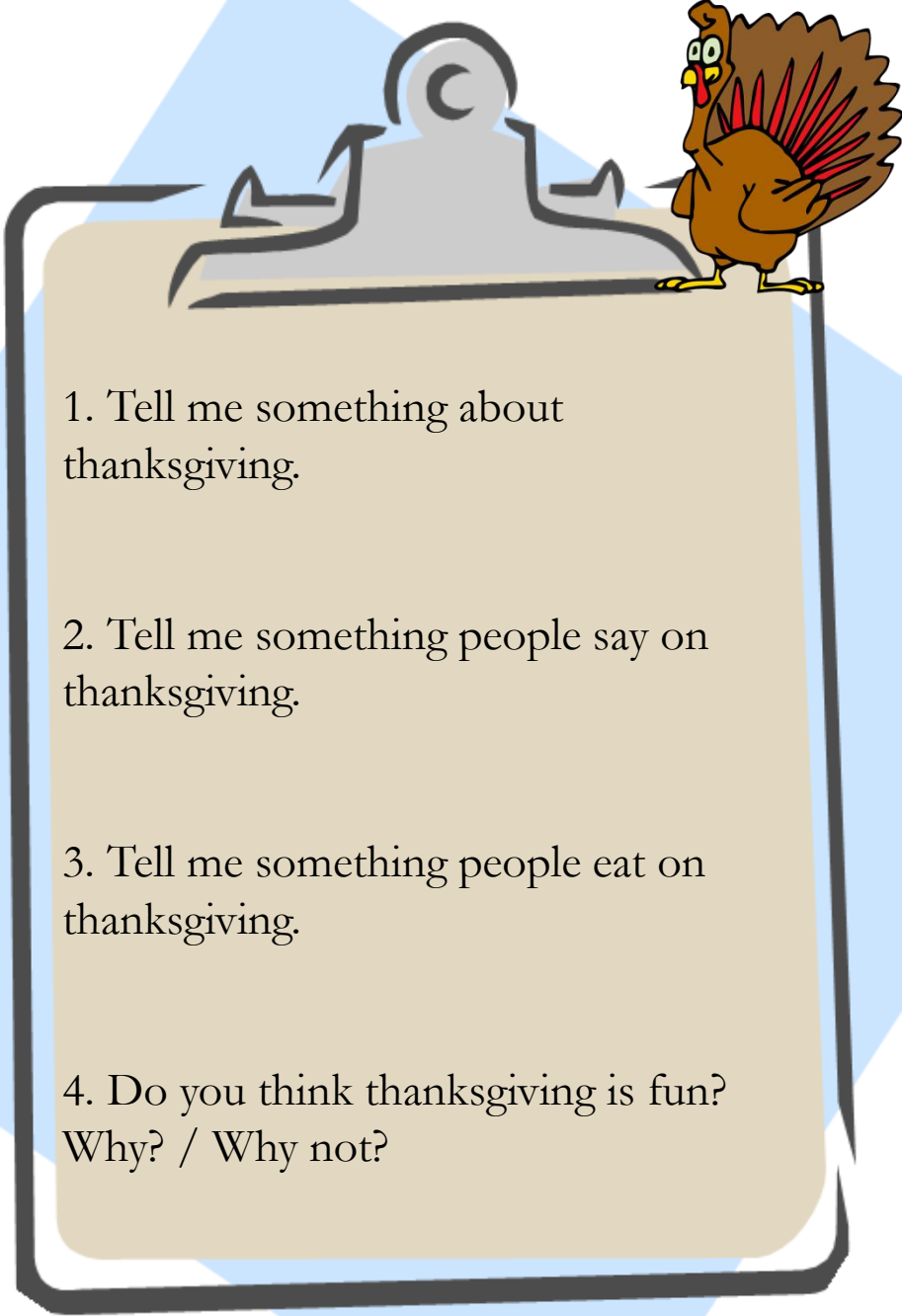
5. Sharing personal experiences

Ask three class mates about thanksgiving. If they can't remember anything about it, tell them to read their book!

Make a wall poster about your teams answers.

Now introduce your poster to the rest of the class.

1. Tell me something about thanksgiving.

2. Tell me something people say on thanksgiving.

3. Tell me something people eat on thanksgiving.

4. Do you think thanksgiving is fun? Why? / Why not?

How are you going to set up this main task? What are your pre and post tasks?

5. Sharing personal experiences

Ask three class mates about Chinese New Year.

Make a wall poster about your teams answers.

Now introduce your poster to the rest of the class.

1. Tell me something about Chinese New Year.

2. Tell me something people do during Chinese New Year.

3. Tell me something people eat during Chinese New Year.

4. Do you think Chinese New Year is fun? Why? / Why not?

How are you going to set up this main task? What are your pre and post tasks?

6. Creative tasks

Make a small wall poster that shows:

1. What kind of things Sherlock Holmes and Doctor Watson can do…
2. What you would like to learn from them…
3. Whether you think Sherlock Holmes and Doctor Watson had an interesting life…

Now introduce your poster to the rest of the class.

How are you going to set up this main task? What are your pre and post tasks?

What's this Sherlock Holmes story about?

6. Creative tasks
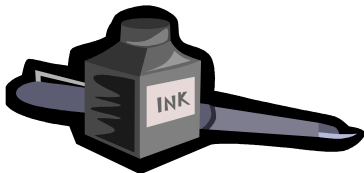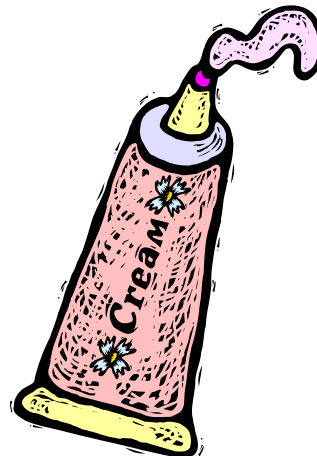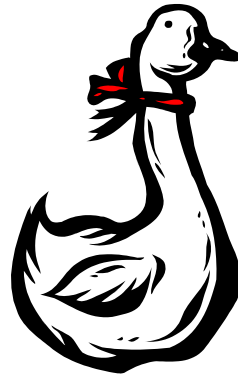
How are you going to set up this main task? What are your pre and post tasks?

Task Types: Sherlock Holmes and Doctor Watson: Hello Kids 10

6. Creative tasks

Create a lap book / newspaper report about Sherlock Holmes.
In your groups write a story about him. You should add photos, pictures, captions, and sayings about the amazing things he did!

How are you going to set up this main task? What are your pre and post tasks?

6. Creative tasks

USELESS

Biscuit Pocket

Look at all these strange items. Think about how Sherlock Holmes used them to solve a crime. Write your story and then read it to your class mates.

How are you going to set up this main task? What are your pre and post tasks?

A Main Task should…

engage your learners' interest…

focus on meaning…

have an outcome…

be communicative…

and possible relate to real world activities? (at the level of meaning, activity or discourse)…

Post task(s)

Post tasks can be included to help the students to review, recycle and remember what they have studied.

Post tasks can also be a kind of a 'soft test' that helps their teacher to gauge and understand what they the students have learned.
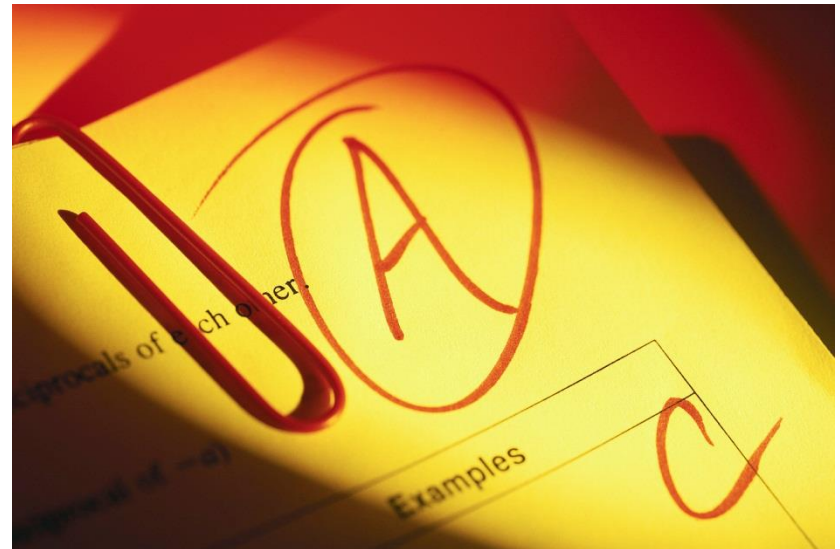
In a language class Task Based Learning can also include…

In the Analysis Stage

The teacher can also highlight the language that the students used during the main task and report phases of the class for analysis.

Practice

Finally, the teacher selects language areas to practise based upon the needs of the students and what emerged from the task and report phases. For example, if the students made a lot of tense related errors then the teacher may review this area of grammar and introduce practice activities for the students to help them overcome any problems they may have.

Post task: Possible analysis stages

<u>Text search</u>, that is, asking learners to look through a text and identify items
For example:
- Read a sentence / paragraph and identify the past tense verbs
- Listen to a sentence / paragraph and identify any linking vocab
- Listen to a sentence / paragraph and identify any vocabulary related to leisure activities

<u>Grammaring</u>, that is, taking a string of words, removing many of the grammatical markers and asking learners to restore them
For example:
- Give your students a story with the past tense verbs removed and ask your students to replace them.
- You could also ask your students to replace them with verb forms that focus on the future.
- Give your students a story with all the pronouns removed and ask your students to replace them

Post task: Possible analysis stages

Progressive deletion, **that is, writing up a sentence on the board and deleting two or three words at a time and asking learners to recall / re-write the full sentences**

For example:

•I sometimes sell my pictures to newspapers for them to include in news articles.

•I _____ sell my pictures to _____ for them to include in _____ articles.

•I _____ sell my _____ to _____ for them to _____ in _____ articles.

Noticing, **that is, asking learners to find useful phrases / structures for themselves, which they can them use in sentence structures of their own**

For example:

When <u>will you go</u> to the concert?
<u>Will you go</u> to the movies this weekend?
Are you <u>going to play</u> tennis next week?

<u>Will you go</u> home later?
I'm <u>going to play</u> ……….. next week.

<u>**Research indicates that when grammar is studied in the post task stage of your lessons your students are more likely to notice it, thereby contributing to the process of successful second language acquisition.**</u>

Beliefs about task-based learning

	True/false
1 Tasks in task-based learning (TBL) are used as extension activities to follow-up structure, function or vocabulary work.	
2 Tasks in TBL concentrate on one structure, function or vocabulary group.	
3 Language explored in TBL lessons arises from the learners' needs, not a decision made by the teacher or the coursebook.	
4 Tasks are always pieces of text.	
5 Tasks in TBL are central to the learning activity.	
6 When doing tasks in TBL, learners focus on the task rather than the language they're using.	
7 It's believed that learners may learn less effectively if their minds are focused on the task rather than the language.	
8 TBL is suitable for all levels of learners.	

Recommended reading

Doing Task-based Teaching, Willis. D and Willis. J, Oxford University Press, 2007

A Framework for Task-Based Learning, Jane Willis, Addison Wesley Longman Limited, 1996
www.englishraven.com/methodology.html – Information on English teaching methodologies
www.teachingenglish.org.uk/think/articles/a-task-based-approach

An article that looks at task-based learning and compares it to the traditional PPP approach
www.pearsonlongman.com/teaching-tips/task-based-learning.html – Definition of task-based learning

www.youtube.com/watch?v=T5b9gHSPiB8 - A brief video that shows tips for teachers on the task-based learning approach

www.youtube.com/watch?v=NdidE3Dl9sw – Video of learners using task-based learning in a college ESL classroom

www.onestopenglish.com/section.asp?docid=146502 – Extra reading on task-based learning

 www.willis-elt.co.uk – Website dedicated to task-based learning, which has lots of ideas for teachers

www.teachingenglish.org.uk – Lots of tips and articles on task-based learning, especially
www.teachingenglish.org.uk/think/articles/six-types-task-tbl

www.learnenglish.org.uk – Lots of useful articles and ideas on task-based learning

Workshop materials

Programme: MoE K-12

Elementary school teacher training

Instructors: Steven Murray

British Council Taipei
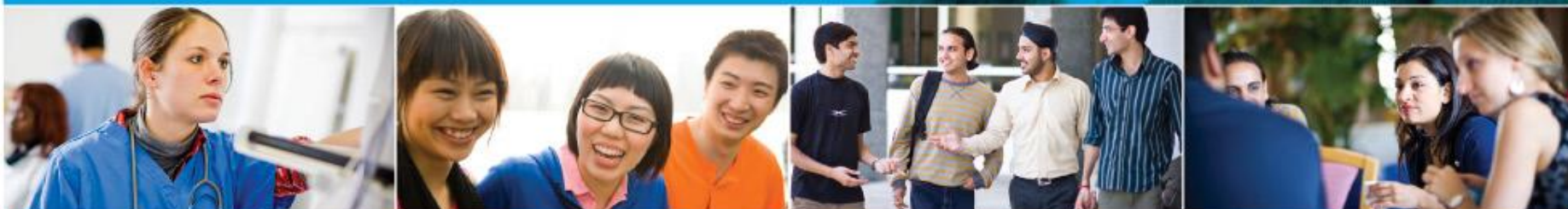
Workshop session aims

- To review the key elements of this workshop.

- To develop your understanding of the role of classroom language in the young learner classroom.

- To develop your understanding of the role of differentiation in the young learner classroom.

- To develop your understanding of the role of task based learning in the young learner classroom.

Over to you: classroom language

Choose an activity from this workshop or from your young learner course book.

With your partner discuss how you'll use / adapt this activity so as to make sure your young learners:

•Get to use some of the procedural language necessary to set up the activity.
•Use the functional / transactional language necessary to complete the activity.
•Develop their understanding of the target language.

•Then introduce your activity / task / lesson to another group. Listen to the other groups advice about how to improve your activity / task or lesson.

Over to you: differentiation

Choose an activity from this workshop or from your young learner course book.

With your partner discuss how you'll use / adapt this activity so as to make sure that it is differentiated. You should focus on differentiation according to:

•Ability
•Learning styles
•Outcomes
•And levels of support.

•Then introduce your mixed ability activity / task / lesson to another group. Listen to the other groups advice about how to improve your activity / task or lesson.

Over to you: task based learning
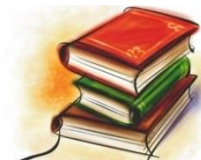
Choose some materials from your young learner course book.

With your partner discuss how you'll develop these materials into a task based lesson. Remember to include at least two pre-tasks and two post tasks.

TBL task stages:
Pre-task(s)
Task(s)
Post-task(s)

- Then introduce your task based lesson to another group.
- Listen to the other groups advice in terms of how to improve your task based lesson.
- Reflect on how using a task based approach in your young learner classroom will help your young learners to successfully acquire elements of their L2.

Over to you: task based learning
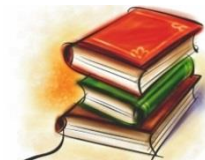
Some points worth remember about your main tasks:

TBL : Main task(s)
What is a good main task?
Refer to the task types studied on this course.
Reflect on how many main tasks you'll include in your task based lesson and how you'll use these main tasks in your young learner class.

A good main task should:
- engage your young learner's interest,
- focus on meaning,
- have an outcome,
- and be communicative.

- And could possibly relate to real world activities and contribute to your young learners' understanding of the world.

Rounding up: Pre-course questions: Classroom language

What is classroom language?

What is the role of procedural language in the young learner classroom?

What is the role of functional / transactional language in the young learner classroom?

What is the role of the target language in the young learner classroom?

When is it OK to use a student's L1 in the young learner classroom and when is it preferable to use their L2?

Recommended reading – Classroom language

www.teachingenglish.org.uk/think/articles/lexical-approach-1-what-does-lexical-approach-look – the first of two clearly written articles by Carlos Islam and Ivor Timmis in 2003, defining lexical chunks as part of the lexical approach to teaching and learning. There is also a link to lexical approach activities.

www.teachingenglish.org.uk/blogs/brenbrennan/it-ok-use-l1-classroom – an interesting blog detailing one teacher's experience of using L1 and L2 in the classroom in 2010.

www.teachingenglish.org.uk/forum-topic/language-teaching – this discussion explores the advantages and disadvantages of using mother tongue in the classroom.

www.teachingenglish.org.uk/talk/questions/giving-clear-instructions-0 – an interesting discussion about how to give clear instructions in English when setting up an activity, especially where the learners' level of English is low.

www.teachingenglish.org.uk/think/articles/eliciting – an article by Steve Darn from 2009, detailing why elicitation is a useful technique, how it can be difficult in some cultures and useful tips for doing it successfully.

Pre-course questions: Differentiation

What does differentiation mean to you?

What does it mean to differentiate your classroom activities and tasks according to ability?

What does it mean to differentiate your classroom activities and tasks according to learning styles?

What does it mean to differentiate your classroom activities and tasks in relation to outcomes and levels of support?

How do you differentiate tasks in your young learner classroom?

Recommended reading:

Traditional Classroom vs. Differentiated Classroom

TRADITIONAL

- Differences are acted upon when problematic.
- Assessment is most common at the end of learning to see "who got it"
- A relatively narrow sense of intelligence prevails
- Coverage of curriculum guides drives instruction
- Whole class instruction dominates
- A single text prevails

DIFFERENTIATED

- Differences are studied as a basis for planning.
- Assessment is on-going and diagnostic to to make instruction more responsive to learner needs
- Focus on multiple forms of intelligences is evident
- Student readiness, interest, and learning profile shape instruction
- Many instructional arrangements are used
- Multiple materials are provided

Adapted from "The Differentiated Classroom: Responding to the Needs of All Learners," by Carol Ann Tomlinson, 1999, p.16

Pre-course questions: Task based learning

What does task based learning mean to you?

What are some of the core principles of a task based approach?

What are the functions of the different stages of a task based lesson?

What are some different main task types?

What are the key elements of main tasks?

How can you use a task based approach in your young learner classroom?

Recommended reading

Doing Task-based Teaching, Willis. D and Willis. J, Oxford University Press, 2007

A Framework for Task-Based Learning, Jane Willis, Addison Wesley Longman Limited, 1996
www.englishraven.com/methodology.html – Information on English teaching methodologies
www.teachingenglish.org.uk/think/articles/a-task-based-approach

An article that looks at task-based learning and compares it to the traditional PPP approach
www.pearsonlongman.com/teaching-tips/task-based-learning.html – Definition of task-based learning

www.youtube.com/watch?v=T5b9gHSPiB8 - A brief video that shows tips for teachers on the task-based learning approach

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www.teachingenglish.org.uk/think/articles/six-types-task-tbl

www.learnenglish.org.uk – Lots of useful articles and ideas on task-based learning

Pre-course questions: Workshop activities

How can you adapt / use an activity from your young learner course books that enables your young learners to develop their procedural, transactional / functional language as well as the target language of the activity? Remember to bring your own materials to the workshop to adapt and use.

How can you adapt / use an activity from your young learner course books to ensure that it is suitable for use in a mixed ability class? Remember to bring your own materials to the workshop to adapt and use.

How can you adapt / use an activity from your young learner course books to ensure that it follows a task based approach? Remember to bring your own materials to the workshop to adapt and use.

Recommended reading

Brian Tomlinson – *Humanising the Coursebook*
http://www.hltmag.co.uk/sep01/mart1.htm

Costas Gabrielatos – *The Coursebook as a Flexible Tool.* 2000.
http://www.gabrielatos.com/CB-Use-TESOL_Gr.pdf