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Language Teaching: Task-supported Textbook Redesign

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ABSTRACT

This dissertation aims to introduce Task-based Language Teaching (TBLT) as an approach to foreign language teaching. In classrooms, foreign language teaching tends to rely on isolated feature teaching while sacrificing communicative teaching. This paper describes the key aspects of Task-based language teaching, as well as some strategies to introduce it in the classroom. Moreover, it analyses the different approaches to grammar teaching, and it highlights the important steps to consider when designing meaningful activities targeted towards language learning. Furthermore, this paper offers guidelines for the adaptation of a textbook which does not follow the approach described in the paper. The goal of the proposal is to apply the research done on meaningful language teaching and apply it to successfully design a teaching unit of the mentioned textbook, as well as suggest guidelines to adapt the whole textbook.

KEY WORDS: Task-Based teaching, task, language learning

RESUM

La finalitat d'aquest treball és introduir l'ensenyament del llenguatge basat en tasques (TBLT) com a mètode per enfocar l'ensenyament de llengües estrangeres. A les aules, l'ensenyament dels idiomes estrangers tendeix a sacrificar l'ensenyament comunicatiu a favor de l'ensenyament de la gramàtica. En aquest article es descriuen els aspectes clau de l'ensenyament del llenguatge basat en tasques, així com algunes estratègies per introduir-la a l'aula. A més, analitza els diferents enfocaments de l'ensenyament de la gramàtica i destaca els passos importants a tenir en compte en dissenyar activitats significatives orientades cap a l'aprenentatge de llengües. Aquest article ofereix unes pautes per a l'adaptació d'un llibre de text que no segueixi la metodologia descrita al treball. L'objectiu de la proposta és aplicar la recerca realitzada sobre l'ensenyament significatiu de les llengües i aplicar-la per dissenyar una unitat didàctica del llibre de text esmentat, així com suggerir pautes per adaptar-lo completament.

PARAULES CLAU: ‘Ensenyament basat en tasques’, tasca, aprenentatge d'idiomes

TABLE OF CONTENTS

1. Introduction.....5

2. An Introduction to Task-Based Language Teaching.....6

2.1. Task-Based Language Teaching.....6

2.2. What is a task?6

2.3. Types of task8

2.3.1. Jane Willis’ task types8

2.4. Pre-task, task and post-task9

3. Grammar Teaching Approaches.....10

3.1. An introduction to PPP and alternative grammar teaching approaches.....10

3.2. Focus on Form in TBLT.....12

4. Designing a Task-Supported Syllabus.....16

4.1. Syllabuses in Task-Based Language Teaching16

4.2. Task Design, complexity and sequencing.....18

5. A Task-Based textbook redesign proposal.....21

5.1. Syllabus analysis: Goals and background of the work.....21

5.2. Description of the textbook.....22

5.3. Textbook analysis: weaknesses and strengths24

5.4. Task-Based adaptation; General proposal and description of the adapted Unit..... 27

6. Conclusions.....29

| | | |
|-----|---|----|
| 7. | Works Cited..... | 30 |
| 8. | Other Bibliography | 31 |
| 9. | Appendix 1: Task-Supported Proposal: Unit 1..... | 32 |
| 10. | Appendix 2: <i>Superminds–Student’s Book 3</i> Syllabus and Unit 1..... | 41 |

1. INTRODUCTION

Traditionally, language learning environments structure their lessons with a very clear focus on the grammatical features of the language, while setting aside other aspects of the language such as communication and interaction. Although research has rejected these methodologies in favour of communication-based approaches, many teachers continue to prioritize teaching grammatical features and adding a communicative element only when possible. Perhaps, this gap between research and the teacher happens because most of the materials available for teachers are structured in a way that favours grammar centred language learning and teaching. Those materials are generally organised in a very structured way which is easy to follow in classroom settings; Therefore, teachers may sometimes be reluctant to completely give up the materials that they are used. Furthermore, courses often require teachers to follow a specific syllabus and textbook, which makes it very difficult for teachers who might be willing to try a more communicative approach to commit to it.

In my experience, it is very challenging to use structural/grammar centred materials while attempting to have communication as the main focus of the classroom. Therefore, the goal of this paper is to determine whether grammar centred textbooks can be adapted to communicative approaches to language teaching. Furthermore, I will introduce the highly researched teaching approach called Task-Based Language Teaching, explain how grammar can be approached when it is not the main focus of lessons, and I will attempt to adapt the conventional grammar centred book that I was required to use in an English course to correspond with the approaches described in the project. Furthermore, I will propose general guidelines for the adaptation of the textbook, and I will plan a teaching Unit according to a Task-based approach to language teaching.

The paper will be divided into four sections, the first three sections aim to introduce the key elements of TBLT, grammar teaching approaches and syllabus design. The first section explains what a task is, and it describes the three phases that constitute a task (pre-task, task, and post-task), as well as it defines the process of performing a task in the classroom. The second section analyses the different approaches to grammar teaches, and it introduces the topic of focus-on-form and its strategies for a successful introduction in the classroom. The third section illustrates the different approaches to syllabuses, and it analyse the process of designing a task. To conclude, the fourth section offers a description of the target textbook, and it applies the research illustrated in the first three sections in order to present a Task-Based redesign proposal of the first Unit of the textbook.

2. AN INTRODUCTION TO TASK-BASED LANGUAGE TEACHING

2.1. *Task-Based Language Teaching*

Task-Based Language Teaching (TBLT) is an approach to Second and Foreign language teaching that focuses on meaning and communication rather than on form which has been theorized by several different researchers, namely Ellis (2003), Long (1985), and Skehan (1998). Although their approaches slightly vary, they all maintain the necessity of providing natural language in the classroom. Through the use of “tasks”, described by Ellis (Ellis 2013) as the ‘unit around which a task-based lesson is built.’, learners are given an opportunity to practice their linguistic knowledge while maintaining the authenticity that a real-world conversation would provide. In traditional learning contexts, the four language skills (i.e. reading, listening, speaking and listening) are usually taught as separate units focusing only on one of those skills. However, in real-world contexts, the four skills are connected. As Willis states, ‘the skills form an integral part of the process of achieving the task goals, they are not being practice singly, in a vacuum. The task objective ensures there is always purpose for any reading and note-taking, just as there is always an audience for speaking and writing.’ (Willis 1996, 25). TBLT aims to replicate the authenticity in real-world interactions, and therefore, does not isolate any of the skills in order to develop them independently from the others. Instead, “tasks” offer the opportunity to engage in all four skills using them to decode and encode information that’s meaningful to the learners.

TBLT is related ‘to ideas of holistic learning; of tasks that connect to pupils’ interests and personal goals and to ideas of learning as active mental engagement.’ (Müller-Hartman 2011, 29). Therefore, tasks have not exclusively been applied in language pedagogy, but also in other educational pedagogy contexts. Communicative language teaching (CLT), popular in the 1970s, was the framework for TBLT approaches to develop. CLT sets as its goal the teaching of communicative competence (Richards, 2), and it focused exclusively on the use of language in terms of communication. According to Müller, the main difference between these two approaches is that CLT reflects tasks from the perspective of a model of language as communication, whereas TBLT reflects tasks from the perspective of learners, i.e. from their needs. (Müller-Hartman, 30).

2.2. *What is a task?*

A “Task” is an activity which helps the learner develop communicative fluency as well as ‘incidentally’ learn new language (Ellis 2013, 21). Motivation is a big factor when designing a “Task”, the content of a task needs to be meaningful and engaging for the students in order for it to have a better impact. Such content also allows learners to communicate only what is relevant to them, thus choosing the language form that best fits their communicative purpose. Ellis further specifies the definition of a task as an activity that fulfils the following criteria: a primary focus on meaning rather than linguistic form, a need to convey information (i.e. a ‘gap’), a clearly defined outcome other than the use of language, a requirement for learners to rely on their own resources (linguistic and non-linguistic) in order to complete the activity (Ellis & Shintani 2013, 135).

“Tasks” allow learners to develop the necessary communication skills to express their ideas in a meaningful way. Whereas a normal exercise would allow learners to practice a specific structure or vocabulary, a “task” encourages learners to use their existing linguistic abilities in order to solve communicative problems which may occur in real-world situations. However, a “task” does not necessarily have to replicate real-world situations, “pedagogic-tasks” aim to provide authenticity in the interactions, but not in the situation (Nunan 1989, as cited in Ellis 2013). Therefore, tasks can be divided into real-world or “target tasks”, activities that can be encountered in real life situations (such as booking a hotel room, writing a personal statement for University, etc.) which aim ‘to create an atmosphere of target language environment in the classroom, to develop the students’ ability of communication’ (Yildiz Mustafa 2017, 199) and “pedagogic-tasks”, activities that are limited to the classroom environment which aim to convey meaning in order to complete the task.

Another important distinction is between “input-based” and “production-based tasks”. Ellis describes the former as activities which involve students listening to descriptions of instruction and demonstrating comprehension of the input by performing some action (Ellis 2013, 23). They often take the form of reading or listening activities, and, even though they do not require any kind of production, they do not forbid it. Teachers are usually the ones in charge in those kinds of activities, they hold the information to be communicated, but students can ask for clarification or negotiate for meaning when needed. As Ellis states, ‘In input-based tasks, learners’ attention to form is achieved on whether they have successfully processed the input through feedback’ (Ellis & Shintani 2012, 139). “Input-based tasks” are not meant to specifically improve reading or listening skills, like “output-based tasks”, but they seek to create a communicative context which aims for language learning as a whole. “Output-based tasks”, on the other hand, require production from the learner, either in oral or written form. (Ellis & Shintani, 139)

“Tasks” can be performed in three different participatory structures: teacher-class, small groups or pairs, and individually (Ellis 2013, 23). The performance of the “Task” will vary depending on the participatory structure. Teacher-class structures tend to involve “input-based tasks” where the teacher is giving instructions and the students demonstrate comprehension by following them. Small groups or pairs provide the students with an opportunity to produce language in a low-anxiety context since all participants of the conversations share a similar skill level. However, they have to be closely monitored as the students can rely on their L1s excessively. Individual structures are a possibility in TBLT that is often overlooked, as Ellis states, this is only possible when the task does not involve speaking and the outcome is written (Ellis, 23).

2.3. *Types of task*

In A Framework for Task-Based learning, Willis (1996) proposed a set of six types of activities that help generate a variety of tasks on any topic that the teacher has chosen. As Willis states, this list is not meant to be exhaustive, but it is meant to provide teachers with a framework for designing their own tasks according to their students’ needs and interests.

2.3.1. *Jane Willis’ task types*

| Task type | Definition |
|----------------------|---|
| Listing | Activities in which the outcome is a list or a mind map. The processes involved are fact-finding and brainstorming. |
| Ordering and sorting | Sequencing, ranking, categorizing and classifying items, actions or events according to specified criteria. |
| Comparing | Matching sets of information, and/or finding similarities and differences between them. |
| Problem-solving | Activities that demand upon people’s intellectual and reasoning powers. |

| | |
|------------------------------|--|
| Sharing personal experiences | Open-activities that encourage learners to talk freely about themselves. |
| Creative tasks | Projects involving creative work. They often involve combinations of other task types. |

2.4. *Pre-task, task and post-task.*

A “task” is usually performed in what is called the ‘task cycle’, which includes: The Pre-task phase (ie. activities that prepare learners for the task.), the Task, (ie. the main activity), and the Post-task phase (ie. activities that further explore the topic of the main task.). While the Pre-task and the Post-task phases provide the learners with the opportunity to refresh previously acquired knowledge that might be useful for the completion of the task, as well as the opportunity to review communicative problems that occurred in the task phase, the core phase of the cycle is the Task.

During the Pre-task phase, the teacher ‘frames’ the task for the learners by suggesting ways to undertake the task, explaining what they are required to do, and specifying the nature of the outcome they should arrive at (Ellis 2013, 21). The goal of this phase is to prepare the students for the main task. Teaching them new structures and vocabulary in this phase can be tricky, as the students could understand the task as an opportunity to practice the new language which would hinder the meaningful and communicative aspect of a “task” and turn it to an exercise. Alternatively, teachers can access their students existing language resources by eliciting their already existing knowledge on the topic, this can be done by performing a similar task with the students, which allows the teacher to elicit appropriate language from the students, as well as “introducing” new language while maintaining the focus on meaning. Additionally, allowing students to plan the performance of the task (ie, pre-planning) during the Pre-task phase has been researched to result in an overall better performance, learners produce more accurate, complex and fluent language when given an opportunity to plan what they are going to say. (Ellis, 22)

The “task” phase is the core of the Task cycle. This phase is usually separated into three steps: doing the task, planning task outcome, and sharing the outcome with the class. During this phase, the teacher is advised to interfere with the students as little as possible. Learners should be able to carry the tasks by themselves and should be drawing from their own linguistic abilities rather than relying on their teacher’s. When the students have finished the task, they should plan their findings in order to be able to

report them to the class. During the first stage of the “Task” cycle, learners tend to use spontaneous language. However, the second stage allows planned-language, and it encourages accuracy in the language the students produce. In order to effectively plan the task outcome, the objectives of the ‘task’ should be as clear as possible. Students should be aware of the requested outcome in order to proceed with the second and third steps of the Task phase.

The last phase of the Task cycle is the Post-task phase, which focuses on the importance of ‘noticing’ language patterns when learning a second language. During the previous phases, learners may prioritize meaning rather than form, thus sacrificing ‘accuracy’ for ‘fluency’. This phase affords learners an opportunity to shift their focus to form. The most obvious approach to ensure a focus on form is a teacher-centred activity in which the teacher presents the mistakes that were made during the task and offers a better alternative. This can be done by explicitly correcting the students, or attempting to elicit the correct answers. Another essential activity in this phase is task repetition, as numerous research states (Van de Guchte 2016; Shintani 2012), repeating a task notoriously improves language production and accuracy. As Ellis states ‘the second performance allows for greater attention to be paid to the selection of linguistic forms for encoding the already-established propositions.’ (Ellis 2013, 25). Along with task repetition, ‘consciousness-raising tasks’ are a useful tool to bring attention to form. ‘They involve presenting students with some data related to a particular linguistic feature to help them discover the underlying rule.’ (Ellis, 26).

3. GRAMMAR TEACHING APPROACHES

3.1. An introduction to PPP and alternative grammar teaching approaches

According to the Oxford Dictionary, grammar is the ‘whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology (including inflexions) and sometimes also phonology and semantics.’ (“Grammar”). Grammar works as the main structure of a language and, therefore, it is essential for the learners of a language to acquire a good command of the grammatical rules in their target language. However, as Larsen-Freeman states ‘grammar is a lexicogrammatical resource for making meaning.’ (Larsen-Freeman 2015, 274), and therefore grammar cannot be disconnected from meaning, not only is it a set of rules that govern a language, but it is also an integral device that allows us to communicate meaning. Traditionally, grammar has been taught in a

presentation-practice-production (PPP) sequence. Learners are first introduced to a new grammatical feature via constructed text-book examples. The grammatical feature can be taught deductively (explained by the teacher) or inductively (discovered by the learners) and is then formulated into a set of rules with clear signal terms. After having discovered the rule, learners are given a set of form-oriented drill exercises in order to help them ‘practice’ and ‘produce’ the new grammatical feature. Finally, the students are presented with communicative exercises which are meant to simulate the situations in which this new feature would be used in a real-world context (Müller-Hartman 2011, 214).

This sort of approach stems from the hypothesis that there is a natural order in which grammatical structures of a foreign language are acquired, and it ‘views language as a set of ‘products’ can be ‘acquired sequentially as ‘accumulated entries’ (Rutherford, as cited in Müller-Hartman 2011, 214). However, the ‘natural order hypothesis’ was challenged in the 80s by Long’s hypothesis of ‘Negotiation of meaning’ which argued that learners need to ‘notice the gap in their target language (Müller-Hartman, 47) for language acquisition. This hypothesis claimed that through an interactive element in a task, learners would be able to negotiate (through clarification or confirmation requests) what they are trying to communicate, which would allow them to consciously notice the gaps between their current language (Interlanguage) and the structure of their target language. ‘Negotiation of meaning’ was one of the first steps towards a redefinition of how languages are learned, and it led to other theories that elaborated and expanded on the ideas of negotiation, the principle of noticing the gap, and the model of Focus on Form (FonF) which ‘overtly draws students’ attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication’ (Long, as cited on Ellis 2016, 406)

Notwithstanding, grammar teaching approaches that follow the PPP sequence do not take into account either of those hypotheses. In form-oriented drill exercises there is no room for negotiation of meaning, learners are often presented with fill-the-gap exercises that focus on the accuracy of their language, yet do not allow them to interact with other learners, and have the opportunity to create the context which would allow them to negotiate their communicative needs, and notice the gap in their language. The PPP approach, also called Focus on Forms (FonFs), involves the explicit teaching of specific features. Initially, it might be seen as completely opposite from Long’s FonF, but as Doughty and Williams stated ‘FonF and FonFs ‘are not polar opposites’, the essential difference is that ‘FonF entails a focus on formal elements of language, whereas FonFs is limited to such a focus’ (Doughty and Williams, as cited in Ellis 2016, 409). Ellis further defines FonF as a ‘set of procedures which entail various techniques designed to attract learners’ attention to form while they are using the L2 as a tool for communicating.’ (Ellis, 409). Which he contrasts with FonFs as entailing ‘various devices (such as

‘exercises’) designed to direct learners’ attention to specific forms that are to be studied and learned as objects’ (Ellis, 409).

Comparing FonF and FonFs is not an easy task. The two types of instruction are based on different approaches and understandings on research findings, FonF being a pedagogic approach and FonFs a structure-based approach, therefore, attempting to design a comparative study in order to analyse how they shape learning is complicated. In other words, because of their completely different nature, it is challenging to design a comparative study which achieves a fair comparison without favouring a specific type while testing the results. However, as Ellis states ‘it is perhaps time to abandon even such ‘local’ comparative method studies focus instead on how specific options of both the focus-on-form and focus-on-forms kinds direct or attract learners’ attention to form and what their impact on learning is.’ (Ellis 2016, 422). Instead of attempting to compare both types of instruction as wholes, comparing how they focus on specific areas such as motivation or incidental learning would be more beneficial to determine their weaknesses and strengths.

3.2. *Focus on Form in TBLT*

As defined above, Focus on Form is a set of procedures which draw attention to the linguistic forms that are creating problems for the learners. Directing learners’ attention to the communicative problems they are encountering is essential in a meaning-focused approach such as TBLT, where learners tend to sacrifice ‘accuracy’ for ‘fluency’. ‘Form’ is generally assumed to refer exclusively to grammatical forms, as it has been given the most attention by critics studying FonF, but it can also refer to ‘lexical, linguistic, and linguistically features’ (Ellis 2016, 408), in other words, FonF includes a focus on specific linguistic features such as grammar, pronunciation, pragmatics, and lexicon. These procedures can be applied both within (Task phase) and outside the task (Pre-task and Post-task phases), they can involve production and reception, and they may be interactive or non-interactive. (Ellis, 411).

While the initial definition of FonF made interaction and ‘noticing’ the two most important aspects of the ‘approach’, research has challenged their position as such. In ‘Tasks’ where specific oral or written features have been highlighted, with, for instance, recasts, the students’ primary focus is on comprehending the input while some attention is directed to the target features. These sort of instances focus on form but are not necessarily interactive (Ellis 2016, 410). Interaction can be a helpful device in some instances, but it is not completely necessary for a successful FonF task. ‘Noticing’ has also been a continuous debate in a Second Language Acquisition (SLA) research context. Some critics claim that

learning can happen in an incidental or implicit manner, and therefore it does not necessarily involve conscious awareness or ‘noticing’ through explicit instruction. Although evidence has shown that implicit learning is possible, ‘there is also evidence to suggest that when the focus on form leads to learners consciously attending to linguistic forms they are more likely to learn what they have attended to’ (Mackey, as cited in Ellis, 412). This suggests that features that are ‘communicatively functional in context (e.g. lexical items or grammatical features such as plural -s) may be acquired implicitly whereas features that are non-salient and communicatively redundant (e.g. 3rd person -s) may only be acquired if they are explicitly noticed’ (Ellis, 412). Consequently, some types of linguistic features may benefit from explicit correction, while other linguistic features may be implicitly acquired. It is important to mention, however, that ‘noticing’ does not only occur explicitly, but it can also occur in an incidental manner through making cognitive comparisons which stem from corrective feedback. That is to say, after saying ‘I go to the cinema yesterday’, and receiving a recast, ‘Oh, so you went to the cinema.’, the learner may ‘notice’ the difference between the two forms and correct their own utterance.

As stated previously, FonF can be applied both outside and within the ‘task’, which implies that there might be different outcomes depending on when it is used. A key concept to discuss is learners’ ability to focus simultaneously on meaning and form. Ellis states that ‘when learners’ proficiency is weak, the difficulty experienced in decoding and encoding for meaning may inhibit attention to form’ (Ellis 2016, 413). Therefore, it might be a good idea to introduce FonF activities during the Pre-task phase, in order to bring learners’ attention to form without hindering their ability to focus on decoding meaning. At this point, pre-teaching target forms by way of explicit instruction or ‘Pre-task’ planning may be a good idea to facilitate learning. Ellis divides Pre-task FonF between ‘guided planning’ and ‘unguided planning’. The former guides learners’ attention to a specific form and the latter allows for free planning of a task without any explicit instruction. (Ellis, 419). Planned language, specifically through guided instruction, has been researched to contribute to language fluency, complexity and, depending on the length and quality of the planning, it also leads to more accurate language. However, focus on form does not end at the ‘Pre-task phase’. If learners are not comfortable with a certain structure they may avoid using it altogether, thus avoiding any opportunity to focus on form. In this situation, three different approaches can be used; corrective feedback, text enhancement, and task repetition.

‘Corrective feedback’ is a reactive device that is used to correct learners immediately after they make a mistake. There are several different strategies that involve corrective feedback, they can be both implicit and explicit, and provide input or prompt output. Researchers claim that recasts ‘bring together input, learners’ internal cognitive processes (such as noticing and noticing the gap) and output, and thus

facilitate cognitive comparison without interrupting the flow of communication.’ (Ellis 2016, 414). The most used types of corrective feedback are recasts, prompts and metalinguistic talk. Recasts are generally seen as an implicit corrective feedback which works as a somewhat efficient way to create an opportunity for implicit learning. When used consistently, they remind the learner of the correct form in their target language and effectively allow them to ‘notice’ it.

Along with recasts, prompts (generally seen as requests for confirmation and clarification) also work as an effective implicit strategy for learners to ‘notice’ language form. Since those specifically ask for production, they also allow learners to actively change their Interlanguage so as to resemble the structure of their target language more closely. However, explicit corrective feedback is considered to be more effective in terms of promoting acquisition. Didactic recasts, explicit correction, explicit correction combined with metalinguistic explanation, metalinguistic comments, elicitation, paralinguistic signal, are six types of explicit corrective feedback listed by Ellis (Ellis 2016, 418). It is important to note that corrective feedback does not have to originate from the teacher. Learners can actively participate in correcting other learners’ errors and benefit extensively from it. A study done by McDonough reported that ‘those learners who participate more frequently in the corrective feedback were the ones who showed significant improvement in oral tests that elicited use of conditionals.’ (Ellis, 419).

The second approach is ‘text enhancement’ which consists of modifying a text in order to bring learners’ attention to a specific feature. Usually, the text is modified by using a different font, or font format (italics or bold) to highlight the desired features. This approach attempts to encourage learners to ‘notice’, however, ‘noticing’ on its own does not immediately lead to acquisition. In fact, researchers have debated the effectiveness of ‘noticing’ when used isolated from other methods which attempt to engage the learners’ attention further from noticing. Ellis states that ‘Noticing affects intake but not everything that is taken into working memory passes into long-term memory.’ (Ellis 2016, 417). Furthermore, depending on the learners’ level, and the exposition that they have had to the specific feature previously, text enhancement might have different results. Learners with experience using a specific feature might ‘notice’ it easier than learners to whom the enhanced text is their first exposure to that form. Likewise, more proficient learners might be able to focus on both the meaning of the text and the specific form they are supposed to focus on, but less proficient learners might struggle dividing their attention to both form and meaning. Thus, while text enhancement on its own is not considered to be very effective, in combination with the other approaches it can be a valuable resource to engage learners’ focus on the desired feature.

‘Task repetition’ was briefly mentioned in the ‘post-task’ section of this paper, as it works very well at that stage of the task cycle. As its name explains, it consists of performing the same task on more than one occasion. The repeated task can share all of the features of the first performance, or it can add small changes while keeping the integrity of the original task. During the first performance, learners are likely to focus their attention almost exclusively on meaning, thus sacrificing some accuracy. However, during the following performances, learners are likely to divide their attention evenly between meaning and form, and therefore, they are likely to produce both fluent and accurate language according to their skill level. In a way, ‘task repetition’ uses the first performance of the task as the ‘Pre-task’ for the other performances, thus improving the results each time the task is performed, providing that focus on form is enforced at all stages of the task cycle.

All of these strategies can be combined in specific kinds of tasks designed to target focus on form; “Focused tasks”. These are tasks where the main objective is to create an opportunity for learners to focus on form, while not necessarily sacrificing the meaning, therefore, they prove very useful for the TBLT classroom. Ellis has divided those in three different types; ‘Structure-based production tasks’, ‘Comprehension tasks’, and ‘Consciousness-raising tasks’. (Ellis, as cited in Müller-Hartman 2011, 215).

- 1) ‘Structure-based production tasks’ are those which focus on a specific grammatical feature. They are divided into two different sub-types. The first one consists of an ‘task’ in which using the grammatical feature is useful for the completion of the task, but it is not essential, the task can be completed without it depending on the level and language development of the learners. The second type includes ‘tasks’ in which the grammatical feature is essential for the completion of the task, those activities are difficult to design, but when done correctly, they drive learners’ attention to a specific form in a very effective manner.
- 2) ‘Comprehension tasks’ are those in which the target feature is frequent and/or visually enhanced. They are generally input-based ‘tasks’ designed for ‘noticing’. They do not aim to explicitly explain a grammar feature, but to make the learners aware of the existence of such structure.
- 3) ‘Consciousness raising tasks’ are the only type between those three that focus on the explicit learning of a grammatical form. In contrast to the other two, they interrupt the focus on meaning in order to focus on accuracy. Learners are expected to talk about the structure of language and/or a specific feature in an explicit way (metalinguage). They aim to tests students ability to explain language in their own words, and are based on the assumption that explicit

language can turn into implicit language with time and pertinent circumstances (the learners predisposition, their current Interlanguage and the stage of their language development.).

4. DESIGNING A TASK-SUPPORTED SYLLABUS

4.1. *Syllabuses in Task-Based Language Teaching*

When teaching a foreign language in a classroom context, applying TBLT at its full potential might prove very challenging. School regulations might force teachers to use specific textbooks or syllabuses which directly conflict with the principles of TBLT. In this sort of situations, Task-Supported Language Learning (TSLL) might be a smart alternative to apply in the classroom. TBLT places the ‘task’ as the central pedagogic unit of the classroom, and the ‘basis for the entire curriculum’(Ellis, as cited in Müller-Hartman 2011, 22), based on the needs-analysis of a specific group of learners. In contrast, TSLL attempts to integrate ‘Tasks’ with a syllabus based on a selection of linguistic features and topics which focus on lexical groups. In other words, TBLT and TSLL share a common methodology but the degree to which this methodology (i.e. ‘Tasks’) is applied may vary. TSLL might be a better alternative for teachers who have to follow strict regulations, as well as for teachers who want to make their lessons more meaningful but might not be ready to commit to a full TBLT approach.

One of the main differences between TBLT and TSLL is the syllabuses that the two types of courses might follow. Syllabuses organize what learners need to acquire during a specific length of time. They serve as tools for teachers to identify what needs to be taught according to pedagogic principles. Syllabuses can be divided between synthetic syllabuses and analytic syllabuses. Synthetic syllabuses organise the target language into fragmented segments to be learnt in isolation from one another, and analytic syllabuses present ‘the target language whole chunks at a time, in molar rather than molecular units, without linguistic interference or control.’ (Long and Crookes 1992, 3). Both synthetic and analytic labels refer to what is expected of the learner, rather than what the designer does with the syllabus. ‘Structural syllabuses’ are the most common type of synthetic syllabus. ‘Structural syllabuses’ are one of the most conventional types of syllabuses, they are typically used in contexts where PPP is used exclusively to teach a language, and they structure what learners need to be taught in terms of linguistic items (generally grammatical features or lexical items). ‘Structural syllabuses’ organize isolated features

of a language and teach them separately, they don't involve any type of needs-analysis of the learners at issue.

Analytic syllabuses can further be divided into three separate types: Procedural, process or negotiated, and task syllabuses. ‘Procedural syllabuses’ use ‘Tasks’ as the core of each lesson. In contrast to ‘structural syllabuses’, ‘procedural syllabuses’ do not offer a guide in terms of lexical items or grammatical features that need to be taught. Instead, they offer a set of ‘Tasks’ that are taught in order to make learning meaningful for the students. However, ‘procedural syllabuses’ do not take into account a needs-analysis of the learners, they teach a set of pre-selected ‘tasks’ which do not necessarily match the needs of every group of students in a classroom. ‘Process syllabuses’ are based on the process of learning a language as well as the preferences of the learners. These sort of syllabuses undergo a process of negotiation by the teachers and learners. Candlin states that ‘what a syllabus consists of can only be discerned after a course is over, by observing not what was planned, but what took place.’ (Candlin, as cited in Long and Crookes 1992, 14). Consequently, they are always modifiable, and can be adjustable at different points throughout the course. ‘Process syllabuses’ explain what needs to be taught, how it will be taught, as well as the reason why it should be taught. However, the same problem with ‘procedural syllabuses’ occurs with ‘process syllabuses’, they favour negotiation over analysing the needs of the learners and specifying a preselected syllabus. Long and Crookes summarize the problem with ‘process syllabuses’ by stating that ‘while some learners (and teachers) might in practice recognise which tasks were relevant to their future needs (...) and choose to work on them, we believe course designers should be better judges of whether, and have a responsibility to ensure that the use of class time is as efficient and as relevant as possible, and that a (task-based) needs identification can help achieve this. (Long and Crookes, 17). Evidently, ‘Task syllabuses’ are designed with TBLT in mind. This syllabus places the ‘task’ as the core unit, but, in contrast to ‘procedural syllabuses’, the learners’ needs are analysed in order to determine which ‘tasks’ they are likely to encounter in the real world. This is an important distinction, as it allows for course designers to cater to the specific needs of the language classroom without sacrificing its efficiency. Furthermore, having an analytical component focused towards the ‘task’ directly favours a focus-on-form approach. By analysing the needs of the learners, not only do the ‘tasks’ become more relevant to their interests and their immediate real-world needs, but also consciousness-raising tasks provide solutions to forms which learners are struggling with.

While all these types of syllabuses were created in order to fit specific methodologies and, in retrospect, some may seem more suitable than others, it is easy to think of them as only working with those methodologies. Ideally, analytic syllabuses are a better fit for Task-Based approaches, as they are

structured in a way that makes it easier to adapt to a particular group of learners. Synthetic syllabuses, on the other hand, organize their courses around a linguistic element and do not leave room for reinterpretation of the syllabus in accordance with the learners’ needs. However, teachers can find ways to work with any kind of syllabuses in order to suit their preferred methodology. Regardless of the type of syllabus that is required, teachers can select ‘tasks’ and use them to structure their lessons. As stated above, the frequency in which ‘tasks’ are used will change according to the type of syllabus, but the methodology and research behind the use of ‘tasks’ do not have to be affected. Ultimately, whether teachers decide to work with TBLT or TSLT depends on the kind of syllabus that a certain language learning context requires them to follow. In other words, the type of syllabus used determines whether the course follows a TBLT or TSLT methodology.

Syllabuses do not only structure the linguistic features that need to be learnt during a course, but they also specify the contents which are taught in textbooks. Accordingly, some textbooks are more suitable than others for a TBLT context. It might be tempting for teachers to strictly follow the activities and exercises offered by the textbook. However, this would also imply that the methodology of the textbook under consideration would also be strictly followed. Textbooks are best seen as guides, they can help teachers structure the materials that a certain group of students need to know without sacrificing the use of a preferred methodology. Müller defines textbooks as ‘one possible interpretation of a given state syllabus that they, the teachers, may re-write or add activities to turn them into meaningful tasks for their particular group of learners’ (Müller-Hartman 2011, 80).

4.2 *Task Design, complexity and sequencing*

Once the type of syllabus has been determined, the next step is to identify the target tasks. There will vary depending on the age and the proficiency of the group of learners. Adult learners are more likely to need to fill a CV, or fill out a form, while young learners are more likely to attend a birthday party. Determining which type of tasks are more suited towards the specific group of learners will directly influence how successful the course will be. In order to effectively select those ‘tasks’, Nunan determines six aspects which need to be reflected: the goals, the input, the procedures, the roles of the learners and the teacher, and the setting. (Nunan, as cited in Müller-Hartman 2011, 82).

Each task has more than one learning goal, they ‘comprise the competencies learners have to develop’ (Müller-Hartman 2011, 83), and they are connected to the learners’ needs. Goals may have to

do both with communicative competences (linguistic and intercultural skills), or methodological competencies (performance skills), and they need to be reflected in the process of the task.

Input is a very important aspect to consider, especially in a TSLT context where the only input learners may encounter is that of the textbook. It is the responsibility of the teacher to provide authentic input, created for the purpose of communication rather than language teaching, which is interesting and engaging for the learners. Müller specifies the need for input to cover ‘a range of different oral and written texts to cover the various discourse genres (...) and to be exposed to the basic structures as well as the core vocabulary.’ (Müller-Hartman 2011, 84).

The procedures determine the ways in which learners will interact with the input that is given to them. Considering the difficulty of the task, teachers need to determine its demands and the support that it requires. A task that is too demanding might frustrate learners and lessen their motivation, but a task that is not challenging enough might bore learners and affect their enthusiasm. Similarly, a task that provides too much support might be too easy for the learners, and a task that does not provide enough support might be too difficult. It is essential to find a middle ground between demands and support in order to create opportunities for learning.

In a similar manner, the roles of the teacher and the learners influence the structure of the class and how well the learners are able to acquire the material. While some researchers, such as Willis, claim that teachers should interfere as little as possible during the task-phase, Müller claims that ‘teachers will often need to intervene in the task-as-process, to change and adapt the task to learners’ needs, to focus-on-form at various points and to different degrees in the process, and not least to keep learners in task’ (Müller-Hartman 2011, 87). That is, teachers must find a way to balance learners’ autonomy, while still keeping in perspective their needs and the goals of the task.

Finally, teachers need to consider the setting of the task, whether the ‘tasks’ involve pair work, group work, or teacher-centred interaction, and whether they need to be carried out in the classroom (in the form of a pedagogic task), or outside of the classroom as homework.

Something else that is important to take into account when designing a ‘task’ or a set of ‘tasks’ is task complexity, as briefly mentioned above. Evaluating the difficulty of a task can prove quite challenging, yet it is essential to determine whether or not it can be performed by a certain group of learners, and where it should be placed in the course. Therefore, it is the responsibility of the teacher to analyse a ‘task’ and decide if it fits the appropriate skill level of the learners. In contexts TSLT where the use of a textbook is necessary, specifically synthetic style textbooks that are organized by sets of linguistic

knowledge that increasingly become more complex, ‘task’ difficulty might initially not seem that challenging. However, as adapting those exercises to take the form of ‘tasks’ implies a switch from linguistic exercises to pedagogical tasks, the process of determining their difficulty level becomes less straightforward. As Müller puts it, ‘it is hard to decide whether ‘asking for directions’ is more or less difficult than ‘making plans to meet’ (Müller-Hartman 2011, 110).

Task complexity describes how difficult a ‘task’ is, and it is affected by several different aspects, both the learners and the materials presented to them can influence how difficult a task can be. From the point of view of the learner, their specific linguistic background is one of the main factors to consider. Teachers should ask themselves how familiar the learners are with the themes of the task, as well as with the type of task presented to them. If learners have never performed a similar task, they might be overwhelmed by the steps and the demands of the task. This is especially true of learners who have never been exposed to TBLT or TSLM methodologies, they might expect a more traditional approach to learning a language and find this new format confusing. In order to avoid this, teachers might choose to clearly explain not only the objectives of the specific task but also what they expect their learners to acquire by using ‘tasks’ instead of more conventional exercises. By making learners aware of the reasons their lessons are structured the way they are, and how this structure can help them become more proficient in their target language, teachers might avoid negatively influencing the difficulty of their tasks.

In a similar manner, the instructions and demands of the ‘task’ should be clearly exposed to avoid any sort of confusion. If the information is very high in density, learners are ‘obligated to extract much information from relatively little text’ (Müller-Hartman 2011, 115). That might increase the challenge of the task and result in cognitive gains, but it might also confuse the learners and result in an unwillingness to continue. All of the materials used in any ‘task’ should be selected only when their structure and linguistic content (vocabulary, grammar, etc.) has been considered at an appropriate level for the learners. Other things to consider include the length of the task sequence, what learners have to do with the information the material provides, how they have to process that information, and what kind of interaction will result from that information (Müller-Hartman, 117). Skehan’s model of task complexity condenses all that information into three types; code complexity, cognitive familiarity and communicative stress, which determine the linguistic aspects, the learners’ familiarity with the materials, and the elements which affect task performance correspondingly. (Skehan, as cited in Müller-Hartman, 110).

Nunan’s six aspects of task design and task complexity directly influence the placement and timing of ‘tasks’ in a course syllabus. Selecting tasks to be performed before or after certain kinds of tasks is called task sequencing, and the Willis’ ‘task cycle’ model is the smallest reproduction of it. The ‘task cycle’ provides a structure for larger sequences of tasks divided between different lessons. As stated previously when discussing ‘task repetition’, a whole ‘task cycle’ can perform as a ‘pre-task’ for larger project tasks, which can, in turn, become the ‘pre-task’ for an even larger task. Therefore, sequencing the tasks in ‘groups’ or ‘projects’, determining their complexity and organizing them according to it, works as a good strategy to sequence tasks in a way that creates learning opportunities. ‘Tasks’ may also be sequenced depending on what effects they have on the learner, input-based tasks might be suitable for the beginning of a lesson, as they allow the learner time to adapt to their target language, while more challenging tasks should be reserved for the middle of the lesson when learners have already refreshed their previous knowledge on the topic. On a broader scale, simpler tasks that involve a lot of comprehension rather than production should be placed towards the beginning of a ‘task project’, while more complex tasks which require learners to be familiar with the relevant vocabulary should be placed later on. It is, however, important to find a balance between input-providing and output-prompting, and between different types of ‘tasks’, in order to expose languages to different kinds of interaction. All of these aspects apply in both TBLT and TSLT contexts, but it is important to note that in TSLT contexts, the textbook will generally serve as a guide for task sequencing. Therefore, all of the criteria stated above should be considered in terms of the ‘tasks’ and the learners, and in terms of the textbook.

5. A TASK-BASED TEXTBOOK REDESIGN PROPOSAL

5.1. Syllabus analysis: Goals and background of the work

The goal of this paper was to create a proposal for adapting the textbook *Superminds–Student’s Book 3* (see Appendix 2) aimed at primary school students (aged 9 to 11) beginning an A1 level, as well as providing an adaptation for Unit 1. This proposal was written on the basis of what was explained in the three sections above, as well as my experience on teaching the course without any adaptation or task support. In order to illustrate how the original textbook was meant to be used, *Superminds–Teacher’s Book 3* was also analysed. This paper is an attempt to provide a new interpretation for the textbook, with communicative tasks that will prepare learners for real-world situations as well as motivate them. The

proposal will consist of an analysis of the textbook’s syllabus, suggestions for a future adaptation of the whole textbook, and a Task-Supported rewriting of Unit 1.

To begin the process of creating the proposal, it is important to offer a background for the types of students that are likely to take this course, their linguistic abilities, and their needs. This will help determine exactly what needs to be changed from the original textbook, as well as illustrate how the syllabus can be adapted to suit the course’s needs. However, as this is a hypothetical proposal without any real students to analyse, I will use the experiences that I had while using this book. The students who took the course were three primary school students aged from 9 to 11, their proficiency level was not very high and they struggled with a lot of activities in the book. On top of that, some of the exercises seemed to be aimed at children younger than them and, therefore, they found them demotivating. In the future, the students likely to take this course are from the same age and proficiency age. The classes are comprised of a maximum of 8 students, they are taking the course as an extracurricular activity complementary to their school classes, and they are generally students who do not like English. Additionally, the course is carried out in weekly sessions of one hour and a half during ten months (the whole extension of the course is approximately 58 hours).

In this proposal, I will follow a learner-centred approach, prioritizing pair-work and group-work. The teacher’s role will be to provide support, as well as to adapt the tasks when they prove to be too challenging or not challenging enough for the students. As the proficiency level of the learners is likely to be very low, listening and speaking were prioritized over reading and writing, which were mostly used to provide a supportive function. Therefore, while authentic textual input will be provided when possible, most of the texts will have to be adapted to fit the level of the students. While the use of the textbook is mandatory in the course they were taking, there is not any additional syllabus (aside from the index of the textbook) which needs to be followed, and there are not any official examinations that learners will have to take at the end of the course. Therefore, in order to fulfil the requirements of the course, the proposal will be written around the index of the textbook, using its lexical and grammatical units to guide the contents of the ‘tasks’, as well as using some of the exercises offered in it. To summarize, the proposal will offer a learner-centred approach which aims to develop communicative abilities (particularly speaking and listening) through the use of ‘tasks’, while using semi-authentic input (both text and oral) to provide a supportive function.

5.2. *Description of the textbook*

Superminds–Student’s Book 3 is divided into ten units: an introductory unit and nine core units. The syllabus of the book is a synthetic structural syllabus which divides the units according to lexical and grammatical feature (see Appendix 2). Each unit is comprised of six pages which contain:

- vocabulary items related to the common theme of the unit
- two grammatical features with varied form-oriented drill exercises to practice them
- A song with a fill-the-gap type activity
- A comic-style story featuring the main characters of the book: ‘The explorers’
- Alternated narratives for extended reading (units 1, 3, 5 and 7) and topic-based activities (units 2, 4, 6 and 8)
- A set of activities which aim to develop problem solving skills
- ‘Learn and think’: a set of activities which aim to broaden the topic of the unit in the context of other school subjects
- A role-play (Act out) or a group survey activity (Find out)
- ‘My scrapbook’: a writing activity to keep in a personalised notebook

According to the *Superminds–Teacher’s Book 3*, each page in the Student’s book along with its complementary Workbook page constitute a lesson. However, this proposal will only include activities present in the Student’s book, and the Workbook and is not going to be mentioned. The first half of the unit (from lesson 1 to 6) aims to present and practice the new linguistic features, it is divided between a vocabulary presentation, two grammar presentation units, a song, an episode of ‘The explorers’ and comprehension activities for the story. The second half of the unit (from lesson 7 to 12) aims to focus on skills work and the use of English for school, and it is divided between activities focusing a particular skill, activities broadening the topic to other educational areas, and communication and creative activities. While these activities are not originally meant to be tasks, they follow Ellis’ task criteria very closely, and they can easily be adapted to fully follow the criteria. The teacher’s book specifies that classes with fewer than 5 hours per week, which is the case for this proposal, have the option of missing out some or all of Lessons 7 to 12. Additionally, each lesson is divided between presentation, practice, and production activities. The textbook claims to be structured this way in order to practice speaking and encourage fluency, as well as to support the development of writing skills.

5.3. *Textbook analysis: weaknesses and strengths*

The next step will involve restructuring the units according to Willis’ ‘task cycle’ model. As can be seen from the description of the textbook, the approach and the methodology that it follows is based on PPP principles with an emphasis on speaking activities. As stated above, the main difference between TBLT (particularly FonF as that is the aspect which focuses on form) and PPP is that the former combines meaningful activities with a focus on formal elements of the language, whereas the latter is limited to such a focus. (Doughty and Williams, as cited in Ellis 2016, 409). Therefore, rewriting a structural textbook which follows a PPP methodology entails a change in the focus of the activities. The textbook may be adapted to TBLT by adding ‘tasks’ which focus on meaning and then combining them with the original textbook activities which focus on form, thus making the final product a Task-supported conventional textbook. In order to do that, I will proceed with an analysis of the weaknesses and strengths of the textbook, and I will select those activities that can potentially fulfil (or be adapted to) Ellis’ criteria for a ‘task’.

Firstly, I have identified the key issues with the textbook’s structure and the activities which contribute to its weak points. As previously mentioned, the structure of the textbook follows a PPP methodology which is not ideal for a Task-Supported proposal. However, solving this issue is not necessarily a big challenge, as it only implies a simple restructuring of the lessons in favour of the ‘task cycle’ model. The next issue is related to the appropriateness of the activities. Taking into consideration the expected profile of the students (their age and proficiency level), I have decided to exclude the song and the comic-style story from the proposal. Both of these activities have been created exclusively for language learning purposes, and therefore they lack the authenticity necessary to engage the students. Furthermore, they seem to be designed with much younger EFL students in mind, therefore older learners have been observed to find them boring and demotivating. Instead of rewriting them, or adapting them to fit the proposal, they will be replaced with activities specifically targeted for their age, proficiency level and interests. To continue, I have also decided to exclude the narratives for extended reading. The principle behind extended reading is that students should be able to understand a vast majority of the text without any support. However, the extended readings provided in the textbook are too long and complicated. They have been observed to be frustrating for the students, as their vocabulary is not extensive enough to be able to read them without support, and they are not accustomed to reading long passages. While this could be solved by pre-teaching the vocabulary in the ‘pre-task’ phase of the cycle, I replace them with shorter texts (providing an opportunity for intensive reading rather than extensive reading) included in the ‘tasks’.

The textbook, however, has some strong points which are very useful for the purposes of the redesign. Most of the activities found in Lessons 7-12 either fulfil all of the criteria for a ‘task’, or can be very easily adapted to fulfil them, and therefore they are the most suitable for the proposal. According to the authors of the textbook, classes with fewer than 5 hours should prioritize the first 6 lessons in order to cover the vocabulary and grammar syllabus. Therefore, deciding to focus on those lessons rather than the first 6, directly contradicts the optional nature that those lessons were originally intended to provide. Considering that the proposal will attempt to provide a better alternative to the original textbook, I have decided to prioritize these lessons in spite of the said contradiction.

‘Learn and think’ is the first set of activities in this last half of the unit. Their purpose is to expand on the knowledge presented in the previous activities by connecting it to other educational areas. For example, the first unit of the book focuses on school subjects, and its ‘Learn and think’ section expands on the subject of music by introducing learners to instruments and their families. The second chapter of the book focuses on food, and its ‘Learn and think’ section broadens the subject to teach animal food chains and habitats. ‘Learn and think’ is organized in two pages: the first page introduces the topic through a reading and a reading comprehension activity, and the second page offers a creative project as well as an activity which encourages learners to share their experiences on the topic. The structure of the activity very closely resembles that of a TBLT ‘task’. The first page offers ‘pre-task’ activities where learners are required to classify information according to some specified criteria, the second page offers two ‘main task’ activities: a sharing personal experiences type task, and a creative task. Provided that the students are interested in the topic, ‘Learn and think’ activities can easily be adapted to the Task-Supported proposal.

‘Find out’ is the next set of activities which fulfils the criteria for a task. These are survey-based activities that conclude with the production of a poster or chart to illustrate the results of the survey. ‘Find out’ is alternated with ‘Act out’ role-play activities, and it can be found in Units 1, 3, 5 and 8. In contrast to the ‘Learn and think’ section, this section is directly related to the topic presented in the unit. For example, in Unit 1 (Our school), the students make a survey about their favourite subjects, and in Unit 3 (Daily Tasks), the students make a survey about their chores at home. ‘Find out’ is organised in three steps which directly fit the criteria for a ‘task’: a ‘pre-task’ which introduces students to the topic, the ‘main-task’ which explains the demands of the task, and gives some small advice on how to proceed, and a ‘post-task’ which asks the students to plan and share the results. These tasks have the potential to engage learners with the topic, and they require a use of the target language in order to be completed. Therefore, ‘Find Out’ can be used in the Task-supported proposal as an introductory ‘task’ to the topic.

As mentioned, ‘Find out’ is alternated with a set of role-play activities called ‘Act out’. These can be found in Units 2, 4, 6, 7 and 9. In the textbook, ‘Act out’ involves having a pair of students act out a situation related to the topic in the unit: Unit 2 (The picnic) asks students to order a pizza at a restaurant, and Unit 4 (Around town) asks students to give/ask for directions. Initially, these activities do not fulfil the task criteria, the focus is on meaning, and there is a need to convey information (i.e. a ‘gap’), but learners do not rely on their own linguistic resources (learners are given the structure of the dialogue they are meant to follow), and there is not any clearly defined outcome other than the use of language. Nonetheless, by adding a few elements, ‘Act out’ can efficiently fit all of the criteria. For instance, the role-play in Unit 4 involves a pair of students asking for directions. The students are given two role cards: Student A (the tourist) is required to ask the way to a place, and Student B (a town resident) is required to think about where the places are and help Student A. Then, students are given a sample dialogue that they should follow to act out the situation.

To make this activity more meaningful, both students should be given specific goals to accomplish. The reformed ‘task’ would be divided into the phases of the ‘task cycle’. In the ‘pre-task’, the tourists would be asked to write out their tourist profile (where they come from, how long they are visiting for, what their favourite local food is, etc.), and select a place that they would like to visit. Town residents would be asked to find out how to arrive at a specific location in town. Depending on the level of the students, the materials provided could be authentic (a map of the city of London with highlighted tourist spots, a map of the London tube, and the necessary support for students to use the maps), or it could be adapted to their skill level. In a class of eight students, four would be given the role of the tourist, and the rest would be given the role of the town resident. Each tourist would have a unique place to visit, and each resident would know the directions to only one place. When the main-task begins, the tourist would have to find the resident that can give them directions to the desired place. In turn, the residents would be asked to fill out a form with the profile of the tourist who asked them for directions. In the post-task, the tourists would report how to arrive at their specific locations, and the residents would share the information of the tourist. By adding specific goals, the objectives of the task become clearly separated from the use of language. Furthermore, by giving them time to prepare their tourist profiles and the explanations for the directions, the students would now be using their own linguistic resources.

‘My scrapbook’ is the last set of activities which can easily be introduced into the Task-Based proposal. The concept for these activities is that students personalize a notebook where they can practice their writing skills. Each unit offers a proposal for a writing assignment related to the topic of the unit. First, ‘My scrapbook’ introduces the topic to the students by making them classify and sort information,

and then it provides them with a writing prompt. The textbook only provides activities for the ‘pre-task’ (listing, and sorting and planning) and ‘main-task’ (writing about the topic), the ‘post-task’ section could involve students sharing their written texts and comparing them. Another possibility for the ‘post-task’ would be presenting their information through an oral presentation. These ‘tasks’ could be done on their own, or they can be combined with ‘tasks’ done in previous classes. If Lesson 1 consisted of students acting out the directions role-play presented above, Lesson 2 could have them write about the places they ‘visited’. If the students have travelled around, sharing their own experiences about a place they have visited would be an even better alternative. This ‘task’ could be divided between the ‘pre-task’ which would involve having to look for information about a place, finding interesting facts and pictures, and making a mind map about the above mentioned place. The ‘main-task’ would be writing about the place, sharing their text with other students while introducing a focus-on-form element aimed at raising awareness of the useful grammatical forms for their specific writing (ideally, this would include peer correction), and writing a correct final version of the text in their notebooks. Finally, in the ‘post-task’ phase, the students would be asked to select a favourite text to present to the rest of the class.

5.4. Task-Based adaptation; General proposal and description of the adapted Unit

Even though the textbook is structured in a manner suited towards a PPP approach, it includes some interesting and useful elements from a TBLT perspective. Instead of systematically following the order of the textbook, I would argue that Lessons 7 to 12 (specifically the ‘find out’ section) should be prioritized over Lessons 1 to 6 (where the song, the story, and the extended reading narrative would be excluded completely). The revised unit design proposal (designed for a course with a weekly hour and a half lessons, where each unit is completed in four lessons) would be structured as follows:

- Lesson 1 – ‘Find out’: to introduce the topic and introduce the learners to the target vocabulary and structures.
- Lesson 2 – Repeat ‘Find out’ or introduce ‘Act out’: to allow the learners time to adjust to the new structures and practice them.
- Lesson 3 – ‘My scrapbook’: to introduce a focus-on-form element, and allow learners time to reflect on the structures and vocabulary they have learnt.
- Lesson 4 – ‘Learn and Think’: to expand on the topic and prepare learners to perform unfocused tasks (which do not define the language that learners should produce).

By structuring the lessons as shown, learners would be introduced to the target vocabulary and structures through meaningful activities that require production and comprehension, instead of drill exercises with linguistic performance as their exclusive objective. Furthermore, the ‘pre-task’ and ‘post-task’ stages of the cycle could introduce activities from Lesson 1 to 6, provided that they have been adapted to fit the criteria of a ‘task’. All of the lessons would include both explicit and implicit focus-on-form strategies, although Lesson 3 would prioritize that aspect. Since ‘Find out’ and ‘Act out’ are not present in every unit of the book, the proposal will suggest similar ‘tasks’ to perform in place of the missing ones. Additionally, the proposal would include other ‘tasks’, (such as input-based ‘tasks’ in the form of games, multimedia-based ‘tasks’, etc.) which would be performed without the aid of the textbook. This model structure could be followed in a hypothetical future rewriting of the whole textbook.

This proposal (see Appendix 1) offers a set of four Lessons of an approximate length of 90 minutes, which follow Unit 1 of *Superminds–Student’s Book 3*. The first lesson introduces the students to the topic by specifying the classroom rules and familiarizing them with the subjects, their description and some school materials. This lesson introduces three input-based tasks which will be performed every day, thus providing Task repetition opportunities, in order to solidify their vocabulary knowledge and work on the student’s comprehension abilities. The second lesson focuses on the ‘Find out’ section in the textbook, it requires students to talk about their own likes and dislikes and their friend’s likes and dislikes. This lesson includes a small ‘focus-on-form’ exercise where students have to identify the third person singular rule according to the teacher’s directions, it is performed in through implicit teaching and it requires learners to draw their own conclusions. The lesson concludes with a small task which requires readers to invent a fantasy subject and describe it to the best of their abilities. The third lesson combines some aspects of an invented ‘Find out’ section with the ‘My scrapbook’ section in the textbook. Students review the subject vocabulary by presenting their schedules and their friend’s schedules to the classroom. Similarly to Lesson 2, this lesson offers a small ‘focus-on-form’ exercise which requires learners to recall the rule that they discovered in the last lesson and describe it in their own words. After that, they are required to draw and describe their ideal schedule in their notebooks. The last lesson focuses on the ‘Learn and think’ section in the textbook, and it expands learner’s knowledge of music and instruments. Students are introduced to the different music families (wind, string and percussion instruments), they have to classify some instruments accordingly, and then they have to create a poster describing their favourite instrument and present it to the classroom. This lesson concludes with a creative project where students have to follow instructions in order to make some maracas.

6. CONCLUSIONS

The goal of this project was to adapt a synthetic structural textbook to a Task-supported one. As numerous research demonstrates, TBLT syllabuses which focus on meaningful communication and the development of the students own linguistic resources through the use of tasks, tend to be more successful in promoting second language learning and acquisition. The selected syllabus belonged to the textbook called *Superminds–Student’s Book 3*, which was targeted towards primary school students, and its first unit was adapted to fit the criteria and model of TBLT.

For the purposes of this redesign, this paper summarized the relevant research and information on language learning and teaching, specifically Task-Based Language Teaching. In this paper, a ‘Task’ was described as ‘an activity which helps the learner develop communicative fluency as well as ‘incidentally’ learn new language’ (Ellis 2013, 21), and the process of successfully using ‘tasks’ in the classroom was identified as the ‘pre-task’, the ‘main-task’ and the ‘post-task’. Furthermore, the paper focused on the development of grammatical awareness in the classroom. It identified the different approaches to teaching grammar, and it offered several strategies to introduce a focus-on-form in the TBLT classroom while keeping the activities meaningful. Additionally, the different kinds of syllabuses used in classrooms were identified, and the key aspects of syllabus design were described. Likewise, the key aspects of ‘task’ design were analysed. Furthermore, Task-supported Language Learning was offered as a way to apply Tasks in situations where there are course or syllabus restrictions that teachers are required to follow. In the final stage, this paper provided a description of the target textbook, it described its strengths and weaknesses, it suggested a different way to structure the units to better correspond to the TBLT approach, and it presented a proposal of a Task-supported redesign of the first Unit of the book.

Overall, the project demonstrated that it is possible to combine a TBLT approach with materials meant for structural PPP approaches. In most cases, it is only necessary to change the focus of the activity from a form-focused perspective to a meaning-focused perspective. PPP approaches limit their approaches to a structured assortment of linguistic features, but when combined with the TBLT task criteria, those materials provide learners with an element of focus-on-form in the context of a meaningful and communicative activity. Additionally, the materials designed for the ‘production’ phase of PPP approaches often follow the TBLT criteria quite closely, thus making the redesign process only a matter of giving a clear outcome to the activity. Therefore, the Task-Based proposal in this paper

involved the combination of PPP materials and TBLT Task-criteria, resulting in a range of focused activities primarily focused on meaning, which require learners to employ their own linguistic and non-linguistics resources in order to convey information, and which result in a clear outcome outside other than the use of language.

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9. APPENDIX 1: Task-Supported Proposal: Unit 1

| LESSON 1: Classroom rules (90minutes) | | | |
|--|-------------------------------|---|--|
| Task type | Task name | Task materials and procedure | Task objectives and outcome |
| Pre-task | | | |
| Input-based | <i>Task 1: Where’s my...?</i> | <p><i>Materials</i></p> <p>18 picture cards for the target vocabulary (9 cards for the school subjects and 9 cards for the school materials), an A4 schedule template, and an A4 picture of a school bag for each student.</p> <p><i>Procedure</i></p> <p>The students listen to a description of someone packing their schoolbag in the morning. This person is talking about the material they need for each class, and what their schedule looks like for the day. The students have to find the picture cards corresponding to the subjects and place them in order on the schedule, and place the corresponding material in the schoolbag. Then, the teacher gives</p> | <p><i>Objective</i></p> <p>Familiarize the students with the new vocabulary and contextualize the following tasks with the topic of the school.</p> <p><i>Outcome</i></p> <p>Choosing the picture cards correctly to win the game.</p> |

| | | | |
|-----------------------------|----------------------------------|---|---|
| | | the correct answers to the students and those who chose correctly win. | |
| Input-based | <i>Task 2: Subject Bingo</i> | <p><i>Materials</i></p> <p>9 picture cards with the subjects for each student.</p> <p><i>Procedure</i></p> <p>This task is a Picture Bingo that uses the vocabulary words of the unit as the target items. The students choose eight out of the nine cards and lay them out in front of them. Then, the teacher reads a description of a subject (i.e. ‘In this subject we learn to speak a new language’ → English), and those students who have a corresponding card turn it face down. The first student who turns all of their cards down wins.</p> | <p><i>Objective</i></p> <p>Familiarize the students with the subjects and how to describe them.</p> <p><i>Outcome</i></p> <p>Turning the correct picture cards face down to win the game.</p> |
| Input-based organizing task | <i>Task 3: Do we have to...?</i> | <p><i>Materials</i></p> <p>‘Have to’ sign and ‘Not allowed to’ sign on the whiteboard, <i>Superminds–Student’s Book 3</i> page 13 and CD1 (track 18)</p> <p><i>Procedure</i></p> <p>Students listen to page 13 listening 1 and identify the things the</p> | <p><i>Objective</i></p> <p>Familiarize the students with ‘have to’ and ‘not allowed to’</p> <p><i>Outcome</i></p> <p>A mind map of the statements on the whiteboard.</p> |

| | | | |
|---------------------------------------|--|---|---|
| | | children have to do in school. Then, students are asked to write ‘have to’ and ‘not allowed to’ statements on a piece of paper. After that, they collectively decide which statements they ‘have to do’ and which statements they are ‘not allowed to do’ and they stick them under the correct sign. | |
| Main-Task | | | |
| Output-based creative task | <i>Task: Rules poster</i> | <i>Procedure</i> Students are required to create a poster which specifies the things they ‘have to do’ and the things they are ‘not allowed to do in the English class. | <i>Objective</i> Learners present classroom rules. <i>Outcome</i> A poster with the rules. |
| Post-task | | | |
| Output-based sharing experiences task | <i>Task: What do you think about...?</i> | <i>Procedure</i> Students are asked to talk about the rules. Do they like them? Would they change them? Are they different in their schools? | <i>Objective</i> Sharing personal experiences and opinions about the rules. |

LESSON 2: ‘Find Out’: Our favourite subjects (90minutes)

| Task type | Task name | Task procedure | Task objective |
|------------------|------------------|-----------------------|-----------------------|
|------------------|------------------|-----------------------|-----------------------|

| Pre-task | | | |
|----------------------------|--|--|---|
| Input-based | <i>Task 1: Where’s my...?</i> | (see Lesson 1) | (see Lesson 1) |
| Input-based | <i>Task 2: Subject bingo</i> | (see Lesson 1) | (see Lesson 1) |
| Input-based | <i>Task 3: What’s her favourite subject?</i> | <p><i>Materials</i></p> <p>Likes and doesn’t like sings, and 9 subject picture cards.</p> <p><i>Procedure</i></p> <p>Students listen to a teacher describe someone’s likes and dislikes and they have to sort the picture cards accordingly.</p> | <p><i>Objective</i></p> <p>Familiarize students with descriptions in the third person.</p> <p><i>Outcome</i></p> <p>A mind map of likes and dislikes on the whiteboard.</p> |
| Main-Task | | | |
| Output-based sorting task | <i>Task 1: Find someone who...</i> | <p><i>Procedure</i></p> <p>Students are given a list of likes and dislikes. They have to go around the classroom in order to find a student for each item of the list.</p> | <p><i>Objective</i></p> <p>Learners find information about their classmates.</p> <p><i>Outcome</i></p> <p>Completed list</p> |
| Output-based creative task | <i>Task 2: Our favourite subjects</i> | <p><i>Materials</i></p> <p>Crafting materials and <i>Superminds– Student’s Book 3</i> page 20.</p> <p><i>Procedure</i></p> | <p><i>Objectives</i></p> <p>Learners interview each other and they present their favourite subjects.</p> |

| | | | |
|----------------------------|--|---|--|
| | | Students interview each other about their favourite subjects. They are required to draw a table with the subjects and the students’ names next to their favourite. Then, students organize the answers, they make a bar chart and present it to the classroom. | <i>Outcome</i> Favourite subjects bar chart. |
| Post-task | | | |
| Focus on Form | <i>Task 1: Discover the rule</i> | <i>Procedure</i> The teacher reads statements about likes and dislikes in different persons (we, I, she, etc.) Students are required to listen to the teacher’s statements and sort them into two categories. Then, they are asked to explain why they organized the items the way they did. | <i>Objective</i> Raising grammatical awareness. <i>Outcome</i> Discovering and explaining the rule. |
| Output-based creative task | <i>Task 2: Imagine you are at monster school, what’s your favourite subject?</i> | <i>Procedure</i> The students are given a text of a monster describing its favourite subject. After checking for comprehension, the students are required to invent a fantasy subject and present it to the class. Then, they have to select a favourite fantasy subject and explain why. | <i>Objective</i> Learners describe and present a subject. <i>Outcome</i> Invented subjects. |

| LESSON 3: ‘My scrapbook’: My school schedule(90minutes) | | | |
|--|---|--|---|
| Task type | Task name | Task procedure | Task objective |
| Pre-task | | | |
| Input-based | <i>Task 1: Subject Bingo</i> | (see Lesson 1) | (see Lesson 1) |
| Input-based | <i>Task 2: Where’s my...?</i> | (see Lesson 1) | (see Lesson 1) |
| Output-based comprehension task. | <i>Task 3: What subjects has Ben got today?</i> | <p>Materials</p> <p><i>Superminds–Student’s Book 3 page 10 and CD1 (track 14), and an A4 schedule template.</i></p> <p>Procedure</p> <p>Learners listen to the audio, identify Ben’s schedule and they place the correct subjects on the schedule.</p> | <p>Objective</p> <p>Introduce learners to the task.</p> <p>Outcome</p> <p>Completed schedule.</p> |
| Main-Task | | | |
| Output-based personal experience | <i>Task 1: My schedule</i> | <p>Materials</p> <p>Schedule template for each student.</p> <p>Procedure</p> <p>Learners are given an empty schedule which they have to fill out and present it to the classroom.</p> | <p>Objective</p> <p>Learners present their schedules.</p> <p>Outcome</p> <p>Schedule.</p> |
| Output-based comparing | <i>Task 2: My friend’s schedule</i> | <p>Materials</p> <p>Schedule template</p> | Objective |

| | | | |
|---------------------------------------|--|---|--|
| | | <p><i>Procedure</i></p> <p>Students are required to interview one of their classmates and fill out a schedule according to their answers. Then, they have to present their classmate’s schedule to the classroom.</p> | <p>Learners discover and present their friend’s schedule.</p> <p><i>Outcome</i></p> <p>Schedule.</p> |
| Post-task | | | |
| Focus on Form | <i>Task 1: Do you remember the rule?</i> | <p><i>Procedure</i></p> <p>Students are asked to remember the rule that they discovered during the previous lesson. Then, they are asked to explain that rule in their own words.</p> | <p><i>Objective</i></p> <p>Raising grammatical awareness</p> |
| Output-based sharing experiences task | <i>Task 2: What’s your ideal schedule?</i> | <p><i>Procedure</i></p> <p>The students are required to fill an empty schedule according to their preferences. Then, they have to present it to the classroom. The activity can be expanded by making students choose a favourite schedule and explain why.</p> | <p><i>Objective</i></p> <p>Learners present an ideal schedule.</p> <p><i>Outcome</i></p> <p>Ideal schedule and sharing personal experiences.</p> |

LESSON 4: ‘Learn and think’: Musical instruments (90minutes)

| Task type | Task name | Task procedure | Task objective |
|--|--|---|--|
| Pre-task | | | |
| Input-based | <i>Task 1: Where’s my...?</i> | (see Lesson 1) | (see Lesson 1) |
| Input-based | <i>Task 2: Subject bingo</i> | (see Lesson 1) | (see Lesson 1) |
| Input-based | <i>Task 3: What instrument is it?</i> | <p><i>Materials</i></p> <p><i>Superminds–Student’s Book 3 page 18 and CD1 (track 27)</i></p> <p><i>Procedure</i></p> <p>Students are asked to listen to instruments sounds and number them in the book.</p> | <p><i>Objective</i></p> <p>Introduce learners to the task</p> <p><i>Outcome</i></p> <p>Identified instruments.</p> |
| Output-based sorting task | <i>Task 4: Sort the instruments</i> | <p><i>Materials</i></p> <p><i>Superminds–Student’s Book 3 page 18</i></p> <p><i>Procedure</i></p> <p>Students are required to read about instrument families and sort a group of instruments accordingly.</p> | <p><i>Objective</i></p> <p>Expand learners’ knowledge on the topic.</p> <p><i>Outcome</i></p> <p>List of instruments sorted by family.</p> |
| Main-Task | | | |
| Output-based personal experiences task | <i>Task: Do you play an instrument? Do you want to play an instrument?</i> | <p><i>Materials</i></p> <p><i>Superminds–Student’s Book 3 page 19</i></p> | <p><i>Objective</i></p> <p>Learners share their experiences</p> |

| | | | |
|----------------------------|---|---|--|
| | | <p><i>Procedure</i></p> <p>Learners are required to speak about their experiences with music and instruments. They interview their classmates and ask them whether they play an instrument or not and whether they would like to play an instrument. Then, students have to present their partner’s experiences to the classroom.</p> | <p><i>Outcome</i></p> <p>A little presentation of a third person’s interests.</p> |
| Output-based creative task | <i>Task: My favourite instrument...</i> | <p><i>Materials</i></p> <p>Craft materials</p> <p><i>Procedure</i></p> <p>Students are required to make a poster about their favourite instrument. This poster has to include a picture of the instrument accompanied by a description of it, why they like it, and what family it belongs to. After that, they present their instruments to the classroom.</p> | <p><i>Objective</i></p> <p>Learners find information about an instrument and present it to the classroom.</p> <p><i>Outcome</i></p> <p>Instrument poster</p> |
| Post-task | | | |
| Output-based creative task | <i>Task: Make some maracas</i> | <p><i>Materials</i></p> <p><i>Superminds–Student’s Book 3</i>, empty plastic bottles, rice and craft materials.</p> | <p><i>Objective</i></p> <p>Learners read and follow instructions to make an instrument.</p> |

| | | | |
|--|--|---|----------------------------|
| | | <i>Procedure</i> Students make some maracas and specify which instrument family they are from. | <i>Outcome</i> Maracas. |
|--|--|---|----------------------------|

10. APPENDIX 2: *Superminds–Student’s Book 3* Syllabus and Unit 1.



Map of the book

| 1 Meet The Explorers (pages 4–9) | | | | | |
|---|--|---|--|--|---|
| Vocabulary | Grammar | Story and value | | | |
| Revision of numbers | <i>I'm (not) good at (playing football). Mike is Tom's uncle.</i> | Phonics | The old book Courage Short vowel sounds | | |
| ▶ Song: The Explorers | | | | | |
| 2 Our school (pages 10–21) | | | | | |
| Vocabulary | Grammar | Story | Skills and value | Thinking skills | English for school |
| School subjects | <i>I like listening to (music). He loves / doesn't like learning about (Science). You have to wear (school uniform).</i> | Phonics Getting help Letter names | <ul style="list-style-type: none"> Reading Johnny's story Appreciating different ways of thinking | <ul style="list-style-type: none"> Decoding a puzzle Sequencing Problem solving | Music: Musical instruments |
| ▶ Song: Let me tell you a secret | | ▶ Creativity | | ▶ Revision | |
| 3 The picnic (pages 22–33) | | | | | |
| Vocabulary | Grammar | Story and value | Skills | Thinking skills | English for school |
| Food | <i>Is there any (cheese)? There isn't any (cheese). There is some (cheese). Shall we make some (soup)? How about some (tea)?</i> | Phonics The golden apple Perseverance The sounds /t/ and /a/ | <ul style="list-style-type: none"> Listening and speaking Reading and writing | <ul style="list-style-type: none"> Finding relevant information Logical thinking | Science: Food chains and habitats |
| ▶ Song: A picnic | | ▶ Creativity | | ▶ Revision | |
| 4 Daily tasks (pages 34–45) | | | | | |
| Vocabulary | Grammar | Story | Skills and value | Thinking skills | English for school |
| Daily tasks | <i>It's half past (eight). It's quarter past / to (eight). Amy always / usually / sometimes / never (washes up after dinner).</i> | Phonics Tidying up The letter sounds v and f | <ul style="list-style-type: none"> Reading Arnold and the robot Learning responsibility | <ul style="list-style-type: none"> Reflecting on one's habits Analysing and making deductions | Environmental studies: Saving water |
| ▶ Song: What a busy day | | ▶ Creativity | | ▶ Revision | |
| 5 Around town (pages 46–57) | | | | | |
| Vocabulary | Grammar | Story and value | Skills | Thinking skills | English for school |
| Towns | <i>It's opposite / above / near / below the (park). I'm going to (the shop) to buy (some bread).</i> | Phonics Up high Lateral thinking The sounds /a/ and /t/ | <ul style="list-style-type: none"> Reading Listening, speaking and writing | <ul style="list-style-type: none"> Drawing conclusions Matching Developing sense of direction | Geography: Directions |
| ▶ Song: Lost in town | | ▶ Creativity | | ▶ Revision | |

| 5 Under the sea (pages 58–69) | | | | | |
|--|---|---|---|---|---|
| Vocabulary Sea creatures | Grammar <i>Great auks were / weren't (sea birds). Their food was / wasn't (fish). Were you (in the sea), Sue? No, I wasn't. Was Tim (on the beach)? Yes, he was.</i> | Story Phonics <i>The trap</i> The letter sounds s and sh | Skills and value • Reading <i>What Christine found</i> • Caring for nature | Thinking skills • Matching • Recognising patterns • Applying knowledge | English for school Art and Maths: Pattern and symmetry |
| ▶ Song: Fish, fish everywhere | | ▶ Creativity | | ▶ Revision | |
| 6 Gadgets (pages 70–81) | | | | | |
| Vocabulary Technology | Grammar <i>The (DX24) is bigger / more expensive than than the (DX32). The (Airbus A380) is the biggest (plane) in the (world).</i> | Story and value Phonics <i>The cave</i> Being resourceful Long vowel sounds | Skills • Reading and speaking • Listening and writing | Thinking skills • Making deductions • Numerical and logical thinking | English for school Maths and History: Numbers |
| ▶ Song: My bike is bigger | | ▶ Creativity | | ▶ Revision | |
| 7 In the hospital (pages 82–93) | | | | | |
| Vocabulary Health | Grammar <i>The plate landed on the floor. She felt awful.</i> | Story Phonics <i>At the hospital</i> -ed endings | Skills and value • Reading <i>Sophia saves the day</i> • Helping others | Thinking skills • Decoding and sequencing • Developing story analogies | English for school Science: Fever |
| ▶ Song: What a week | | ▶ Creativity | | ▶ Revision | |
| 8 Around the world (pages 94–105) | | | | | |
| Vocabulary Countries | Grammar <i>We went to the (beach), but we didn't go (swimming). Did you go shopping? Yes, I did.</i> | Story and value Phonics <i>The final letters</i> Showing interest in other cultures The sounds /i:/ and /ɪ/ | Skills • Listening and reading • Speaking and writing | Thinking skills • Making lexical links • Imagining • Visual thinking | English for school Art: Origami |
| ▶ Song: All my friends are far away | | ▶ Creativity | | ▶ Revision | |
| 9 Holiday plans (pages 106–117) | | | | | |
| Vocabulary Weather | Grammar <i>It's (not) going to be (rainy) on (Tuesday). Are you going to (cook pizza)? Yes, I am.</i> | Story Phonics <i>The treasure</i> The sound /s/ | Skills and value • Reading <i>Holidays with Grandma</i> • Changing perceptions | Thinking skills • Prediction • Logical thinking | English for school Geography: Seasons and hemispheres |
| ▶ Song: A super holiday | | ▶ Creativity | | ▶ Revision | |

Grammar focus: pages 118–127

1 Our school

1 Listen and say the words. Then check with a friend.

LIBRARY

- 1 English
- 2 Geography
- 3 Music
- 4 I.T.
- 5 History
- 6 Maths
- 7 Science
- 8 Art
- 9 P.E.

TIMETABLE

| | MONDAY | TUESDAY | WEDNESDAY |
|-------|--------|--|-----------|
| 9.00 | 1 | 9.00 $2 \times 4 = 8$ $3 \times 4 = 12$ 6 | 9.00 |
| 10.30 | 2 | 10.30 7 | |
| 12.00 | | 12.00 | 12.00 |
| 13.30 | 3 | 13.30 8 | |
| 2.30 | 4 | 2.30 9 | |
| 3.30 | 5 | 3.30 | |

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2 Listen and correct the sentences.

- 1 Ben's favourite subject is History.
- 2 Lucy understands the puzzle.
- 3 Lucy wants to ask their Maths teacher.
- 4 Lucy doesn't like the librarian.

3 Ask and answer.

Do you like History? Yes, I do. It's my favourite subject.

When do you have History? On Wednesdays. Before Maths.

10 School subjects: *before / after*

1

1 **Think!** Read and write the names.

Alf



- I like Science. I'm good at it.
- I love English. It's my favourite subject.
- I really don't like Music. I can't sing.

Julia



- I really don't like Science. I'm not good at it.
- I like English. My English teacher is nice.
- I love Music. I'm good at it.

- 1 I really don't like singing.
- 2 I like writing and listening to stories.
- 3 I love singing.
- 4 I like learning about plants and animals.
- 5 I really don't like learning about plants.

2 CD 1 15

Grammar focus

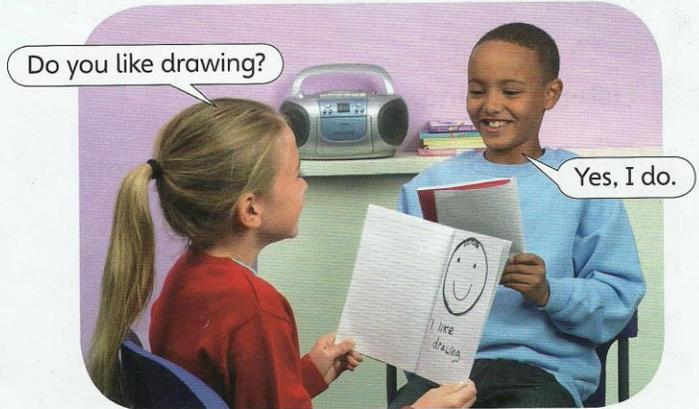
Listen and say.

I like listening to music. He loves learning about Science. He really doesn't like singing.



3 Play the like / don't like game.

- drawing
doing sport
listening to music
singing



Like / Don't like + ing 11

1 CD1
16

Match the pictures with the school subjects. Listen and check.



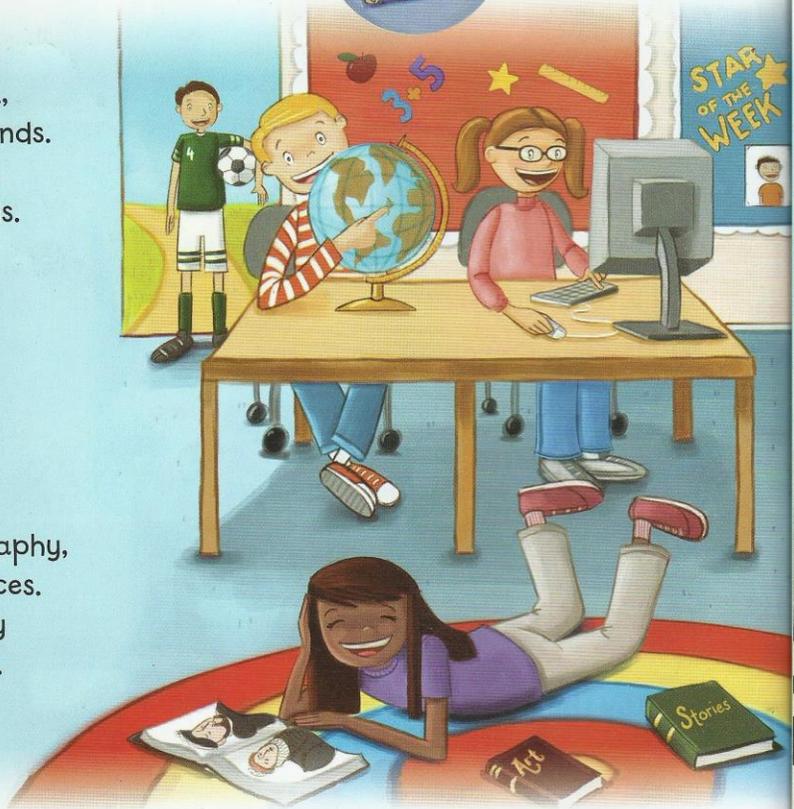
P.E.
I.T.
Geography
History

I love playing football in P.E.,
And having fun with my friends.
I like using computers in I.T.,
I'm sad when the lesson ends.

Let me tell you a secret,
School is great.
School's for everyone.
Don't tell anybody that
School is great.
And it's lots of fun.

I love learning all my Geography,
I'm good at names and places.
I love learning all my History
And all those famous faces.

Let me tell you a secret ...



2 CD1
17

Listen and sing.

3 Solve the puzzle and write the school subjects.

1 s H o i t y r

2 e h y o r a G g p

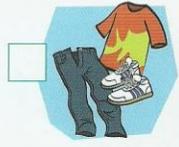
3 t a M s h

4 e n S c e c i

12 Singing for pleasure

1

1 CD 1 18 Listen and tick (✓) the things Daniel and Linda have to do at school.



2 CD 1 19

Grammar focus

Listen and say.

You have to wear school uniform.
You have to read a book every week.
You have to arrive at school before nine o'clock.



3 Read and play the rules game.

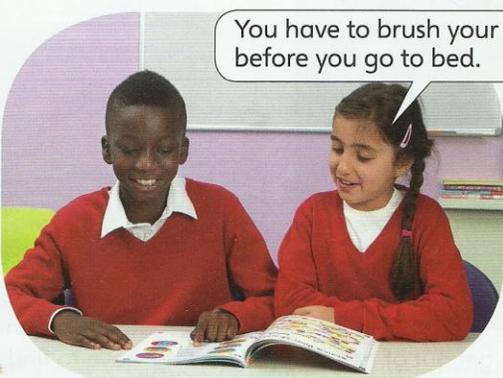
before you go to bed every day
before you go to school before you eat



wash your hands



get up



You have to brush your teeth before you go to bed.



have breakfast



brush your teeth



do your homework

Have to + infinitive 13

CD 1
20 **The Explorers** **Getting help**



Lucy: Excuse me. Can you help us, please?
Mr Williams: Yes, of course. What's the problem?
Ben: We can't read this book. It's in code.



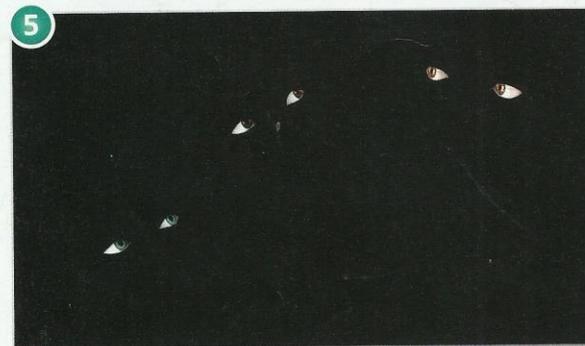
Mr Williams: Hmm. Let me think. It isn't easy. There are lots of clues in this book. But they're all in code. Very interesting! I like doing puzzles!



Mr Williams: This is difficult! Can I keep the book? I can tell you tomorrow.
Lucy: Keep the book?
Ben: No, sorry. We can't give it to you.



Mr Williams: OK then, sorry kids. I can't help you. I've got to go.
Lucy: OK, thanks anyway.



Ben: What's going on? It's dark!
Lucy: Come on Ben. We have to get out of here.



Ben: Someone wants our book!
Lucy: It's probably Horax and Zelda.
Ben: What? Here in the school? No way.
Lucy: We have to find a way to read this code.

14 Reading for pleasure

Story time

1 Think! Read the story quickly and try to find the answers.

- 1 What is the boy's name? The boy's name is ...
- 2 What is his teacher's name?
- 3 What lessons does the boy have?
- 4 What is he doing in the lessons?

2 CD 1
25 Read and listen. Check your answers.

Johnny's story

At Oak Tree School, there is a Geography lesson. Miss Burton is showing a film about China. But one of the children, Johnny, is dreaming. In his dream, he is sitting on a dragon flying along the Great Wall of China. Johnny is happy. He loves flying. He loves riding the red dragon. Then Miss Burton stops the film and starts asking questions.



'Johnny,' she says, 'When it's three o'clock in the afternoon in London, what's the time in Beijing?'

Johnny says, 'It's my dragon.'

The children laugh. Miss Burton doesn't laugh.



The next lesson is Maths. The children all work in their workbook. Johnny isn't doing any work in his workbook. He loves doing Maths puzzles in his head. Then Miss Burton starts asking questions.

'What is fourteen plus twelve?' she asks Jenny.

'Twenty-six,' Jenny answers.

'Johnny,' Miss Burton asks, 'What is forty plus eighteen?'

'I think the number two is at the top of the triangle,'

Johnny says.

The children laugh. Miss Burton doesn't.

The next day the children have Science. Miss Burton tells the children about the lifecycle of butterflies. Johnny is dreaming. In his dream, he is in Art class. He has to paint a butterfly on a T-shirt.



16 Value: appreciating different ways of thinking; reading skills

1

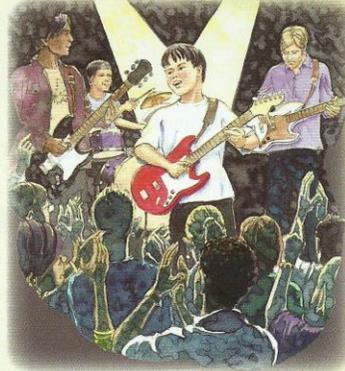
Miss Burton stops talking and starts asking questions.

‘What do caterpillars eat?’ she asks Johnny.

‘T-shirts,’ Johnny says.

The children laugh. Miss Burton doesn’t.

The next day the children have Music. Miss Burton plays some music – a piano concert. Johnny is dreaming. Johnny is on stage. He is singing and playing the guitar. There are hundreds of people watching. When he stops, the people clap their hands and shout.



The music stops and Miss Burton starts asking questions about it.

‘What music is this?’ she says to Johnny.

‘Come on, come on, it’s time to dance,’ Johnny starts singing.

The children laugh. Miss Burton doesn’t.



Two weeks later, the children have to write a story for a competition.

‘Who can write the best story?’ Miss Burton says.

Johnny writes a fantastic story. It’s about dragons and butterflies, a guitar concert, puzzles and other wonderful things. Johnny wins first prize.

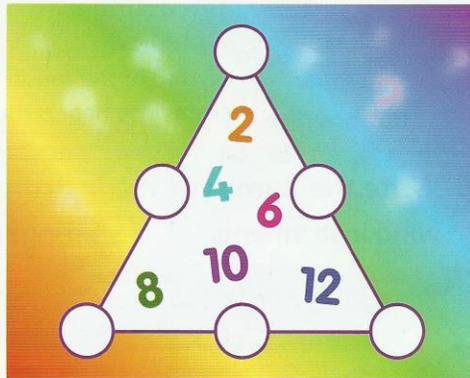
The children don’t laugh; they clap and shout, ‘Hurray Johnny!’ Miss Burton smiles. ‘It’s a beautiful story. Read it to us!’

3 Think! Put the story in order.

- Johnny does a Maths puzzle in his head.
- Miss Burton teaches Science.
- Johnny dreams of painting a butterfly on a T-shirt.
- Miss Burton shows a film.
- Johnny wins the competition.
- Miss Burton teaches Music.
- Johnny dreams of playing the guitar.
- Miss Burton teaches Maths.
- Johnny dreams of flying on a dragon.

4 Think! Can you do Johnny’s puzzle?

Write the numbers in the circles so that each line of three numbers adds up to 20.



Value: appreciating different ways of thinking; reading skills **17**



Learn and think

Musical Instruments

1 ^{CD 1} Listen and number.



recorder



flute



triangle



piano



guitar



drum

2 Read about different families of musical instruments.



pan pipes

wind instruments

You use your mouth to play these instruments. You blow through the instrument to make a sound.

blow



violin

stringed instruments

Instruments with strings are called stringed instruments. Easy? Well what about the piano? It's a stringed instrument but you can't see the strings. They are inside the piano.

strings



tambourine

percussion instruments

We use percussion instruments to play the rhythm of the music. When you listen to the drums you hear a rhythm.

rhythm



3 Write the names of the instruments in Activity 1 in the columns.

wind instruments stringed instruments percussion instruments

Learn and think

1

1 Look at the instruments. Which family are they from?

Trombones are ... instruments.



trombone



harp



cymbals



cello



castanets



saxophone

2 Answer the questions.

- 1 What other musical instruments do you know? What family are they from?
- 2 Do you play an instrument? If you do, how often do you play it? If you don't, what instrument would you like to play, and why?

3 **Project** Make some maracas.

- 1 Take two empty plastic bottles. Fill them with rice. Shake them to hear the sound they make. Add some rice or take some out until you like the sound.



- 2 Decorate your maracas.



- 3 Play some music and beat the rhythm.



Which musical instrument family are your maracas from?

Find out

Our favourite subjects

1 Work in groups of four. Draw a table. Ask and write.

| Favourite subject | Names | |
|-------------------|----------------------|---|
| I.T. | Maria | 1 |
| English | Shelley, Joshua, Tom | 3 |

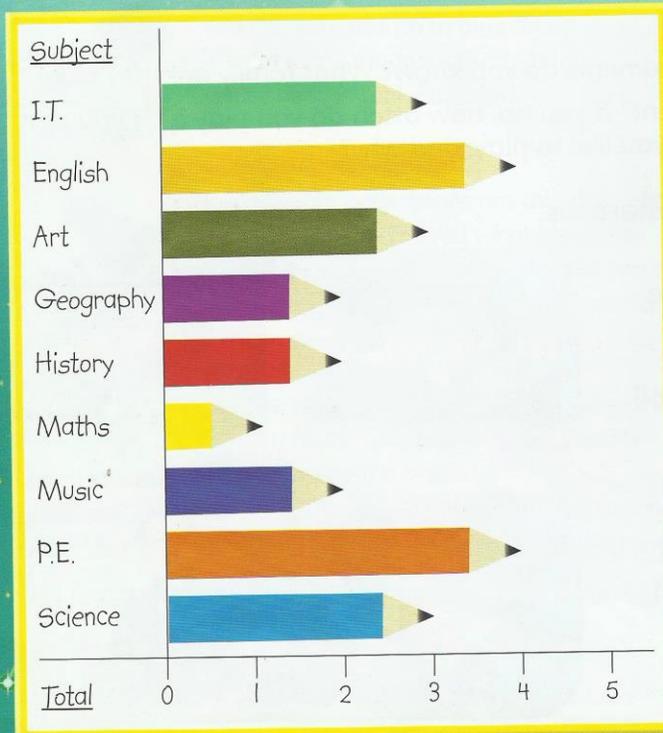
Maria, what's your favourite subject?

I.T.

2 Add up all the answers from the groups on the board.

| Subject | Total |
|---------|-------|
| I.T. | 3 |
| English | 4 |

3 Make a bar chart and talk about the results.



In our class, the number one subjects are English and P.E.

The number two subjects are Art, I.T. and Science.

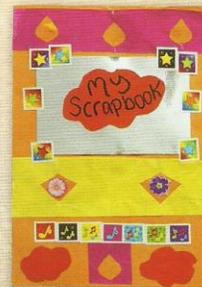
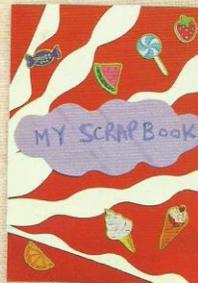
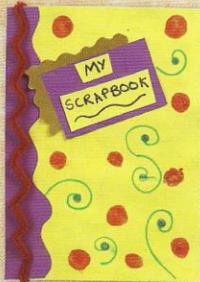
In our class, only one person likes Maths.

My scrapbook

Make a scrapbook

1

- 1 Take a new notebook and make a nice cover. You can use coloured paper, stickers, photos and cloth. Write your name on it.



- 2 Write your profile on the first page of your scrapbook.

My name: Noah

My class: English

My teacher's name: Peter

My favourite colour: orange

My favourite song: Mr Blue

My favourite book: Super Minds

I like eating: ice cream

I like drinking: tea

People in my family: my mother,
my sister Jane, my dog Alf

- 3 Write some rules for your English class.

English class rules:

We have to speak English.

We have to do our homework.

We have to listen to ...

We have to read a book every ...

Revision 21