

# Thinking about TBL

The shape of my materials

# Task Cycle Notes

- The **main cycle** is the series of tasks (A) that lead towards and through completion of the main task ( ), ending with reflection on this macro-cycle and all its elements.
- Within this **series of tasks**, each task (C) itself consists of **pre- (D), during- (E) and post- (F) task activities**, which enable completion of the task. These may be task-like in nature (e.g. meet x, y, z criteria – see Ellis/Willis etc..) but will be referred to as **activities** to distinguish them from **the main task cycle**.

# Task Cycle (Continued)

- Willis and Willis recommend focus on form to come in the post-task phase (F) while Ellis says focus on form can work at any part of the task cycle without detracting from it. It can even form the main task as meaningful discussion can be had about language and the outcome becomes what is identified. (p16-18)
- Willis and Willis argue that success of a task must not depend on use of identified forms or it becomes focus on form rather than meaning and no longer a task. (p.22) i.e. language practice activity.
- “a sequence of tasks which have different characteristics and purposes. The important thing, however, is there is a focus on meaning at all stages.” (Willis and Willis p.23) (*Do I agree?*)

# Task Cycle (continued)

- “the planning process for the teacher begins with the target tasks and then involves building in priming and preparation, which we will call *facilitating tasks*” (p23 Willis and Willis) (Priming is like covert linguistic preparation, making learners more ready for language that will arise)
- **Longitudinally** all the tasks facilitate the main task of the learners exploiting the E.S.E. and then using the data collected
- **Vertically**, the pre-task activities in the top third facilitate the main task in the middle and the post-task activities maximize benefit of the main task.
- Within each third, the activities themselves will be scaffolded to allow for successful completion. The scaffolding may also seem task-like but I will call it scaffolding and the components, activities.
- With **focus on form** in the post-task phase, the output from the task becomes the input for the form focus. Therefore language is contextualised and meaningful. If the output is written, it can be manipulated and looked at, if spoken, it could be recorded, transcribed and used in a similar way.
- Willis/Willis 2007 and Ellis 2003 seem to coincide with regards authenticity of task including authenticity of interaction as well as situation. Willises refer to it as authenticity at level of meaning, at level of discourse and at level of activity (p15). Both seem to **prioritise authenticity of interaction** (meaning/discourse) over activity.

# Task Cycle (continued)

- High surrender value vs low surrender value (Willis and Willis p. 31) – “if they are confident enough to make the most of their language with all its shortcomings and inaccuracies then they have gained a valuable skill for life, they have **high surrender value**”... “once they can use the language outside the classroom they will go on learning. So they have a skill which will grow in value” [layers of culture analysis, using E.S.E. etc]
- Useful for learners to follow “**a graded sequence of tasks...** start with a comparatively simple listing task, and each subsequent task presents a slightly greater cognitive and linguistic challenge” (Willis n Willis p110) (Need to compare with Ellis and see if my sequence can achieve this; vertically (within each “lesson” and horizontally across the cycle too. I think it does!)
- “in order to promote language development, we should provide a rich diet of activities which focus on meaning”(p113)

# Task Cycle (continued)

- Willis and Willis principles for form focus:

(p113)

1. “we should not allow form-focused activities to detract from a focus on meaning” (otherwise “a ‘further practice’ of form activity” results)
2. If you keep form focus for the end of the task cycle then during the task cycle, learners will use everything in their repertoire rather than being influenced by the form focus.
3. Opportunities for implicit form focus arise throughout a task cycle, whenever learners “pause in their attempts to process language for meaning and switch to think about the language itself”.
4. Task cycle = “predominantly concerned with meaning but there is likely to be a focus on language, especially on lexis...at the beginning when the teacher is priming”

How do these apply to my macro-cycle and vertical mini-cycles?

# Task Cycle (continued)

- “focus on language” = “learners are working with meaning and thinking about language on their own initiative, independently of the teacher” p113/114 Willis n Willis
- “focus on form” = “teacher isolates particular forms for study and begins to work on those forms outside the context of a communicative activity” (→ what Willis thinks should happen in the post task phase not during or before a task. Whereas Ellis thinks it can also \*be\* the task and at any point in the task cycle: think I’m with Ellis then!)
- (Are “consciousness-raising” and “priming” the same thing? Similar? Must establish precise meaning of terminology.)

# Task Cycle (Continued)

- “The purpose of the priming stage is to prepare learners for the topic and to make available the vocabulary. By ‘vocabulary’ we mean words and phrases that they are likely to need for the task” (p115)

Consciousness-raising can also include this but more besides and different goal? Wider term? Drawing attention to any aspect of language including vocabulary. **Priming implicit. Consciousness-raising explicit? Is it always? Yes.**

- “**priming can be flexible**. It will probably include a teacher-led introduction of some kind. This may be reinforced by the use of a written text. The timing can be varied, either allowing the learners plenty of time to think about the problem for homework, or asking them to do it fairly quickly in class. The priming can also be supplemented by group work.” (p116) **Some of my activities have a priming function – must identify which and label them.**

# Task Cycle (continued)

- “parameters governing the teacher’s decision as to how to shape the priming”: “the complexity of the task and the associated language” and “the learners’ ability” (I have done this – must identify what and how in the rationale..)
- Willis and Willis (p123) say, “Many language schools in English-speaking countries send their learners out to interview members of the public.” Tomlinson says that the course books he reviewed don’t make use of the English outside the classroom. My materials aim to bridge this gap by providing a principled, carefully sequenced and scaffolded set of resources to increase the effectiveness of the process.
- Recordings of learner language made in such E.S.E. encounters provides opportunity for “focus on language” and “focus on form”. (p122)

# Task Cycle (continued)

- “When we ask learners to look at a text and identify items for themselves, there is an element of discovery involved, particularly if they are asked to begin from meaning” e.g. identify things that people ‘had to do’ and things they were ‘allowed to do’. (p124 W&W) (This occurs in mine – beginning from meaning e.g. with questions – must link it to this theory)
- → compare with Language Awareness (??) and Consciousness-Raising (Ellis)
- Exercises involving grammaticization: “taking a string of words, removing many of the grammatical markers and asking learners to restore them” (p125) – sounds like a shade of text reconstruction/dictogloss.
- “Preparation is likely to be particularly effective when learners are asked to incorporate the language of an old task within a new one” p130. (→ to think about in terms of sequencing etc) E.g. if they have to generate same/similar language to that previously encountered/focused on in a new context. Good recycling. (ibid)

# Task Cycle (continued)

- After generating previously encountered language in a new context, repertoire can be extended by traditional grammar exercise-y things. (p130)
- “language reinforcement” → recycling and expanding, essentially? Can be done from one task to another.
- “when we use a set of texts to help learners find out about the language we can talk about a pedagogic corpus” (texts learners have studied, used for pattern identification) p131
- (See W&W p132/133 for summary/review of language focus and form focus) Also Willis definition of consciousness-raising: must compare with Ellis’s.

# Task Cycle (Continued)

- “A well-balanced task-based programme will ensure learners experience an appropriate range of discourse types” (p135 W&W) (through the different interaction patterns and language use required – monologue/dialogue, long turn/short turn, purpose etc., through the task requirements e.g. giving opinions, evaluating etc., through the process e.g. language associated with strategies – repetition, clarification etc. and through the different text types used as input) **Must map my cycle to this.**
- “In some situations [however], the social dimension of language use is at least as important as the exchange of information” (p137) **...manner as important as information provided etc.**
- Split a role play task into 2: First get learners to solve the problem/generate the information, then get them to consider the social dimension with guided questions. **(Both at once = heavy cognitive load.)** p 139

# Task Cycle (Continued)

- “a lot of everyday conversation consists of **storytelling**” p140 – can be reinforced by Eggins and Slade, by Thornbury and Slade etc (*Can I work storytelling into my sequence? E.g. telling stories about the experience of using E.S.E. – the most embarrassing part was, the best part was etc? Needs more thought.*)
- See p140 also for info about importance of routines and building up a repertoire of conversational gambits – possible though TBL.
- Artificial tasks “may not offer a precise reflection of the real world, but they do oblige learners to **engage in real-world meanings and real-world discourse acts.**” (p142 W&W)
- “We are suddenly confronted with people who speak rapidly, who use vague language which was never covered in our classroom experience, who make false starts and ask abbreviated questions. This is the real world and we need to prepare learners for it.” (p146/147 – see also for reminder of what such language to think about) *Do my materials do this? Looking at the example interview transcript will enable this kind of thing to be drawn out as well as cultural stuff. → must include in relevant activity.*

# Task Cycle (Continued)

- See p147/148 W&W for ideas of how to focus on the social dimension of language (useful for designing preparatory tasks for my materials) “we need...to supplement a task-based approach to take account of social variation. This is partly a matter of CR, sensitizing learners to the way the social dimension is encoded, and partly a matter of introducing appropriate language forms.” (ibid)
- See p 150/151 for teacher roles (must consider teacher roles in the rationale/teachers support materials)
- **Willis Rules Patterns and Words: Grammar and Lexis in English Teaching** – get it out and read it.
- See page 154 W&W for important stuff re: writing instructions to make tasks effective. In fact, whole chapter on adapting and refining tasks, will be useful when writing the actual materials to refer to in the interest of making the tasks effective and clear etc.

# Task Cycle (Continued)

- **V important re design:** “Precise instructions, interim goals, a clear completion point with an outcome of some kind are likely to increase learners’ confidence in their ability to do the task, stimulate richer use of English, maximize student participation and less likely to allow a minimal response.” – **need to make sure my task cycle does this both vertically and horizontally.**  
(p159 W&W)
- **Task repetition:** well documented for showing that “getting learners to repeat the same task (or the same report) but with different partners results in a richer use of vocabulary and a higher degree of accuracy and grammatical complexity.” (p170 W&W)

# Task Cycle (continued)

- “After the **final task repetition**, most teachers required learners to write a report including the most interesting things they had found out. This gives them time to recall useful words, recycle language and ask about it, and write down points they want to remember.” **(p171 W&W → useful concluding activity)**
- “Heidi Vande Voort Nam reports ‘during the transcription phase, learners wanted to write down what they wish they had said rather than what they had actually said’. So she allowed them to write a second, more idealized, version. **Can bring this into my sequence? Write a second, more idealized version of the transcript of the least successful interaction?**”

# Task Cycle (continued)

- “language learning is a dynamic process. Learners are not simply acquiring forms; they are learning to put them to use” (p178 W&W)
- If we are to define **a syllabus** for [such] general learners we need to list what it is that learners want to do with their English, the situations in which they will want to operate and the topics they will want to cover. (p181 W&W) → **unifying need/want for my learners is to interact with the English around them; they get some influence over topic choice through being able to specify what questions they ask according to what they are interested in knowing.**

# Task Cycle (continued)

- “In some countries, ministries of education stipulate topics and situations and criteria or benchmarks for different levels” p181 → Not a problem in my context. Government stipulation is only for ESOL. Mention in rationale.
- “In preparing learners for an examination of this kind, however, it will be important to follow up task-based and form-focused activities with test items which mirror the form of the examination.” p182 → students in my context, the exam of choice is generally IELTS for academic study and they do an afternoon class in that. So, not a worry. Mention in rationale.

# Task Cycle (Continued)

- Skehan (1998:99) offers a list of variables for assessing the difficulty of tasks. W&W p185 (Must have that out – Ellis refers to it too. I need to decide exactly how I will assess the difficulty of tasks and why)
- “A specification of appropriate learner outcomes together with associated texts is likely to provide sufficient coverage of basic grammar.” W&W p190 (Willis says something about this in Rules Patterns Words? Related to authenticity, about systematising coverage. Must find reference.)
- When you are preparing a text for teaching check out your frequency lists to help you decide what words to focus on. P194 W&W. (Or use that text analyzer and find the frequent words that way...)

# Task Cycle (Continued)

- Make learners aware of the importance of collocation and set them exercises which make them think about the importance of collocation. (W&W p195) → Must make sure there is some collocation work in my materials. \*\*not in there yet.
- “To move from a task syllabus to a language syllabus we need to analyse the texts we have collected, the pedagogic corpus, looking for grammatical features and frequent words and phrases which are worth highlighting. This will give us our language syllabus. This syllabus needs to be checked out against frequency lists identifying the most important words and phrases. This checking process may identify gaps which need to be filled.” P197 W&W (I think this is what W was saying in Rules, Patterns, Words. Check)

# Task Cycle (Continued)

- “We need to **monitor and refine materials.**” p198 W&W. → I need to make sure in the teachers’ notes, there is something for teachers to use in order to do help them do this. Evaluation.
- Nunan (2004): “language classrooms are unnatural by design...they exist precisely to provide for learners the kinds of opportunities that do not exist outside the classroom.” (p22) e.g. opportunities/activities for scaffolded interaction, to prepare for outside the classroom.
- Rehearsal rationale and activation rationale (p20-21) one reflects real life activities, so is a rehearsal for real life, one enables language to be activated that will be useful in real life even though the activity isn’t. The criteria for the activity is it should be engaging and generate language use.

# Task Cycle (Continued)

- “One of the **potential problems** with a task-based program is that it may consist of a seemingly random collection of tasks with nothing to tie them together” p25 Nunan. → My materials avoid this by using the project to give longitudinal coherence.
- Nunan p30 for a rationale for task based syllabuses. (SLA theory, “naturalistic recycling”, “consistent with an ‘organic’ view of acquisition” etc)
- Nunan’s approach to developing units of work specifies that the difference in the early stages between this and traditional approaches is that “**learners** have been introduced to the language within a communicative context” → interesting, the task is step 6! Sounds like what Ellis might call task-supported teaching rather than task-based. I think the issue of randomness is a good point, but his developing units of work not so much. Why? It’s good because it helps learners complete the task successfully, but it’s PPP+task and PPP doesn’t fit with SLA. Some benefits of the task are lost.

# Task Cycle (continued)

- His **principles** for this sequence: Scaffolding, task dependency (like sequencing, really), recycling (to **maximise learning opportunities**), active learning (active use of language helps learners learn best), integration (form, function and meaning), reproduction to creation (not only reliance on models), reflection p35-38. **Ok, good principles. Can these be met without PPP+task? With Ellis/Willis style? If yes (which I think), how? Why better? Why do I choose to?**
- P150 self-assessment – **must work this into my materials**. See also techniques for collecting data p153; p210 CEFR self-assessment grid.

# Task Cycle (continued)

- Willis alludes to Nunan's 'task on the end of the sequence' approach in the intro but says her book “shows how tasks can become the central focus in a supportive methodological framework”
- “creating a need for accuracy” (p55 Willis)
- P70 Selection criteria for material (i.e. texts) – could be useful! → Does Ellis or Skehan or whoever also offer such criteria? How do they compare? Which will I use? Why?

# Task Cycle (continued)

- Skehan (1998:125) outlines the **problems of a purely focused syllabus**, then a purely unfocused task syllabus. (Ellis does too? Though Skehan cites him as being a proponent of the purely focused approach...)
- Skehan (ibid) proposes a middle ground as way of **“maximizing probabilities”**: “attempts are made, through task choice and methodology, to focus attention on form, as advocated by Long (1988), to increase the chances of interlanguage development.”
- (Ibid:130) “Giving learners tasks to do, even when these tasks are motivating and engage natural communicational abilities, is not enough: they also have to form part of a larger pedagogic plan” **Longitudinal/horizontal coherence. Got that. Refer to this theory in rationale and show it’s reflected in my materials.**

# Task Cycle (continued)

- (Ibid:131) – **3 important task criteria**. Tasks should be chosen which “are of the appropriate level of difficulty; are focused in their aims between fluency, accuracy, and complexity; have some basis in task-based research”
- Ibid: “compelling the use of specific structures is not effective: what is needed is the provision of the most effective opportunity available for a focus on form in the context of meaningful language use” [link this with my form focus elements](#). Focus on form arises from focus on meaning and contextualised language.

# Task Cycle (continued)

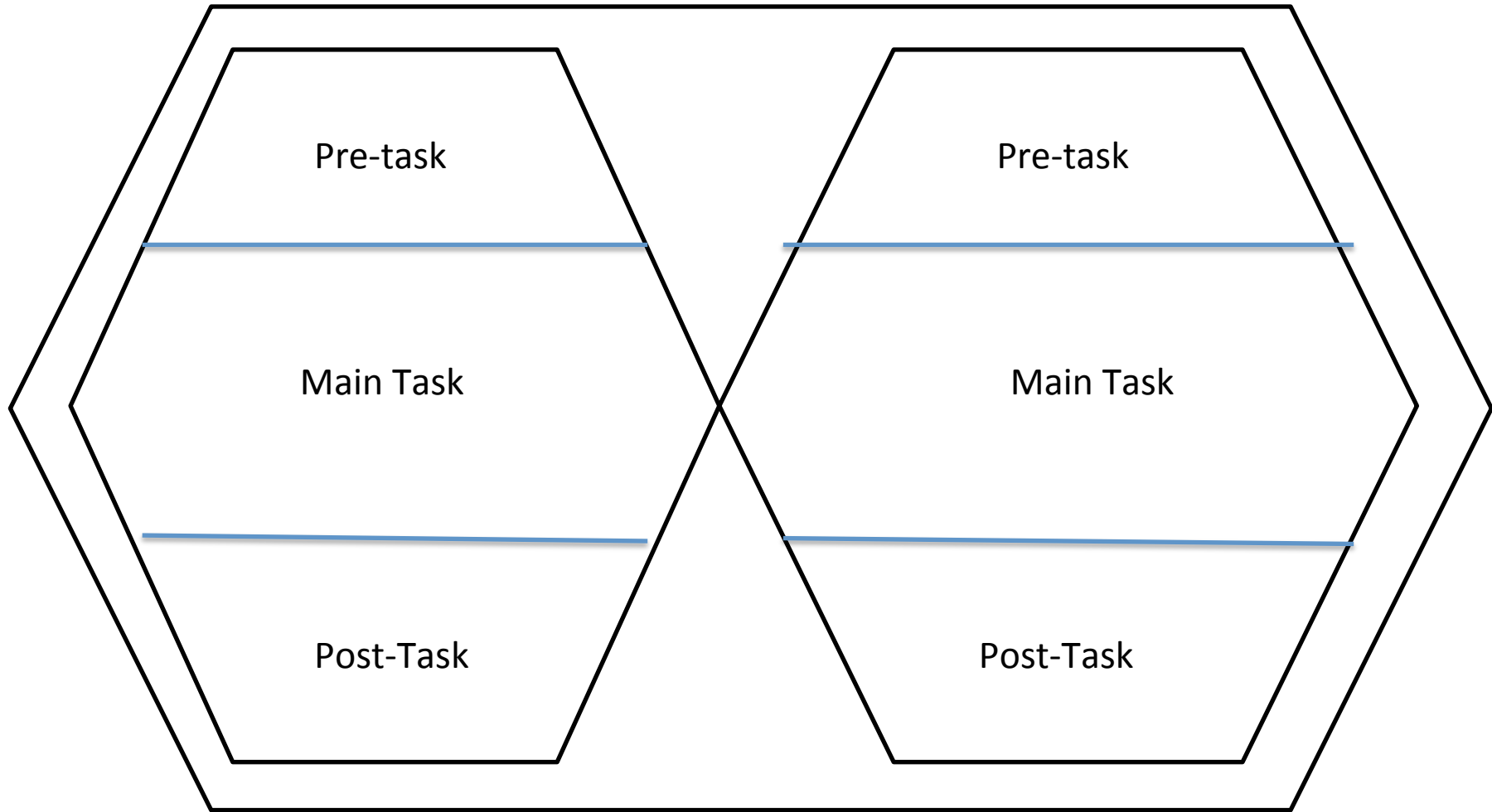
- (ibid 132) “draw learners into **consciously engaging in cycles of evaluation**. In other words the goal of instruction at any one time would not be to require the internalization of a particular structure. However, periodically, what has been learned can be reflected upon and a stock-taking can be attempted by the individual learner” **Reflection is built into my macro-cycle. = periodic stock-taking. Mention in rationale.**
- =introduces “**an opportunity for systematization** in the way progress is monitored, both by the teacher and the learner.”
- “mobilize the learner’s own **metacognitive resources**”

# Macro-Task Cycle Overview:

- **Task 1:** Preparation for use of Self-Access
- **Task 2:** Schemata activation for overall content theme of macro-cycle
- **Task 3:** Question preparation
- **Task 4:** Question piloting
- **Task 5:** Data manipulation task preparation
- **Task 6:** Data manipulation task scaffolding
- **Task 7:** Public phase of macro-task cycle: information put on wiki
- **Task 8:** Reflection and assessment of learning for macro-cycle

1.

2.



Enabling use of self-access centre; schemata activation

# Task Description

## Task 1:

- **Pre-task activities: Looking at leaflets**, making a decision of which will be most suited to themselves and then other people/families (as described); **language focus (Willis&Willis)** – leaflet language; what information do you need for a leaflet? (If they come up with anything not on the main task worksheet, there will be space to add it)
- **Main Task:** Completing a worksheet requiring use of self-access centre, **collecting information** relevant to themselves that will be used to make a leaflet. Non-linguistic outcome: the information collected.
- **Post-task activity: Creating a leaflet** about the study centre, based on the information they collected in the main task. Will require scaffolding.
- **Pedagogic goal:** Enable effective use of study centre

# Justification for Task 1

- Leaflet language and generic features/what kind of information is included are **part of the input**. Learners' attention can be drawn to these as part of the pre-task sequence. This will help prepare them for the information collection in the main task and the leaflet production in the post task, though both these will need additional scaffolding.
- Main task has a **non-linguistic outcome** and will require **meaningful use of language**, as learners will collaborate to complete the task.
- Creating a leaflet provides the opportunity to use and **present** the information collected in the main task, using the language and genre knowledge gained in the pre-task activities.

# Task Description

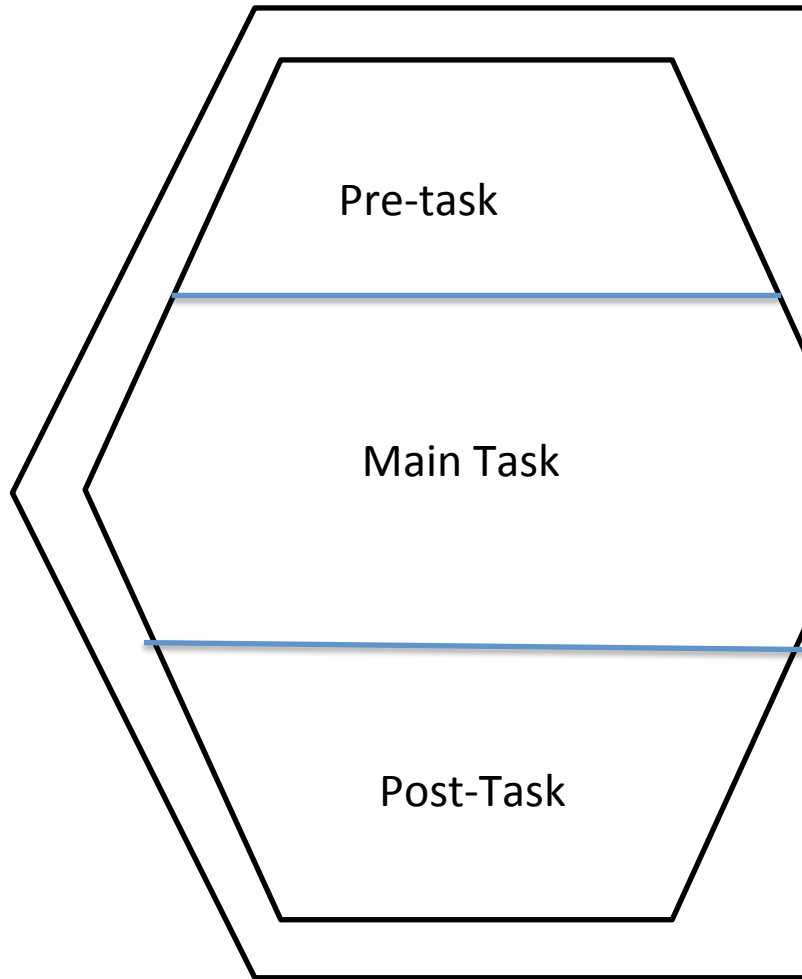
## Task 2:

- **Pre-task activities:** List animals (as many as can think of), in pairs. Categorise them into animals you would eat and animals you wouldn't eat. Then in groups, repeat the task. Then each group presents their lists to the class, with rationale. Reflection: what influences what we eat? (with one word prompts e.g. parents, religion etc)
- **Main task:** Reading text ("Could I bring myself to eat a guinea pig?") Ss grouped into "Yes I could" and "No I couldn't" All ss read the introduction, predict the answer to "could I move on?". Ss also jot down reasons for their stance. Then each group given the half of the text that corresponds with their stance, see if reasons match up. Ss regrouped to argue their stance/share article content (conclusion withheld). Vote on whether writer could move on. Read conclusion.
- **Non-linguistic outcomes:** List of arguments for and against eating guinea pigs; information exchange.
- **Post task activities:** Go back to animal lists. Which are eaten in your country? Which do you think are eaten in the UK? Compare with partner. Any difference in the UK list? Any difference between own country and other's country? Look at article, underline passives. **CR:** Discuss how passive formed, why passive used, what effect it has etc. **Reflection:** What has been learnt today, linguistic and non-linguistic; what 3 things do you want to know more about? (non-linguistic). Homework: choose one and research it.
- **Pedagogic goal:** Activate schemata; engage learners with the topic content of the macro-task sequence project, encourage curiosity about culture and food to provide motivation for the main task (horizontally) – the interviews.

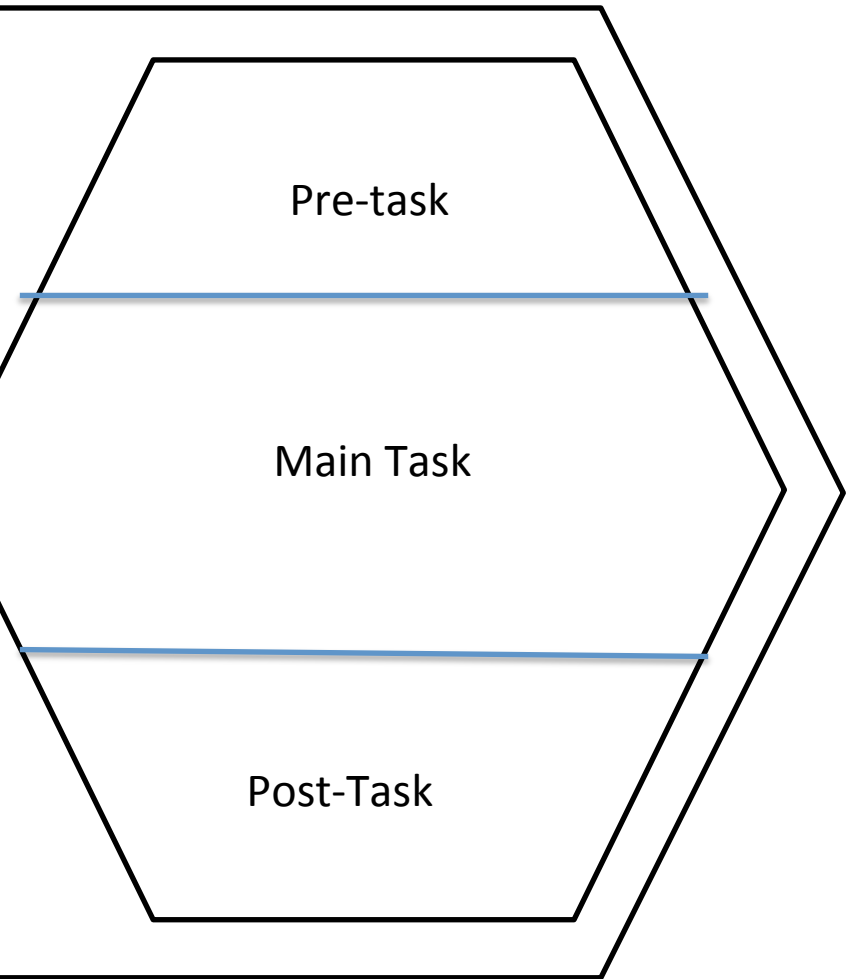
# Justification for Task 2

- Listing then categorising and rationalising = increasing **task complexity**; presentation = public
- Personal response activity encourages learners to take a stance on the issue they will read about. Prediction activity gives learners a **meaningful purpose for reading**. Half text for each group creates **information gap** => promotes use of language, increases motivation to read the end of the story. Varies task type.
- Post task activities: **Culture information gap**. CR – focus on language and effect. **Reflection**: reinforce learning, generate interest/homework topic=preparation for next lesson.

3.



4.



Prepare learners for main interview task: question preparation and piloting

# Task Description

## Task 3

- **Pre-task activities:** Share outcome of homework task. What thing did you research? Why? What did you find out? Personal response to information. What questions does the information answer? Write the questions. Match them to the information. What else do you want to know? (ESP about E.S.E./inhabitants). Write down some questions. Language focus: Look at the questions. What type of questions are they? Categorise them (Direct and indirect); when do you use each type of questions? What effect? Comparison with L1.
- **Main Task:** Preparing a questionnaire. Using the questions generated in the pre-task activity: Choose the 5 questions you are most interested in knowing the answers to. For each question, think of a follow-up question you could ask. Think about your relationship (or lack thereof) with the people you are going to ask, decide how formal your questions need to be. Make the questionnaire.
- Non-linguistic outcome: a list of questions suitable for next lesson's homework task
- **Post task activities:** Predict possible answers to your questions. What might someone from your own country answer? How might they feel about answering these questions? Would this influence their answers?
- **Pedagogic goal:** Prepare learners for next lesson's homework task. Scaffolding for the main task in the horizontal cycle.

# Justification for Task 3

- **Information gap and opinion gap:** meaningful use of language based on input sourced for homework. Language focus emerges from learners' interaction with input – they produce the questions and further questions with **focus on meaning first** then focus shifts to form to consider the questions linguistically, through categorisation. Further discussion questions recognise language as dynamic and context-influenced (=Language Awareness); comparison with L1 enables identification and awareness of similarities and differences.
- **Preparing questionnaire:** Learners given some autonomy in choice of what to put on their questionnaires, depending on their interests – should increase interest/investment/motivation. Learners directed to consider politeness (language focus in next lesson, emerging from what they currently know and do – **horizontal coherence**)
- **Predicting possible answers:** Considering possible answers makes learners think about what they might hear when they ask they questions. Considering someone from their own country and how such a person might respond and feel when asked the questions draws learners' attention to factors that may influence the answers they get and how this might manifest itself. (This is focused on explicitly in the next lesson – **horizontal coherence**)

# Task Description

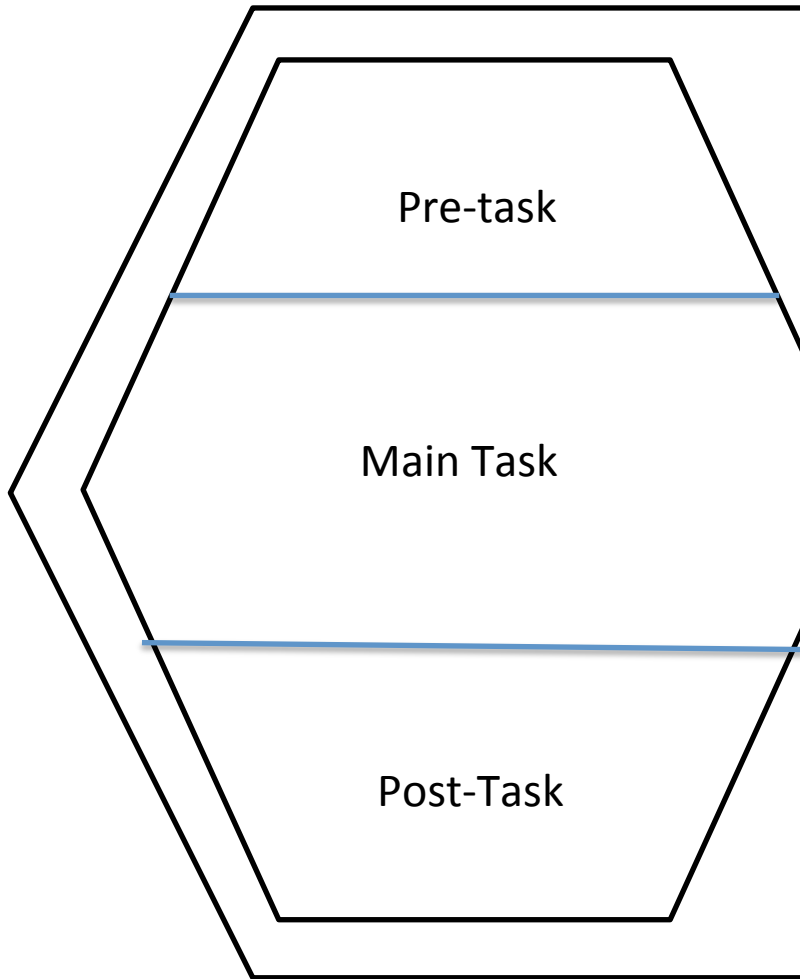
## Task 4

- **Pre-task activities:** Look at a transcript of an interview, meaning-based questions, how do you think the people feel? Why? etc then look at how the questions are asked, look at how they are answered. (Hedging; how the interaction develops between the interviewer and interviewee (see Corbett, 2003), speech styles and discourse strategies (avoidance, telling anecdotes etc) Compare with thoughts from prev. lesson post-task
- **Main Task:** Pilot questionnaire on classmates (1) (T to monitor and make notes on use of questions) and learners from other classes (2). After (1), **focus on form:** questions and politeness: Look at the questions. What if you were speaking to someone you didn't know? Or to someone of higher status? How can you make them more polite? Draw attention to link between politeness and indirectness and the spectrum. Compare sociolinguistics of L2 with L1.
- **Non-linguistic outcomes:** Classmates' and other learners' answers to the questions.
- **Post task activities:** Scaffolded comparison of output from pilot 1 and pilot 2, also comparison with transcript from pre-task. Brainstorm potential problems that may arise when doing task with people outside of school, potential reasons for these issues and potential solutions.
- **Pedagogic goal:** Prepare learners for homework task.

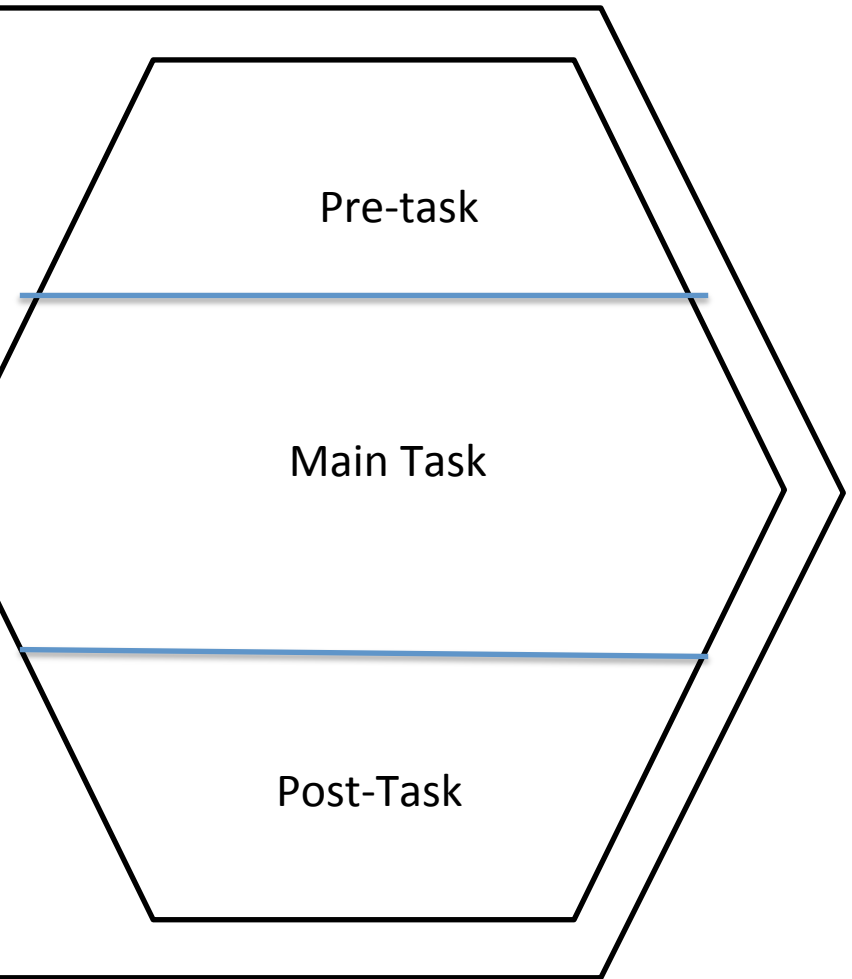
# Justification for Task 4

- **Input-based task** – providing exposure to language in context; sensitizing learners to the nature of ethnographic interviews and the layers of cultural information they contain (in content and in how the content is conveyed). Comparison with prev. lesson post-task activity output, and reflection, will enable learners to make connections between their own background knowledge and the current focus.
- **2 pilots, separated by form focus:** Learners' first attempt provides the input for the form focus. Form focus looks at language in social context (=C.L.A.). Comparison with L1 draws attention to differences in how meaning is realized and what influences it. Second pilot, with students from other classes, exerts a bit more communicative pressure (Skehan) but less than the homework task will, with people from outside the school. = Scaffolding the process, increasing the demand incrementally. Meanwhile, task repetition helps the learners realise the task more fluidly, which should give them the confidence needed for the situations later on when they are under greater communicative pressure.
- **Comparison of output:** Gives the learners the opportunity to identify the different layers of cultural information, with scaffolding. They will have further opportunity to do this when homework data has been collected, with less scaffolding. Ultimately, being able to look at language and identify such features will be useful to them beyond the course. Problem and solution generation prepares learners for what they might face when they do the homework task – meaning they will be better equipped to handle it.

5.



6.



Prepare learners to use homework data&wiki; scaffold manipulation of data

# Task Description

## Task 5

- **Pre-task activities:** Go back to data collected through research (first homework) and review the journey so far – from input content, to questions, to research, to further questions, to preparing questionnaire, to data collection.
- **Main Task:** Synthesize the data collected. (To be scaffolded with a task-sheet)
- Non-linguistic outcomes: Condensed data, ready for further comparison with homework data.
- **Post task activities: Focus on form** - Language for presenting data. Activity to draw learners' attention to how audience should influence choice of content and language and input useful chunks of language (on bits of paper, to be categorised according to register, use etc) to be combined with their data collection. Through focus on audience, move to **focus on wikis** (what audiences are wikis for? would our class wiki be for? Etc.). Quiz on what they are and how they are used. Scaffolded discussion of how to package the information collected to put on the wiki. (Learners will choose format e.g. storyboard/article/recorded presentation) Having a guided click around the class one.
- **Pedagogic goal:** Prepare learners to manipulate the data collected for homework; prepare learners for use of the wiki.

# Justification for Task 5

- **Review the journey so far:** To remind learners what processes they have been through and information they have collected between Task 1 and Task 5. To act as an end-of-week review of what has been covered and to prepare for main task. Reflection important for learning.
- **Synthesizing the data:** As learners accumulate data, the task of analyzing it becomes more complex. This stage is an interim stage, that will then make the task involving the homework data more manageable, lessening the cognitive load.
- **Language focus:** Gets learners to think about the effect of audience on content and language, and creates a need for the chunks of language to be inputted. Categorising language encourages greater depth of processing regarding its use.
- **Focus on wikis:** Prepares learners for use of the wikis. This means that when they come to use the wiki, they can focus their attention resources on the content and language they are using, rather than on the technological/digital literacy aspect.

# Task Description

## Task 6

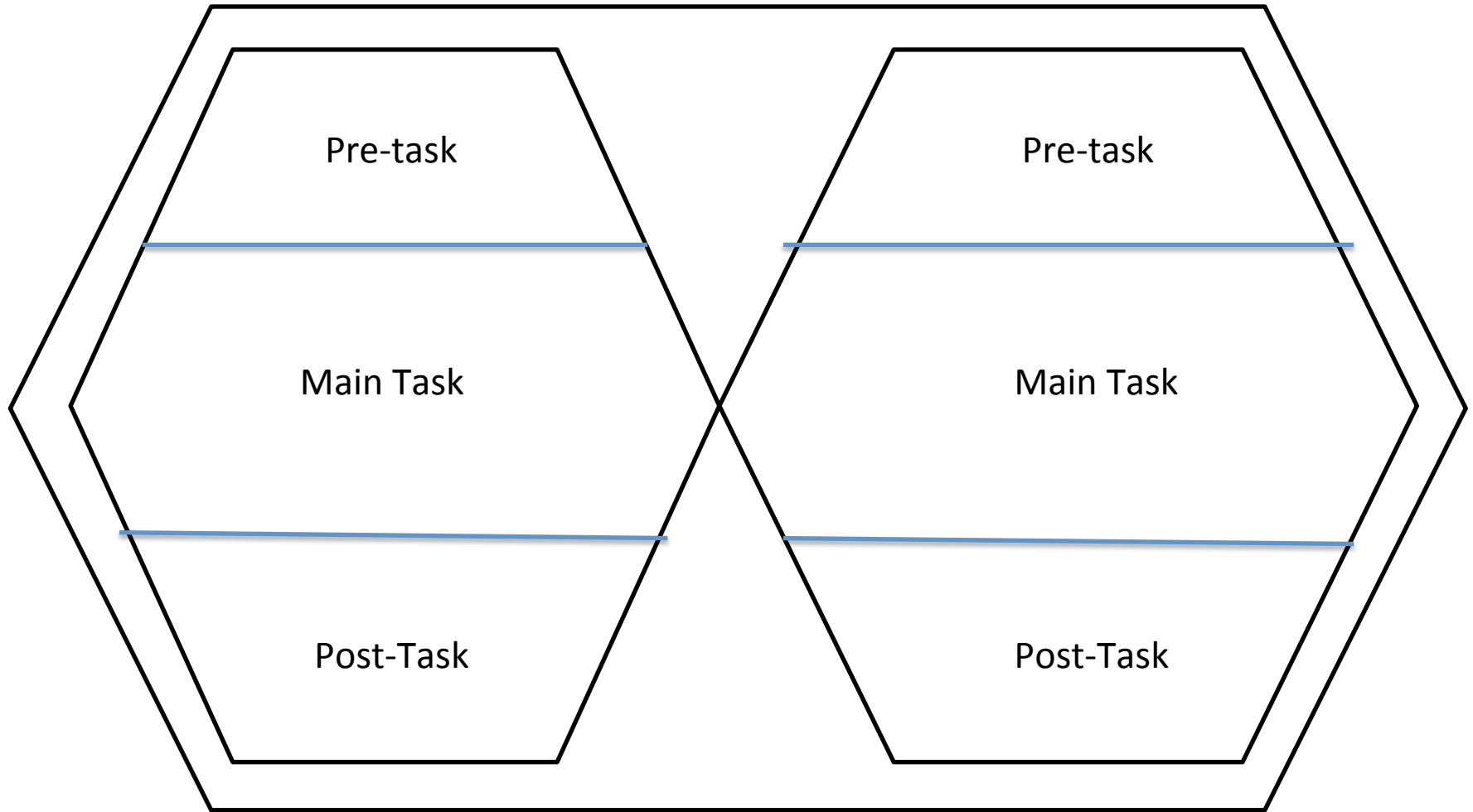
- **Pre-task activities:** Reflect on experience of collecting the data from people in the E.S.E. Discussion using prompts e.g. the best thing, the worst thing, the most confusing thing, the most embarrassing thing, the funniest thing etc. Then what problems were had and how they were addressed.
- **Main Task:** Analyze the data gathered, comparing it with the product of the previous lesson's main task: Choose the most and the least successful exchanges. Transcribe these. Analyze them for cultural layers, as per what was learnt in task 4. Identify differences between the most and least successful. Synthesize what is learnt. (Scaffolded through reference to Task 4) Re-write least successful as idealized version.
- **Non-linguistic outcomes:** Synthesized data, ready to be converted into what goes onto the wiki.
- **Post task activities:** Work in groups. Look at the combined data and think about how to present it on the wiki. Which bits are the most interesting? Will all of it be used? Would illustrations help? (Scaffolded through prompts/ideas) => Post task for today's task is also pre-planning for tomorrow's.
- **Pedagogic goal:** Help the learners towards getting the collected data ready to be put on the wiki.

# Justification for Task 6

- **Reflection:** To lower learners' affective filters. To show the learners that the teacher recognizes what they have been doing – it's important enough to merit discussion. Allows learners also to learn from the problems they had, which will help them in the long run in using the E.S.E. as a learning tool (an overall course goal).
- **Analysis and transcription:** Learning from problems and success continues with the transcription, which enables learners to identify features of successful and unsuccessful exchanges and compare this with L1. Also to use learning from a previous task (4) in the cycle – analysis of cultural layers. Develops this skill, beneficial for using E.S.E. as a learning tool. Production of idealized version – encourage learners to see how the least successful interaction could be improved.
- **Thinking about the data in terms of the wiki:** Encourages learners to engage with the information they have collected, negotiating with each other re which bits are worth using for the next stage of the project. Allows personal response to data following analysis of it. "I think this is interesting because.." "I don't think we need to include this because..." Acts as an initial planning stage for the next part of the project.

7.

8.



Scaffold completion of project; check learning & complete macro-cycle

# Task Description

## Task 7

- **Pre-task activities:** Make a plan for doing the main task. (A worksheet will help learners identify what they want to do, what they need in order to do it and how they will go about it). Also helped by having thought a bit about the possibilities in the previous lesson. Language focus: language/style of chosen format (will differ from group to group – guided discovery questions: L.A.)
- **Main Task:** Make the synthesized data ready to be uploaded on the wiki and upload it, by following the plan made in the pre-task. To include peer-editing etc as relevant.
- Non-linguistic outcomes: Information collected from interviews and research will be on the wiki, presented appropriately and interestingly.
- **Post task activities:** Activity to encourage engagement with other groups' work on the wiki (and all the cultural findings therein). (A worksheet to fill in by going on the wiki and looking at the work, with prompts). Each group to then share their opinions with the whole class. Possibility for making changes based on this.
- **Pedagogic goal:** Scaffold the learners through completion of the project and ensure they learn from what all other learners in the class have found out.

# Justification for Task 7

- **Making a plan:** Planning a task increases the likelihood of carrying it out successfully. It's a useful stage in between the discussion at the end of the previous task and doing the main task. **Language focus** – based on their chosen format for presenting their data, the focus is language they need. Starting from something meaningful (their content and what they want to do with it).
- **Manipulating content and putting it on the wiki:** This is the “public” phase of the macro-cycle and also the main non-linguistic outcome of the macro-cycle. Validates, for the learners, the whole process of data collection and analysis.
- **Engaging with other groups' work:** Gives learners opportunity to see what others have done and provides the first audience for their own work. Whole class sharing of opinions formed in this phase allows learners to know what their first audience thinks. Also acts as peer review. Learners may make changes before further audiences are invited to look at their work. (Link then supplied to other classes etc.)

# Task Description

## Task 8

- **Pre-task activities:** Individually, reflect on what has been done and learnt, day by day: Content (including linguistic/ sociolinguistic), process and performance, product... [scaffolded].
- **Main Task:** In groups, share answers to first activity and then prepare a set of quiz questions for the other groups.  
Non-linguistic outcomes: Sets of quiz questions.
- **Post task activities:** Quiz (groups can make their questions worth 10, 20, 30, 40 or 50 points – if the other groups answer, they get those points, if not, the group whose question it is gets the points.) Teacher to put in a few bonus questions. Final reflection: Deciding on 3 most important things learnt, 3 most useful etc from entire macro-cycle.
- **Pedagogic goal:** Check learning. Enable learners to get full benefit from the macro-cycle through reflection on what has been learnt.

# Justification for Task 8

- **Individual reflection** important for learning. Also prepares learners for main task, where they will need to convert what they have learnt into questions to ask the other groups, in order to produce a questionnaire. Having thought about it on their own first, it will be easier to discuss with the other learners. Like a 'planning' phase, lessens cognitive load and communicative pressure of main phase, enabling more successful communication.
- **Preparing a questionnaire** will require intensive thinking about what has been learnt, so this phase acts as a review phase prior to the learner-produced quiz. The points scheme gives extra motivation for trying hard to produce suitably complex questions.
- **Quiz** enables teacher to check learning, allowance for teacher bonus questions means that if anything has been overlooked between all the groups' questions, the teacher can plug that gap.
- Final reflection: Rounds the project off by helping learners clarify for themselves the most important things they've learnt from it: gives a satisfactory take-away feeling. Such positivity important for motivation for continued learning.

