

<p>Page 1</p> <p>-Unit goals</p> <p>Task sequence for encouraging use of self-access centre (non-linguistic goals: using the centre; producing an information leaflet):</p> <ul style="list-style-type: none"> <li>- Input: examples of leaflets, making a decision based on these.</li> <li>- Language focus: leaflet language; negotiation language.</li> <li>- Repeat task – make a different decision; work with different people. Discuss external influences on decision.</li> <li>- Task for using self-access centre: pre-task planning; task in self-access centre; post-task: producing the leaflet.</li> </ul> <p>Reflection on what is learnt.</p>	<p>Page 2</p> <p>Topic schemata activation task sequence:</p> <ul style="list-style-type: none"> <li>-Input-based task: reading or listening; topic-related. Task completion will require speaking or writing too. -Focus on form: Will be a vocabulary focus, using useful, level appropriate vocabulary from the text.</li> <li>-Further task: to give opportunity for upgrade of language; using previous task content (increase level of formality – e.g. presentation)</li> <li>- Reflection task, including reflecting on what skills have been used, what type of language has been used, what interaction has been used etc</li> </ul>	<p>Page 3</p> <p>Preparatory tasks:</p> <ul style="list-style-type: none"> <li>-Groups, discussion about what learners want to know about ESE/the people in it, related to topic (NS and NNS)</li> <li>-refining the brainstorming into questions (focus on form – question forms inc indirect questions)</li> <li>-Use of self-access centre to do some preliminary research on areas of interest</li> <li>- Share information with other groups (information gap with some kind of purpose specified; personal response/comparison with own background etc.)</li> <li>- Reflection, esp. on use of self-access centre but also on influence of background on content.</li> </ul> <p>Task to use the above to prepare a set of questions/a questionnaire/whatever to use for gathering information from ESE inhabitants (eventually)</p>	<p>Page 4</p> <p>Preparatory tasks continued</p> <p>Pilot questions/questionnaire on classmates (Focus on form – appropriate language for questioning people politely etc, to emerge from student interaction. But scaffolded for the teacher by the teacher notes)</p> <p>Personal response to information gathered.</p> <p>Pilot again following focus, this time using learners from other classes. (In the break)</p> <p>Comparison of output from pilot 1 and pilot two, both in terms of language use and content</p> <p>Brainstorming potential issues for doing task with people outside the school, potential reasons for said issues and potential solutions. (Teachers notes to scaffold with ideas)</p>
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<p>Page 5</p> <p>(Homework set at end of previous sequence: gathering the data; recording conversations)</p> <p>Sequence of tasks for while homework isn't yet done:</p> <p>Task for looking at information gathered in the pilots, but in terms of analyzing/synthesizing it. (Form focus: language for doing that)</p> <p>Task for comparison of pilot information with research information.</p> <p>Task to highlight the importance of audience on selection of what is important.</p> <p>Task to introduce wiki and associated digital literacies required.</p>	<p>Page 6</p> <p>Task to reflect on the experience of collecting the data in the E.S.E. (Esp. allow for discussion of any problems and the reasons behind them)</p> <p>Task to analyze the information gathered and compare it with previous information. Personal response.</p> <p>Task to transcribe snippets of recordings and analyse them. Maybe ss choose the most and the least successful exchanges for this, to enable comparison as well.</p>	<p>Page 7</p> <p>Sequence of tasks to prepare the information for presentation on the wiki (in the chosen format)</p> <p>Task sequence to include focus on the chosen format for language and style necessary etc</p> <p>Peer-editing and redrafting</p> <p>Putting information on the wiki</p> <p>Task to encourage engagement with other groups' work, both process and product; comparison. Reflection on what could be better next time, both for process and product. Individual reflection followed by discussion of own role in the process.</p>	<p><b>Comments:</b></p> <p><i>Page numbers fairly meaningless at this stage. Will depend on how much detail goes in the SB and how much just for the teacher etc.</i></p> <p><i>This is just an overview of how the overall sequence would go and how it would divide up, ish.</i></p> <p><i>The course as a whole would contain a number of such modules. I need to work out actually how long a module will take, in order to know how many to make for this 20hrs of materials project.</i></p>
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