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### **Development of Receptive Skills in a Task-based Learning Process**

#### **( Aplikace úkolového učení při rozvoji receptivních dovedností)**

(Diplomová práce 01-PF-JAK-62)

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## ZADÁNÍ DIPLOMOVÉ PRÁCE

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## ANOTACE

Diplomová práce se zabývá rozvojem receptivních dovedností na základě uplatnění principů úkolového učení. Výzkum teoretických a metodických zákonitostí a následné uvedení do výuky během souvislé praxe, podpořilo tezi, že užití úkolového učení při výuce čtení a poslechu v hodinách anglického jazyka, vytváří pozitivní přístup žáků k rozvoji těchto dovedností a zároveň zvyšuje aktivní účast žáků v aktivitách, které tyto dovednosti rozvíjejí.

## ABSTRACT

Diploma Thesis deals with the development of receptive skills in a task-based learning process. The research of theoretical and methodological principles of task-based learning, supported by the application of task-based learning principles to teaching of reading and listening skills in the English lessons at elementary schools, prove the thesis that task-based learning creates the positive attitudes of students towards reading and listening and moreover, increases the active involvement of students in the activities directed at the development of receptive skills.

## DIE ANNOTATION

Diese Diplomarbeit beschäftigt sich mit Entfaltung von rezeptiven Fähigkeiten (Lese- und Hörverstehen) aufgrund der Anwendung von Prinzipien der Akkordlehre. Forschung und Theorie von Methodik und folgende Einführung in den Unterricht während eines durchgehenden Praktikums unterstützte die These, dass Anwendung der Akkordlehre beim Unterrichten des Lese- und Hörverstehens im Englischunterricht auf Grunschulen eine positive Einstellung der Schüler zur Entfaltung von rezeptiven Fähigkeiten herausbildet und gleichzeitig die aktive Anteilnahme der Schüler an solchen Tätigkeiten erhöht, die diese Fähigkeiten fördern und entwickeln.

Tímto bych chtěla poděkovat Mgr. Věře Bitljanové, MEd. za notnou dávku trpělivosti, cenné rady a odbornou pomoc.



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## **CHAPTER I – Theory of Task-based Learning**

### **A. Search For An Ideal Teaching Style**

Each teacher teaches according to his or her convictions about the most effective way of teaching the students. Those beliefs come from their own experience both of learning and teaching and from the old and new theories about the principles of learning the languages.

I -- as a person preparing to be a teacher -- have been looking for an approach that would fulfil my requirements and suit to my idea of the ideal teaching style.

The first of my requirements has been the focus on communication that should be part of the approach. This aspect originated from my own experience of a pupil when I -- after several years of learning the English language at Elementary and Grammar schools -- was not able to communicate in the English speaking country. In my opinion, one of the causes of this inability was the fact that the English lessons I attended were directed at practising the grammar rules, reading and listening, but not at the communication -- i.e. talking about myself, my life, improvising in particular situations etc. I have come to the conclusion that speaking is a skill which could be practised by communicating during the English lessons in a same way as is, for example, the practice of the form and use of past tense by doing exercises that deal with the rules of it. To sum up, the approach I have been searching for must be focused on the development of the communication during the lessons.

The second aspect that should be included in the approach is the emphasis on the activity of the learners in the lessons. This requirement could be viewed as something we do not need to discuss about because it should be the natural role of the learners. However, during my visits the Elementary schools in the third year of the University, where I could be present in the English lessons, I have realized that the reality is different from the above-mentioned presumption. The role of the students was rather passive. They followed the teacher's instructions, were doing mechanical exercises, reading, listening, but they did not have to use their logical thinking, ideas, opinions or creativity. Therefore the involvement of students' individualities has been the second aspect of my ideal approach.

As a beginner at the pedagogical field I was not sure that such an approach actually exists.



However, during my studies of the development of the English language teaching methodology I have found [in Jeremy Harmer's book : The Practice of English Language Teaching ] the characteristics of task-based learning [TBL]. I like the idea of involvement of students through doing the task – for instance, interviewing one of the professors, or reconstructing a story according to the pictures. This idea corresponded to my image of active participating of students in language learning.

J. Harmer (1991) comments it : “ ...students are simply asked to perform communicative activities in which they have to use the foreign language. The more they do this the better they become at using the language “ (p. 34).

The mention of “communicative activities” lead me to assumption that task-based learning is concerned with the communication in a sense I have described above and I also appreciated the thought of learning the language through the use of it. On the other hand, lots of questions stayed without answers, for example, what types of activities can be used in TBL, what the methodology of teaching is, or which roles a teacher and students asses etc. To find the answers I needed to widen my knowledge about the theory and practice of task-based learning. I started with examining the origin of TBL.

## **B. Origin of Task-based Learning**

This chapter describes the theoretical and practical basis for the origin of task-based learning. It highlights the influence of communicative approach and closely examine the Bangalore Project where TBL originated from practical needs of teachers.

The origin of TBL is connected with the development of Communicative Learning Theory that has been applied in the teaching of the English language since 1970's. The main principle of this approach is the focus on communication and this idea influences other beliefs about the goals of teaching, learning and procedures in the classroom. As these beliefs occur in TBL as well, I would like to examine them in detail. Richards and Rogers ( 1986) characterize them in the following ways :

“ Language learning is learning to communicate.”

“ Communicative competence is the desired goal ( i.e. the ability to use the linguistic system

effectively and appropriately) ”.

“ The target linguistic system will be learned best through the process of struggling to



communicate” (p. 67).

“ Language that is meaningful to the learner supports the learning process” (p. 72).

The experts [ for example Littlewood or Widdowson] were looking for activities that promote the communication and highlight the meaningfulness of the language use. Among these activities were included dialogues, role-plays, discussions, communicative games etc. Furthermore, during testing the communicative-language-teaching principles in the practice, some methodologists [ for instance N.S. Prabhu] found tasks as the most effective activities to fulfil the above-mentioned rationales. The next paragraphs are about Prabhu’s project.

### B.1. The Bangalore Project

Although the Bangalore project was not the only one focusing on implementing of communication in the classrooms, it prevailed the others projects in duration and preserving the common learning conditions in the classrooms. The major reason for this experiment was an increasing dissatisfaction with the results of the Situational method taught at Indian schools. The main objection to this method was the fact that students after they finished schools were not able to communicate in English, even though at the time they were taught they knew the grammar rules and produced sentences correctly. N.S. Prabhu believed that emphasis on communication in the classroom would help to develop students’ ability to communicate.

The experiment lasted from 1979 till 1984. The number of students in the classes varied from 30 to 60 , they were at the age between 8 to 13 years old. The level of English included the beginners as well as intermediate students. Teachers who participated in the experiment were both regular teachers and specialists -- teacher trainers, university teachers or members of British Council staff. They started teaching with four kinds of activities -- story completion [teacher starts the story and students finish it], simulations, discussions and puzzles. Soon the first problems emerged. The first three activities were viewed by students as non-serious, and if learners were not interested in them, they simply did not participate. The activities that were successful were the puzzles that contained a piece of logical thinking and the teacher could mark the result as wrong or right. For students there were a criterion of success which was both satisfying to students [a sense of an achievement] and for teachers who could see if students were fully involved. This kind of activity [with an outcome and a need of negotiation] was called a task The syllabus was



then organized around different types of tasks and therefore the whole process was called task-based learning or sometimes it was called procedural syllabus.

The task-based learning is viewed a communicative approach realized through tasks, sometimes it is considered to be an independent approach. I would agree with the latter as TBL contains some specifications which I would like to describe in the next sections.

### **C. Definition of Task-based Learning**

We can define TBL as a process when students learn through carrying out the tasks. To fulfil the task students need to use the language they have already learned in order to share information, express their opinions ....etc. Their primary focus is on meaning. Thus, we can characterize TBL as “ learning through doing – it is by primarily engaging in meaning that the learner’s system is encouraged to develop “ ( Skehan in Willis and Willis, 1996, p. 20). This quotation contains two main principles of TBL -- the emphasis on the activity of learners and focus on meaning. The next paragraphs deal with this focus on meaning, the cross-curriculum aspect of task-based learning, motivation and activity of learners, and with the view of language in a TBL sense. I would like to start with the last-mentioned feature.

#### **C.1. Beliefs about Language**

Which language should we teach ?

The way we teach is usually influenced by our opinion about language -- what learners should know about the system of language, which vocabulary is the most useful, which phrases are essential for communication in the English-speaking countries etc. The supporters of TBL [for example, P.Skehan, Jane and Dave Willis] refused to view the language, and especially to teach it, as a system of grammar rules and structures. It is argued that native speakers use usually apart from words also phrases, collocations, fixed expressions, for example, “it is not your business”; “ it does not matter” etc. The conclusion which has been drawn from the researches of natural use of language is that students should study first these parts of language and then learn the grammar. This aspect is reflected in the methodology of TBL: the teaching should not concentrate on one single item during one teaching lesson, but rather take the language as “whole“ and put the understanding and expressing of meaning in the first place.



### C.2. Why Is the Focus on Meaning so Important ?

The focus on meaning is crucial for TBL. During the task students try to achieve the aim of the task, for example, find the solution to the problem. To solve it, they use whatever English language they are able to produce. During the task students do not concentrate on the correct form of what they are saying. Their main aim is to understand and be understood. Thus, the goal of the task is the priority and the language is the means to reach it. This resembles the natural way of using the language as characterized by Vale and Feunteun (1995): “children treat English as communication tool, not as end product” (p.33).

The English language is not viewed as a subject with rules learners have to learn, they should view it as a language which is used for the same purpose as their mother tongue – to communicate.

### C.3. Why the Knowledge of English Is Not Enough

When students are solving problems, doing puzzles, giving advice or information etc., they need to use their knowledge of the world. If their task is to find who is the tallest boy or girl in the classroom, they need to know how to use a meter, how to count and how to express the numbers and superlatives in the English language. This example shows that students need to know more than the language if they want to complete the task. They need to possess the knowledge of mathematics and some practical skills [in order to be able to measure]. Because the tasks cover different spheres of life, students need to apply information from other subjects they are learning or their own real-life experience in order to solve them. The cross – curriculum approach is a very important feature of task-based learning.

### C.4. Why Is Task-Based Learning Motivating ?

Students usually learn the English language because it is their subject at school. Some of them learn it because they like it; some of them because they think it will help them in the future, for instance, to find a better job, or to study at the university etc. However, not all students are motivated by their future careers and therefore there is a strong pressure on the teacher to provide immediate motivation in the classroom. Task-based learning is presumed to have a motivating effect. This was observed by Prabhu (1987) during the



Bangalore project: "Learners' involvement and interest were, in fact, the features more noticed by observers in project classrooms in comparison with normal classrooms" ( p.52 ).

So why is TBL motivating?

I think there is one main reason. Students are actively engaged in the task. To solve the task they need to be active. This is something appealing to all students. When they are actively involved, they do not have time to get bored. The tasks themselves are challenging. They require some mental effort from the students to achieve the goal of the task. Students can see the results of their effort. In my opinion, people in general have pleasant feelings from solving and thinking.

#### **D. Comparison of Task-based Learning and Presentation-Practice-Production Model**

This chapter concentrates on the comparison of TBL principles and principles that are underlying the presentation-practice-production [PPP] model which I selected as an example of a language-based method of teaching of the English language. The differences between the opinions about the language use and about the focus on meaning or form highlight the innovations that occur in the field of learning/ teaching research and that are applied in TBL.

There are three main reasons why I have chosen the PPP model of teaching for the comparison with TBL. Firstly, if we look in the books dealing with the methodology of teaching English [for example, Jeremy Harmer (1991)] we can see that the recommended way of teaching English is the PPP model.

Secondly, if we look at the instructions for teachers in the teachers' books that supplement the textbook Project English written by Thomas Hutchinson we will find the PPP model of lessons. The fact that Project English is one of the most extended textbooks at elementary schools together with my personal experience from my teaching practice where I have witnessed the use of this model several times at different schools have led me to the conclusion that the PPP model of is one of the most used techniques of teaching in the Czech Republic. The next paragraph outlines the description of the PPP model of lesson.

##### **D.1. The PPP Model of Lesson**

The PPP model consists of three stages -- presentation, practice and production. In the first stage students usually read [sometimes listen to] the text where new vocabulary or



structure is introduced. The teacher points out the new structure and explains the rules or the meaning of it. In the next stage students practise the new form according to the model provided in the text. This is usually done by choral repetition, drills, or dialogue practice. The last stage is production. It can include role-plays or some communicative activities, where students are supposed to use the new structure together with the language they have already learned.

To sum up, students attention is directed to one grammar item that is selected by the teacher or by the textbook and it is focused firstly on the form of the item, then on the use. The emphasis is on producing the structure correctly. Communicative use of language is planned in the last stage of the lesson. These points are fundamental for the comparison with principles of TBL. In the next paragraph I would like to construct a lesson based on the TBL rationales. As I am going to widen the topic of TBL methodology in the following section

I take this example only as an illustrative one for showing the principles.

#### D.2. TBL Model Lesson

This model lesson is adapted from J. Willis (1998). The teacher sets up the task, for example, she divides students in pairs and distributes them different pictures. Students must not show the picture to each other, their task is find ten differences between pictures. When students finish, she provides feedback -- either she concentrates on the words students did not know or she focuses on prepositions or she asks students to write what was different in pictures. The final stage could be another ten-differences activity, this time with parallel material.

To summarize, the emphasis is on communication. At first students are asked to work with the meaning, the attention to the form comes in a following stage. The content of the message is prioritized to the correctness of the language. This does not mean that correct grammar or vocabulary is omitted, it is postponed to the stage where students know why and where they might need the vocabulary or particular expressions, tenses etc.

The next paragraphs discuss the attitudes towards the language use and present the comparison between TBL and PPP model lessons in this area.

#### D.3. Attitudes towards Language

First, we can look at the choice of language. As I have written, in the PPP model lesson the language is chosen by some higher authority -- the teacher or the textbook. On



the contrary, in TBL lesson students are free to use the language they know. Although in the given example of TBL lesson the learners' language was restricted by the content of the pictures, still students could choose which language they would use during the communication with the partner while describing the differences in the picture. This even though partly limited choice of the used languages creates two positive effects: there is a bigger demand of utilizing the language learners have already learned and, in my opinion, students have a bigger opportunity to use the language that is around them [e.g. in English songs, computer games, advertisements] and -- what I find very important -- to incorporate this language from outside [ the school ] into the English lessons.

This statement is connected with another point I would like to make about the role of language. I think that Widdowson (1990) characterized the problem precisely, despite the fact that he was talking about the structural approach: "For the structural approach requires the learners to conceive of the foreign language as something very different from their mother tongue, something designed as a subject with its own rules for learning which seem to have very little common with the learner's own experience of language" (p. 158).

At the same page he offers a description of what could be declared as a natural use of language: " .....normal uses of language, where the purpose is to achieve some outcome outside language learning and where linguistic knowledge is drawn upon as a means and not end, as a frame of reference for the mediation of meaning" (p.158).

To sum up, the learners are affected by attitudes they meet at schools. Regarding the attitude towards the language, I think that students should be taught to view the English language as a means for communication with other people; and not to feel it as a boring subject to study.

#### D.4. Focus on the Meaning and Focus on the Form

TBL tries to respect the natural processes of communication which can be drawn from the ways we use our mother tongue. We communicate to express ourselves -- our first intention is to get across the meaning of what we want to say. Only then are we interested in the problem of how to say it -- i.e. the form. On the contrary, the PPP model uses the reverse sequence. First students are taught the form [usually grammar rules] and then they are asked to use their knowledge to communicate.

P. Skehan in Willis and Willis (1996) characterized the difference:



“ A PPP approach looks on learning process as a learning a series of discrete items and then bringing them together in communication to provide further practice and consolidation. A task-based approach sees the learning process as one of learning through doing – it is by primarily engaging in meaning that the learner’s system is encouraged to develop” ( p. 20).

This relationship can also be expressed as the relationship between fluency and accuracy. Dave Willis ( 1996 ) points out:

“One way of contrasting present methodology [PPP model] with a task/based approach to learning is to say that the one sets a premium on accuracy and the other sets a premium on fluency. A present methodology entails a good deal of language control on the part of the teacher in the interests of accuracy. It is based on the assumption that out of accuracy comes fluency. A task-based approach, on the other hand, is normally realized through a deep/end strategy whereby learners do their best to achieve some kind of resolution to a communicative problem through the deployment of their existing language resources. Those resources may be supplemented se necessary, but the main focus is not on accuracy but on fluency. An approach of this kind is based on the assumption that out of fluency comes accuracy” (p. 45).

To sum up, while in the case of PPP lessons teachers are trying to correct the errors of learners in order to make students speak accurately and consider it to be the way to teach students communicate, in TBL the idea of teaching communication is to let students talk to each other, however imperfectly, and by focusing their attention on more precise expressions help them to become fluent and accurate speakers.

## **E. Techniques**

The previous chapter was dealing with TBL as a method of teaching. However, we need to apply the theory in the practice and thus in this section I would like to introduce different categories of tasks that can be used during the lessons, but first we have to define the word “ tasks “.

### **E.1. What is a task ?**

The task needs to fulfil several features. During the task students are asked to comprehend the language, communicate in the language, and produce it. One of the



important features is the use of the language for proceeding the meaning, in this case reaching the goal of the task, rather than practising particular forms. The attention is at the meaning rather than at linguistic forms. At the end of the task students should reach the solution to the problem presented in the task.

J. Willis (1996) characterized the task: "By 'task' I mean a goal-oriented activity in which learners use language to achieve a real outcome. In other words, learners use whatever target language resources they have in order to solve a problem, do a puzzle, play a game or share and compare experiences" (p. 53).

There can be several types of tasks. In the lessons it is possible to use only one task or combine several tasks together. The task usually includes speaking and listening and sometimes reading and / or writing. I would like to introduce some of the types of tasks adapted from Jane Willis (1998) who divides them according to the outcomes they provide.

## E.2. Types of Tasks

The first type is LISTING. The process involved in the task is known as brainstorming. The result could be a list of expressions or a mind map. The list /map depends on the topic. Therefore students are trying to write a list of items [as long as possible] that can be found in a living room, they try to produce a list of qualities that are necessary for a certain job [a tourist guide], learners are asked to make a list of the preparations that need to be done when planning a party or prepare a list of questions that a tourist could ask at the reception and so on. The aim of this task is to elicit all information students have about the topic they are talking about. This task can be followed by the second type of tasks – ordering and sorting.

These tasks -- ORDERING and SORTING -- can use the previous one as a starting point, but can as well use any kind of material that could be categorized. One of the possible ways is to put a jumbled text [it could be some events or instructions] in a chronological order. The other ways are, for example: students are required to rank things they need for surviving in a desert according to their usefulness, or they can group some statements according to their agreement or disagreement with the content of these statements, or learners are asked to put countries they know in as many categories as they can think of and so on. The categorizing creates the basis for the next type of task, however, this type deals only with two categories.



The third type is **COMPARING**. It appears to be very adaptable for developing of receptive skills -- reading and listening. The principal of this task is a recognition of similarities or differences. Students are comparing two versions of one story, or are listening and reading for the difference between a written text and a spoken text, or students are asked to find the differences between American and British English. Similar type of comparing would be an activity where students are required to match the pictures with the provided information, for example, to find a way to the car park in the map according to the description or read four descriptions and tick the right one that shows the correct way. The next step could be the students' creating of parallel tasks with their own data. More challenging is the next activity, as it requires use of logical thinking.

The fourth kind of a task is **PROBLEM SOLVING**. It is a good example of the use of language for other purpose than for practising the language. Students can be asked to solve the logic or even mathematical problems -- like the puzzle where the ferryman must transport a goat, a cabbage and a wolf, but can not leave together cabbage and a goat and goat and wolf. How can he do it ?. The problem solutions can also come from the real-life situation where students need to rely on their experience. For example, when students are required to write an answer to a mother that is complaining about bad marks of her daughter, or they are asked to create solution for furnishing of a flat within a limited budget and so on. There are unlimited possibilities of designing a problem-solution activity. This type could end in a discussion about the best solution.

The next type is very common in all English lessons, no matter if they are based on tasks or not. It is **SHARING PERSONAL EXPERIENCES**. It is actually the most common and most natural use of any language. The problem is that the outcomes of the tasks are not so specific as they usually are in other types of tasks. The most specified tasks where students share their experiences are activities where students are answering to or preparing questionnaires or personal quizzes; less specific are the discussions where students express their attitudes and opinions about different topics, or where they are narrating about their holidays, funny stories and so on. It is typical for people in general that they like to talk about themselves and this enjoyment can be used in the lessons of English. The solution to the problem is finding an appropriate outcome. The examples could be a game where one student narrates his or her story, while the rest of the class guesses whether this story



really happened or not; or search for a classmate who likes the same animal as you do, or who did the same activities at the weekend.

The last type is also well-known in the methodology of English. J. Willis (1998) calls them CREATIVE TASKS, however, they are better known as projects. The outcomes could have various forms. The easiest version would be the task for learners to make a poster with birthdays of all pupils, including the teacher's one as well; the more complicated and also more time-demanding could be the activity where students are asked to produce a school magazine; or making a booklet about the town; or interviewing grandparents about their lives and making a comparison with nowadays; or prepare short local news and record it on video. The range of tasks is very wide, it depends on willingness and opportunities of the teacher. Some of the tasks are more suitable for students in higher forms [eight, nine form ], especially those where some life experience is needed, some of them can be adapted for younger ones. I would like to give more examples of tasks for younger students because the age of pupils teachers are required to teach is decreasing.

The following paragraph outlines the TASKS FOR LEARNERS WITH ELEMENTARY KNOWLEDGE OF ENGLISH. The difficulty of the tasks depends on the simplicity or complexity of it and on the level of language we expect our students to perform. The typical features of the task for young learners are limited language requirements and/or the exploitation of children's joy in drawing, acting, constructing, playing games etc. The following examples are divided according to the above-mentioned categories with the emphasis on involvement of the typical features. The examples are taken from Jane Willis (1998), Vale-Feunteun (1995), and Susan Halliwell (1992).

One example of sorting tasks is the Kim's game. Teacher exposes several objects for 2 minutes for students to remember as much as they can. Then he/she covers these objects and students write as many as they remember. The winner is a student who writes the highest number of hidden objects.

The example of categorizing tasks is learners' drawing of all subjects that are green. The next step is dividing these subjects into the three categories: if they are always green, sometimes green, or usually green.

The comparing tasks are easy to design. The teacher takes two papers with pictures whose English expressions are known to learners. The papers differ only in number of single pictures. For example, one student has two umbrellas and three kites; the second



student possesses one umbrella and four kites. Learners then compare the pictures by describing them to each other and find the differences. This can be done with any available vocabulary.

Surveys are examples of sharing personal experience tasks. They can consist of one or two easy questions like: “ Do you have a pet ?” or “ How do you come to school ?”. The results of the surveys can be illustrated by charts, block charts or pie charts. It is the ideal opportunity for students to use their experience from mathematics.

The examples from creative category are practical tasks. The emphasis is on physical involvement of pupils in drawing, cutting, acting and so on. For example, students make puppets and then produced a role-play with them; or they draw a monster and describe it to other learners; or pupils write an invitation letter to the party; or draw an island with hidden treasure and describe the way to find it and so on.

This is only a small number of examples of tasks. The teacher can invent more tasks, it actually depends on his/her creativity and willingness. However, when creating a new one, the teacher should keep in mind that the task must have an outcome and the language is used for achieving of the goal.

## **F. Framework of Task-based Learning**

This section explains the purpose of the framework, describes the single stages of the framework, states their significance as parts of the framework and mentions several examples of activities that can be used in the stages.

### **F.1. What Is the Purpose of the Framework?**

If students would carry out only the tasks, they would probably become good communicators and task-doers, but it could also happen that their language would not develop and students would create some kind of classroom-English that would be sufficient for fulfilling the tasks, but hardly usable outside the classroom. Therefore students need to concentrate not only on the fluency, but also on the accuracy. Thus the main purpose of the framework is to create balance between the focus on the meaning and the focus on the form.

The following section describes the stages of the framework and points out which stages are designed to promote the fluency or the accuracy.



## F.2. Stages of the Framework

By studying books by Jane Willis (1998), P. Skehan in Willis and Willis (1996), Vale and Feunteun (1995) and Estaire and Zanon (1994) we can discover the general pattern of the framework. It consists of three stages. The first stage prepares students for the task and helps them to understand the goals of the tasks. The second stage is the task, where students need to reach the required outcome. The third one concentrates on the language patterns, vocabulary, grammar, or phrases that appear in the tasks and widen students' knowledge at these areas.

The first stage is often called a pre-task. It includes several functions. The main is to familiarize students with the topic of the lesson or of the task [e.g. by describing a picture or talking about students' or teacher's experience etc.] and review words, phrases that students might use during the task. It is also possible to teach some of the new vocabulary. The second function is the introduction of the task. It is necessary for students to know what is required from them. Thus, students read or are told the instructions, or as Prabhu (1987) recommends, the teacher demonstrates the task with one of the students in front of the whole class. Moreover, this stage should support students' confidence and motivation before the task.

The next step is carrying out the task. I gave many examples of the tasks in the previous section. After finishing the task, the students are curious about the achievements of other groups or pairs, so there is a need to include a stage where students talk about the results they have reached.

It is natural that people in general pay more attention to what they are saying, when they need to perform in public, before some kind of audience. This audience could be the classmates, the teacher or even people from outside the school. This idea has become a stimulus for Jane Willis (1996 and 1998) who has introduced the middle stage between the task and reporting phase. In the planning stage students get time to prepare what they are going to say or write about their experience and outcomes of the task. These three steps – task, planning and report -- create task-cycle. The last phase of the cycle [report] can have several variations. When the result is presented orally, one way of presentation can be a speech in front of the class, or the report can be recorded on video or cassette. With the written outcomes we have more possibilities. They could be passed out in the classroom, displayed on the wall, shown on the over-head projector, printed as newspapers, or



produced as a poster. The last two phases of the cycle brings a shift of the students' attention. While in the task the attention is at fluency and communication, in the planning and reporting stage the attention is at the form -- i.e. at the best way how to express the message we want to say. This is the reason why some methodologists [ for example, P. Skehan in Willis and Willis (1996)] place planning and report in the third stage of the framework.

The last stage is the consolidation phase, also called post-task activities. The purpose of this phase is according to P.Skehan in Willis and Willis (1996) to: "remind learners of importance of form" ( p. 24); and "bring the focus back to language" (p. 27). This focus can concentrate on grammar, vocabulary, functions, phonology, or discourse features. However, we need to keep in mind that the focused structures come from the previously done tasks. Thus, we still follow the principle of TBL that students first process language for the meaning and only then for the form. It should be easier even for students because they have already worked with the language, now they have a chance to systematize what they have learned.

For the consolidation phase we can use practice activities such as drill, choral repetition, completing sentences, gapped activities; or awareness/conscious raising activities. They are directed at analyzing the language. In this type of activities learners can study the language and identify a pattern or a typical use of particular form, they can compare the form with the form they have already met, they can classify the language according to given criteria, they can compare the form in English and their mother tongue etc. For example, if the topic of the task is weather, then students are asked to find all expressions that can be used [i.e. the sun is shining, it is windy/ raining, the wind is blowing, it is hot/cold/ .....], or students' attention is focused on the tenses used for expressing the future [students need to classify them according to the situations when we use them], or students need to explain the meaning of the phrase " it is raining cats and dogs", or find all meanings of the word "hot" and write four sentences that illustrates them. The difficulty of conscious raising activities must be adjusted to the level of learners' English. In the consolidation phase for younger pupils the activity could be answering the questions: "Who is the tallest / shortest in the class?" and/or writing the dialogue in the exercise-book.

Furthermore, the whole framework for TBL is flexible. According to the needs of students or teachers the individual phases can be shorten or lengthen. What is needed is to



keep the balance between focus on the accuracy and focus on the fluency and provide students with plenty of exposure as well as opportunities to use the language.

The next section concentrates on the language and considers what kind of language is expected from students and from the teacher during the task.

### **G. Language in the Tasks**

In the previous section I have mentioned the difference in language used for public presentation and for private use. While the former occurs in the planning, report and consolidation stage, the latter is expected in the task. I would like to look at the features of the spontaneous use of language, how this spontaneity can be promoted in lessons, the teacher's and students' languages and the role of the mother tongue.

#### **G.1. Spontaneous Language**

The language in the tasks resembles the use of language in the real communication. When focusing on realizing the goal of the task, students actually do not have so much time to concentrate on the correctness and accuracy of structures or vocabulary. Furthermore, they are trying to say as much as they want or need to, and they are trying to say it immediately. They use spontaneous language. This language differs at some aspects from the written language or even from the language used in the textbooks. Through examining the recording of native speakers during the conversation there were traced some typical features that occur in real-life intercourse.

Among these features, as characterized by Jane Willis (1998) and P. Ur (1992), belong, for example: repeating information, unfinished sentences, short questions without verbs -- "What ?, How many ? How about watching TV ?"; showing understanding with words such as "hm, fine, ok, ..."; use of fillers like "errr, I think, in my opinion, on the other hand"; omitting of subjects -- "doesn't matter, not so hot...etc."; or use of some lexical phrases, for instance, "it's your turn, as a matter of fact ....". The range of example is wide, some of the features would be produced naturally by the students, some of them would be needed to be drawn to students' attention.

In the classroom we can find three sources of spontaneous language: the teacher, who is talking to students in the target language; the classmates, when speaking English during the task; and recordings with fluent speakers leading conversation. Jane Willis (1996 and 1998) recommends to find or make recordings, where speakers are actually completing the



task and play them to students either before the task or after. Another possibility is the analysis of a written tapescript of available recording and marking the typical features of spontaneous language.

However, the topic of the following paragraphs is the language of the teacher.

### G.2. Language of the Teacher

One of the duties of the teacher is to expose learners to the English language as much as possible. Thus, from this point of view, the teacher should ideally use English for all classroom interactions such as giving instructions, evaluating the tasks, providing feedback, answering student's question etc. This intention requires from the teacher to think more about the language he/she is going to use in the class. He/she needs to prepare commands that will be understandable for students, choose terms for referring to the particular parts of task. The teacher also needs to acquire techniques for demonstrating the meaning like using miming, pictures, gestures, or adapt some verbal techniques that are usually deployed when talking to little children such as paraphrasing too difficult structures, repeating sentences, adjust the speed of speech, avoiding sophisticated expressions etc. There is a wide range of adapting the level of teacher's language to the needs of learners.

In the next paragraph I would like to explore the assimilating of learners' language to the requirements of task.

### G.3. Language of the Learner

During the task learners are required to use whatever language they have at their disposal, from all available sources. At the beginning of this section I have stated that teachers should not require language similar to written language but rather encourage the spontaneous form of language. Even then, when coping with expressing themselves, learners usually adopt several strategies for helping with this expressing. Among them belong, for example, using gestures, quoting from the blackboard where are written useful expressions from the pre-task phase, communicating with single words, not the whole sentences; looking for a help of their classmates, asking the teacher for help, or talking in their mother tongue. The last two mentioned strategies are viewed as undesirable during the task, as they do not encourage learners to rely on their own ability to communicate. Prabhu (1987) comments it:



“The general understanding which prevailed in the classroom was that the learners had to meet the challenge of the task and, if they were unable to state an outcome or response adequately, they had a right to draw on the teacher’s knowledge of the language” (p. 59-60).

To the problem of the use of mother tongue is devoted the following paragraph.

#### G.4. Use of Mother Tongue

The occurrence of the mother tongue in monolingual classes is unavoidable. In general, it is natural to prefer use of a well-known language then to work with language we feel uncertain and insecure about. Despite the fact that mother tongue is not welcomed in the English lesson, some methodologists [for example, Prabhu (1987) or Jane Willis (1998)] agree that use of mother tongue should not be banned. They point out that the use should be allowed on some occasions. Firstly, in case of a communication breakdown and secondly, in case of promoting learning. For example, when students are comparing both languages or translating from one language to another. Of course, it also possible to use the mother tongue for clarification of meaning, if it is too complicated in English or the teacher can use it when giving complex instructions. Jane Willis (1998) assumes that: “If learners realize they are using the target language to communicate, they will still use their mother tongue on occasions, but they will use it in a way which is systematic, supportive and relevant to the task goals” (p.49).

#### H. Roles of the Teacher and of Students

This section explores varied types of roles that are typical for teachers and students and describes them according to the particular stages of the TBL framework. At first we ought to define the term “role”.

For the definition I would like to use words of Widdowson (1990). He claims that: “‘role’ refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationship between the participants” (p. 79).

Thus, the roles are influenced by many factors, involving the social roles -- status of teacher and students, beliefs about learning and teaching, personalities both teachers and learners, motivation -- as well as factors connected with the task itself such as the goal of the task or topic. Neither teachers nor students assume only one kind of a role. As Harmer



(1991) points out : “ It will be clear that the way the teacher behaves ...will change according to the nature of the activities “ (p. 235).

The following part scrutinizes the teacher’s behavior in the TBL lesson.

### H.1. Teachers’ Roles

As I have suggested above teachers acquire several different roles during the teaching process. In the TBL the roles differ whether the focus is on fluency or accuracy. I would like to start with the latter.

In the framework there are stages that concentrate on the form of language. It could be the post-task activities, or when presenting new vocabulary, the pre-task. In that case the teachers control not only what students do, but also what language they use. Their role is a role of a CONTROLLER. However, the pre-task offers another important teachers’ role.

For a success in the task it is vital for students to know what is required from them and what goal they should achieve. Therefore teachers need to think carefully about instructions they are going to give. The instructions should be clear and understandable. The next step that is expected from teachers is starting the activity. Thus, the role that teachers assume during the pre-task is a role of an ORGANIZER. However, more roles are taken in the task stage.

For the tasks the activity of students is important. Teachers should withdraw from the central stage and give space to students. On the other hand, this does not mean that teachers are staying passive. They observe from a distance and interfere only if there is a problem. So the main role in the task is the role of a MONITOR. Of course, when students ask for help or for better English expressions, teachers are ready to provide their knowledge. But for perfecting the language is the next stage, accompanied by special teachers’ roles.

In the planning stage, students still remain active and are preparing their reports. The knowledge and assistance of the teacher is a part of the writing process. Thus, teachers function as LANGUAGE ADVISORS, RESOURCES and COUNCELLORS. They help students with expressing themselves -- like clarifying the ideas, suggesting appropriate expressions, appointing usage of incorrect forms, or helping with using dictionaries. One



of the activities is also praising the good and creative work with language. However, for the overall evaluation is reserved the last stage of the task cycle -- report -- and the roles change according to the demands of this phase.

In the report the roles of teachers are conditioned by kind of presentation. With the spoken presentation teachers assume the role of a CHAIRPERSON. They start the presentation, appoint the turns in speaking, and evaluate in the end. With the written reports teachers need to organize the treatment of them, i.e. if the reports are hung on the wall or sent to other class etc.. In both cases teachers should make conclusion of the students' work. The golden rule is to, first of all, highlight the positive points such as achieving of the goal, creative use of language, originality of students etc, then comment on unsuccessful events and suggest better procedures for the next time. During evaluating teachers' role is a role of an ASSESSOR.

The variety of roles is, of course, much more wider. I have tried to choose the roles that are characteristic and significant for the framework of TBL. As a conclusion, I would like to quote a sentence what a teacher can be or should be to the students: " The teacher's role is that of parent, teacher, friend, motivator, co-ordinator, organizer " (Vale and Feunteun, 1995, p. 27).

The next paragraph investigates the roles of students.

## H.2. Students' Roles

The roles of students are varied just as the teachers' ones are. They are also influenced and limited by particular features. Among these belong, for example, the rate of involvement of students in the learning process, the control imposed on learners by teachers, limitations set by the tasks and, of course, the social expectations as described in the teachers' roles. Alike the role of teachers, the students' roles are changing according to the single phases of the framework.

We can say that the main role of students is a role of learners. However, the range of roles is more wider. In the task the students assume mostly active roles. They are NEGOTIATORS and COMMUNICATORS. They are providing and obtaining particular information in order to be able to achieve the set goals.



Other two roles are associated with the language work. These roles occur in the task stage, but mostly in the planning phase. In this case, students' roles are roles of INVENTORS and CREATORS. The roles characterize the way learners treat the language. Students are encouraged to experiment with new and old words and finding new expressions that convey the message students want to impart. The above-mentioned roles are more or less permanent ones. However, we have roles that are only temporary.

The roles are called temporary, because their duration finishes with the end of an activity. These types of roles are typical for group-work. Students are appointed in a particular role and have to fulfil duties resulting from this position. Thus, in the report stage for the oral presentation one student of the pair or group is appointed as a "SPOKEPERSON". His/her role is to present the speech about results achieved in the task. Another example of a temporary role is a "DICTIONARY PERSON". This role occurs during the planning and, as the term suggests, the duty of such an appointed student would be to look up the unknown words in the dictionary. Similar types of roles can be met in the task itself. Vale and Feunteun (1995) offer examples of roles during the group work, where the task was to draw a snail. Two learners from each group got special functions. First of them was a TIDY MONITOR, whose duty consisted in collecting materials for the group and making sure that after the activity was everything tidy. The second learner was a NOISE-CONTROLLER. He/she monitored the level of noise in his/her group. Apart from the fact that such roles facilitate the organization of activities in the classroom, they also teach pupils to be responsible for course of lesson.

## **I. Application of Task-based Learning Principles to Teaching of Receptive Skills**

This section considers my reasons for choosing receptive skills, outlines the reading and listening strategies and adapts them to the principles of the task-based learning, and finally, provides a list of activities suitable for teaching of receptive skills in a task-based learning process.

### **I.1. My Reasons for the Choice of Receptive Skills**

For choosing of receptive skills -- i.e. reading and listening -- I have several reasons. They have withdrawn from my experience of a pupil at an elementary school, my



experience of a student of the Pedagogical Faculty and also include my expectations of a future teacher. I would like to start with the first reason.

As a pupil at the elementary school I have remembered one type of reading activity and two types of listening activities. As to the reading, we were working with the text twice. The first reading was aloud. One student read one English sentence, then the second student continued with the next sentence and so on until we finished the article. The teacher corrected the pronunciation of words. The second reading was combined with translation. First, each student was given his/her sentence to translate it to the Czech language and had few minutes to prepare the translation. After the preparation, we were translating the article from the first sentence to the last. The teacher helped us with choosing the best Czech expression for particular word or with the word order. As the homework, we had to practise reading the article aloud and the next lesson we were examined from it and marked.

During the reading aloud I remembered the feeling of being bored, because when other students were reading I had nothing to do. However, I was forced to pay attention to what we were reading, because the teacher called us at random and was angry when we did not know which sentence was being read. I also did not like reading aloud, because I sometimes did not know how to pronounce some difficult word and was feeling embarrassed, when struggling with the pronunciation of the word in front of the whole class. Regarding the translation, I appreciated the preparation time, because I could ask my colleague for help or use the dictionary or ask the teacher for clarification. As to the examining of reading aloud, I did not have problems with it, so for me it was an easy way to get good marks from English language.

At the beginning I have mentioned two types of listening activities. The first listening activity was connected with the learning of the songs. In the first stage we were only listening to the song and after the end of listening we were asked to say everything we had caught during the song. Then we were given the lines of the song that were either in our textbook or copied on the sheet of paper. We were listening for the second time and at the same time we were reading the lines. During the next stage we were trying to sing the song according to the given lines and with the help of the tape recorder. The singing was repeated in following lessons until we learned the song by heart. When we were older [in the eighth form] the beginning of activity was changed. We were given the lines with several empty gaps. After reading the lines, we listened to the song and tried to fill the gaps with the



correct word. The next step was checking our trials and providing the correct words. The following stages were the same as in the previous activity.

As all pupils I liked listening to and learning of the songs. I did not take the listening phase as something difficult or serious. Especially in the eight form, when we were filling the gaps, I tried very hard to catch all words. This was caused by a good selection of songs -- Yesterday by the Beatles, songs by Simon and Garfunkel and so on. These songs were interesting for us, so listening to the songs was my favourite activity in English lessons.

The second listening activity is in my memory connected with negative feelings. We were given four or five questions and during listening to the tape we were trying to catch the answers to these questions. After the listening we checked the correct answers. Then we listened again. The teacher stopped the tape after one or two sentences and we tried to repeat them after the tape. This activity continued until we finished the whole text.

As I said at the beginning of the previous paragraph, this type of activity was not pleasant for me. I did not belong to the "best listeners" in the class, so my feelings were frustration, inability to understand spoken English and, moreover, the feeling that I am not able to learn to listen to the English language. When I have decided for the career as a teacher, one of my resolutions was not to cause the same feelings in my future students.

The second two reasons for the choice of receptive skills are closely related. When I started to attend different schools in the third year of the University and could observe several teachers teaching listening or reading, I have realized that either students were taught the same or similar way as I had been [and as I described in the previous paragraphs] or the exercises accompanying the text for reading or listening were actually only of one type -- i.e. answering the comprehension questions. Therefore I started to look for other ways of exploiting of the text [for reading or for listening] focusing on higher involvement of students and on students' motivation. Task-based learning seemed to fulfil these requirements.

The following section describes the techniques that students need to develop to become efficient readers and listeners.

## 1.2. Techniques for Development of Receptive Skills

In this section I would like to examine the characteristic of receptive skills and point out strategies that help learners with understanding of written or spoken text. I would like to start with the former.



Although reading and listening are performed with different media [written text and spoken text], the principles underlying these skills are similar, no matter if we read or listen in our mother tongue or in a foreign language.

In our real life we have two major reasons for reading or listening -- either we read or listen for our enjoyment and pleasure [reading a good novel, listening to a story etc.] or we read and listen in order to obtain information [listening to the news for tomorrow weather forecast or reading the instructions for operating the computer etc]. However, no matter if we read for the first reason or the second, we always have a purpose for reading or listening [we need to find a suitable train to Prague in and thus we study the timetable or we call the information service]. The list of our purposes for reading and listening in our mother tongue is endless, it varies according to the different real-life situations we attend.

The purpose for reading and listening is connected with another feature of receptive skills. In our daily life, before we start reading or listening, unless we, for example, turn the radio at random, we usually have expectations what we are going to read or listen. We can make predictions according to the title of the book, the headline in the newspapers or added pictures or graphs and their relationship to the text. The same predictions can be made before listening, for example, from the title in a radio programme or a name of a story we are going to hear about etc.

In our real life reading or listening is usually followed by some kind of action. In case of listening to the weather forecast, we can call our friend and confirm that we are going on the trip, because the weather is o.k. After finishing reading the novel, we can take some notes about points that were interesting to us; or we can only remember the content of the novel and talk about it with somebody. To sum up, we are hardly reading or listening without doing something with the information we obtain.

We use different strategies that help us in effective reading or listening. It depends on our purpose for reading and listening -- if we are interested in the main idea of the content or if we need some specific information. F. Grellet (1991) divides reading strategies in the four categories -- skimming, scanning, extensive and intensive reading. He defines them in following ways:

- “-Skimming: quickly running one’s eyes over a text to get the gist of it.
- Scanning: quickly running through a text to find a particular piece of information.
- Extensive reading: reading longer texts, usually for one’s own pleasure. This is a fluency activity, mainly involving global understanding.



- Intensive reading: reading shorter texts, to extract specific information. This is more accuracy involving reading for detail “ (p.4).

The examples for skimming could be reading an article in newspapers, for scanning reading a TV review for today's evening film, extensive reading could be a reading of a detective story and intensive reading finding out the writer's attitude to particular situation. Moreover, the same strategies of working with the text can be applied to listening as well.

The example of skimming in listening could be listening to the speech of a lector about particular topic [e.g. what he thinks about teaching of vocabulary], scanning we use at the railway station, when we listen to the announcer of arrivals and departures for the train we need and the platform it arrives to, an example of extensive listening is storytelling, when we are the listeners, and finally, the example of intensive listening is listening to the conversation of two people and trying to find out the relationship between them.

These were strategies we use for reading or listening according to our purpose. However, there are skills which we use regardless to our purpose for better understanding of the text. Jane Willis (1994) calls them “enabling skills” and provides a list of them. I would like to start with skills that are joint for reading and listening and then extract skills useful for the single activity.

- predicting what people are going to talk about or what the text could be about
- using one's own knowledge of the subject to help one understand
- identifying relevant points; rejecting irrelevant information
- deducing the meaning and use of unknown words
- recognizing discourse markers
- understanding implied information and attitudes

For reading I would add two more:

- understanding relations between the sentence and the text
- knowing how to use an index, a table of contents, understanding layout, use of heading etc.

The listening skills should be completed by:

- understanding different intonation patterns, uses of stress etc., which gives clues to meaning and social setting



To sum up, the development of ability to read and listen in different situations and for different purposes with the help of enabling skills should be a part of the methodology for teaching of receptive skills, and therefore, prepare students for real-life listening and reading .

The next section focuses on the application of methodology of receptive skills teaching to task-based learning principles.

### I.3. Task-based Learning and Receptive Skills

This section describes the rationale behind text-based tasks and lists activities that could be used for development of receptive skills. I would like to focus on conditions for efficient reading and listening and match them with the principles of TBL and especially, I would like to pay attention to purpose for reading and listening, the involvement of students, and opportunity to practice different reading and listening strategies. Finally, I would like to outline the types of activities that develop receptive skills according to the TBL principles.

First, I examined the theory behind text-based tasks. Jane Willis (1998) characterized them as tasks that aim: “ to encourage natural and efficient reading /listening/ viewing strategies, focusing initially on retrieval of sufficient meaning for the purpose of the task “ ( p. 75).

This quotation highlights the basic principles of TBL -- i.e. the emphasis, at first, focuses on the meaning, then on the form; and the fact that students must have a purpose for reading or listening, in case of task-based learning it is the achievement of the goal of the task. After students achieve the goal of the task, they can focus on language forms in the text and examine in detail the use and meaning of vocabulary.

The aim to reach some outcome of the task creates the need for active involvement of students. They have to use their knowledge and mental effort to achieve the goal. Penny Ur (1992) points out that: “ It is much more interesting to respond actively to something than to listen passively” (p.27). To sum up, the fact that students must achieve a goal provides motivation for them to read and listen.

In our real-life we choose the topic for reading or listening themselves and therefore we usually have some ideas about the content of the written or spoken text. In the classroom, where the text is usually selected by the teacher, students need to be prepared for the reading/ listening. This preparation is secured by the first stage of the framework. The aim



of the pre-task is to make students think about the content of the text beforehand, and use other sources to help them with reading or listening. It could be their knowledge of the subject, added pictures, maps, graphs; body language of the person they listen to etc.. Thus, in the pre-task students receive the task instructions and they activate their knowledge of the subject.

The development of different reading and listening strategies is provided by the working with different materials and range of tasks with varied goals. The teacher can design tasks that aim at development of the ability to predict the content, tasks that develop reading/ listening for general understanding or tasks that develop reading/ listening for specific information. The choice of tasks depends on the intention of the teacher and needs of students. In the following paragraphs I would like to outline possible types of tasks as presented by J. Willis (1998) and (1994) and P. Ur (1992).

The first type of task are JUMBLES. Students get a text where some kind of pattern can be found -- e.g. set of instructions, narration etc. The single parts of the text are set up in the mixed order. The goal of the task is to restore these parts in a correct order. For example, students classify headlines that are mixed to the particular newspapers articles, or students get the pictures that accompanied the text and that are jumbled, their task is to put the pictures in the correct order according to the text.

The second type are JIGSAW TASKS. Students are divided in the halves of groups, each of them would obtain a part of particular information. Through talking to members from other group they must restore the whole text. For example, students listen to the tape together, but each group is listening for different information. After the listening finishes, students must put the whole listening together.

The next type are RESTORATION TASKS. Students replace the words or sentence that is omitted in the text, or vice versa, they exclude the sentence or words that do not belong in the text. Another possibility would be to merge two texts together and let students separate them.

The other type of tasks are MATCHING TASKS. Students can match pictures to the information they hear or read, or based on the text they can match questions and answers or sentence halves.



Another type is COMPARISON. Students get one piece of information and compare it with another piece of information. For example, students get a picture; they listen to the teacher describing the picture and try to find items that are different in the teacher's narrating from the content of the picture.

The next type are MEMORY CHALLENGE TASKS. Students read or listen to the text in the time limit. After the limits ends they must write all details they have remembered. For example, students writes things they remember best about the text, or try to describe the person they have heard about etc.

The last type are PREDICTIONS. Students try to predict information that could occur in the text. For example, they write five question they think that would be answered in the text; or students read the beginning of the story and try to predict the end; or vice versa, students listen to the end and try to re-construct the beginning.

The number of tasks is endless. It depends on creativity, intentions of the teacher and needs and interest of the students which tasks would be best for them. However, the task must fulfil the principles of task-based learning -- i.e. to include the purpose and goal for reading and listening; and promote the active involvement of students when working with the language.

## **J. Thesis Statement**

The Professional Project is going to support following thesis:  
The development of receptive skills at elementary school underlied by the principles of task-based learning increases learners' motivation to read and listen and promotes their active involvement in reading and listening activities.

This involvement is secured by the need of students to achieve the goal of the task and the fact that "students are required to do something in response to what they hear [or read] that will demonstrate their understanding " (Ur, 1992, p.25). Therefore, students are asked to use the language actively, with the emphasis on meaning and comprehension of the written or spoken texts. The task-based learning framework and selected activities promote the learning of different reading and listening techniques and strategies. Thus, the goal of Professional Project is to prove that teaching of receptive skills in a task-based learning



process creates positive attitude of students towards reading and listening. Moreover, the Professional Project is designed to show the results of practical implementing of TBL at elementary school, to offer the evaluation of these results and suggest areas for further investigation.

### **K. Paper Parts**

Finally, in Chapter II, the examples of lessons during my continuous teaching practice from September to October 2000, where task-based learning was applied, are discussed. The research is supplemented by methods of investigation of conditions at elementary schools, the descriptions of particular plans of lessons and reflections concerning the involvement and motivation of students.

Chapter III offers the analysis of results -- including the evaluation of a questionnaire and an interview with the class teacher, and practical outcomes of the application of task-based learning from Chapter II. At the end, the further development of the research is outlined.



## **CHAPTER II – Professional Project**

### **A. Basis for Project Design**

The previous chapter explored the theoretical principles of task-based learning and their application to the development of receptive skills. It showed the methodology of teaching and provided the TBL framework and examples of suitable activities. It highlighted the active role of students and its impact on the effectiveness of learning to read and listen.

Chapter II supports the thesis statement by investigations that were performed before and during the teaching practice. The research focused on finding answers to three main questions:

- 1) What will be the rate of learners' involvement during the lessons where task-based learning will be applied at development of receptive skills ?
- 2) Will students react positively or negatively to carrying out the reading and listening tasks ?
- 3) Will be the development of receptive skills effective ?

With the emphasis on the above-mentioned aspects I started the research by observations of lessons, where reading or listening were taught, then I continued with an interview of an elementary school teacher about possible advantages and disadvantages of the application of task-based learning in the English lessons. The next step was the analysis of textbooks with regard to task-based learning principles. All these investigations took place before the continuous teaching practice. The conclusions drawn from the results of previous investigations affected the designing of lessons and the need to supplement some materials. Last part of the chapter demonstrates lesson plans where task-based learning was applied to teaching of receptive skills accompanied by reflection after each lesson.

### **B. Methods of Investigation**

This section shows different methods of investigation that I used in order to gather more information about contemporary ways of receptive skills teaching and about the possibility of TBL application. The first method is an observation of lesson where reading or listening were taught.



### B.1. Observation of Techniques for Teaching of Receptive Skills

During my teaching practice in both third and fourth years at the University, I had the opportunity to visit several schools, where I could observe teaching of reading and listening skills. These schools were: 3rd Elementary School and 14th Elementary School in Liberec and 3rd Elementary School in Turnov. I made several observations in different classes, where I focused on these areas:

- what types of activities are used for teaching of receptive skills,
- why the teacher is using the particular type,
- if students are actively involved in the activities.

I witnessed that each teacher chose one technique that was usually used for the work with the spoken or written text and that this technique was not combined with other types of listening and reading activities. The teachers justified their selection of particular technique by the idea of providing best condition for learning to read and listen. The students seemed to be accustomed to the procedure of the selected technique -- i.e. they knew single steps of the activity and were able to follow them and work individually. However, in some cases I was not able to assess the rate of learners' involvement, for example, when students were reading silently and there were no signs if they were concentrating on the text or doing something else. The following paragraphs describe three types of techniques I observed: the first technique where reading was combined with translation, the second where reading was accompanied by listening and third one where students answered questions after listening or reading.

In the activity "READING-TRANSLATING" students worked twice with the text. Firstly, students were reading aloud while they were taking turns -- each student read one sentence until they finished the article. Secondly, students were translating the text from the English language into the Czech language. Again, students were taking turns and each student translated one sentence. The teacher helped students with the pronunciation during the reading and with unknown vocabulary and correct word order during the translation.

Regarding the students' involvement, we could see that only one student was working at a time. The others were supposed to follow the text silently, however, the teacher did not use any technique to check if learners were doing so. Moreover, I could observe the situation where a learner did not know which sentence was translated and his neighbour had to show him the particular sentence. In my opinion, this was a sign that the students was not following the text and thus was not involve in translating.



Finally, I asked the teacher why she used this type of activity. She answered that translation helped the students understand the English text and gave them feeling of security.

The next observed activity was "READING-LISTENING". I observed this type of activity in the lessons with younger pupils [5 and 6 form]. The students were reading comics presented in their textbooks. Firstly, learners were following the text and simultaneously they were listening to the tape with the same text. Then they tried to read the text themselves. The teacher called the students at random. After they finished reading, the teacher asked about expressions that students did not know or was not sure about and pupils wanted her to clarify some words for them. In the next stage students acted the comics as a role-play -- i.e. they worked in pairs and were reading the chosen part of one of the comics characters, while the rest of class was listening to them. The pairs took turns in acting, so several pairs acted during the lesson.

The learners were very keen on reading. They were eager to be called up to read, and especially to act the comics in front of the class. They seemed to be motivated to listen to the correct pronunciation of words, because they knew they would be asked to perform the role-play publicly. The involvement of students was high especially during the role-play, where all students were watching the performing learners [and listening to them].

I asked the teacher about the reasons for the use of this activity. She answered that younger pupils liked performing and that role-play is an opportunity for learners to listen and/or read the text several times.

The last observed activity is " READ [LISTEN] – ANSWER QUESTIONS ". I witnessed this activity in the 8<sup>th</sup> form. The teacher used the same technique for reading and listening. Before students read or listened to the text, they looked at the questions prepared by the teacher and written on the blackboard. Then they read the article or listened to the tape in order to find the answers to these questions. After students finished reading or listening, the teacher asked which answers they caught. Then learners read or listened again and tried to catch the rest of the answers. As the next stage the answers were written on the blackboard.

With regard to the involvement of students, some of them were active and participated in looking for the answers, some of them the answers did not find. This could be caused either by their inability to find the answers or their lack of interest in the activity. However, this example illustrated that this types of activity was suitable only for some of the learners.



The teacher's answer to the question why she used this type of activity was that she wanted to avoid the translation and yet check the students' comprehension of what they read or listen to.

To sum up, the rate of involvement changed according to the type of activity. The involvement of all students was observed during the role-play where students actively participated in the lessons; about half of the class was involved during the activity where students had a purpose for reading or listening [i.e. find the answers]; and, as it seemed to me, less than half of the class was involved in the translation activity, where students only followed the teachers' instructions. These observations strengthen my opinions about the need to make students read and listen for other purposes than for reading or listening itself and the need to require from the learners some kind of action where the knowledge of the text [written or spoken] is used.

#### B.2. Interview with an Elementary School Teacher

In this section I discuss the advantages and drawbacks of the task-based learning application in the lessons with the teacher of elementary school. I was interested in these questions:

- 1) Which problems do you anticipate with the TBL application?
- 2) Which positive aspects could task-based learning application bring in the teaching of receptive skills?

Because the teacher did not meet the task-based learning in practice, I had to explain the principles of TBL and illustrate the practical application of it. For the demonstration I chose an example task where students were comparing written text with the text they heard and the goal was to find all differences between these two texts. First, she commented the possible advantages of using this type of activity.

The teacher pointed out that students would probably like this activity because it requires from them some mental effort and not just sitting in the classroom and listening to the tape and that probably most of them would take part in achieving the goal. On the other hand, she warned me that this type of activity some students could take as "non-serious" and would not try too hard to find the differences. The teacher also feared the use of students' mother tongue during reporting of achieved results. She also disliked the lack of



focus on grammar that would be in the text and argued that students would need the knowledge of grammar in their future studies.

The doubts in the teacher's evaluation of possible TBL application increased my curiosity about the actual reaction and attitudes of students towards the task-based learning. Although the teacher's comments did not sound as positive as I hoped to, I decided to continue in the research.

### B.3. Textbook Analysis

Before I started to teach at the elementary school during my continuous practice I had needed to analyse the textbooks which I should work with and see if they suit to the application of TBL. For the analysis I chose the textbook PROJECT ENGLISH I written by Thomas Hutchinson. I examined the textbook from two points of view. Firstly, from the point of the TBL applicability; secondly, from the point of view concerning the development of receptive skills. I concentrated on the types of activities suggested for the development of reading and listening.

As the name of textbook suggests, the part of the book is composed of projects. Projects in general are mentioned in Chapter I as one type of tasks. The typical features of projects are: students are free to use language they want, according to the given topic, therefore, it is supposed that they use the new-learned language as well as the language learnt previously. We can find the meaningful use of language as well. There is a purpose for the use of language, a goal that is needed to be achieved. The examples of projects from the textbook are, for example, students are asked to draw e.g. a plan of their house, or of their own or dream town, or they describe their favourite animal. Another examples of projects that can be found in the textbook are classroom surveys about different topics, for example, about TV programmes that pupils watch, or activities they are doing in their free time. To sum up, these types of activities I found suitable for the task-based learning as they fulfil the TBL principles. On the other hand, I was worrying about the unsuitability of the whole concept underlying PROJECT ENGLISH I to the application of TBL.

The textbook PROJECT ENGLISH I is designed according to the structural syllabuses. It means that the syllabus is based on a selection of grammatical structures -- the first unit introduces the present forms of the word "be" [is, are], the second unit shows the negative forms of the word "be" [is not, are not] etc. Such designed units are accompanied by vocabulary necessary for the topic. This is strongly objected by TBL experts as we could see in Chapter I, as the structural syllabus does not fulfil the



communication needs and natural process of learning. For task-based learning is recommended the procedural syllabus designed by Prabhu [i.e. syllabus organized around task] or at least notional syllabuses designed for communicative learning [i.e. this syllabus is organized around functions that learners need to communicate -- for instance, requesting, suggesting promising etc; or around meanings such as time, quantity, location etc.]. In order to sort out this problem I had to make a compromise. I decided to concentrate above all on vocabulary needed for particular topic of the units, and the grammar structures teach in the last phase of the framework.

The next paragraphs outline the activities presented in PROJECT ENGLISH I for the development of receptive skills. I would like to start with activities directed at listening.

The textbook PROJECT ENGLISH I contains two types of activities where pupils can listen to the tape. First type is drill practice, where pupils, according to the hints provided by the tape, create sentences with the particular structure. The next type of listening is connected with reading of the text that is on the tape. The recommended way [adapted from the PROJECT ENGLISH I -- TEACHER'S BOOK and illustrated on the board game from PROJECT ENGLISH I] of using the text is: after the introduction of the structure occurring in the text [in this case it is the verb "must" in the present tense and phrase "let's ..." for suggesting], pupils read the text and try to guess the meaning of unknown words -- with the help of the teacher. Then the teacher plays the cassette and pupils follow the text in their textbooks. As a next step the teacher asks the comprehension questions, for instance, "What must you do to start? What must you do at number 18?" etc.. After checking the comprehension, the teacher plays the cassette for the second time, pupils listen to it, then the teacher plays the cassette again, pupils listen and repeat. After the reading and listening pupils play the game.

What I have found suitable for the development of reading skills is the first step, where pupils try to guess the meaning of the words because deducing the meaning is a skill that facilitates reading. However, when I was thinking what is meant by the phrase "teacher introduces the expression" I have come to the conclusion that the teacher is probably asked to translate it, so the deducing is probably confirmed by the translation into the mother tongue. The next thing I have found suitable is the answering to questions after students read the text as it assures both students and the teacher that learners understand the commands for the board game. On the other hand, in the whole textbook this is the only type of reading activity, and this invariability, in my opinion, lowers the students' motivation.



What I would oppose as unsuitable is the use of listening for accompanying reading. Firstly, there is no reason for listening because students can read what the person on the tape is saying and therefore there is no way to check that students are able to understand what they are listening to and actually there is no reason for checking at all because pupils already process the text for meaning.

To sum up, the analysis of PROJECT ENGLISH I showed that for the application of task-based learning to receptive skills the supplementary material will be needed and the lessons will need to be designed according to TBL principles.

### **C. Preparation of Material**

Because of the criticism mentioned in the previous section of unsuitable activities for developing receptive skills, I decided to use types of activities as suggested in books concerning the design of these activities in a sense of task-based learning. However, I decided to use the language and topics presented in PROJECT ENGLISH I and adapted the tasks according to the target language.

For the design of lessons I would like to apply the task-based learning framework as described in Chapter I. This means that I would respect the stages of the framework -- the pre-task, task, planning and report, and consolidation. However, for the younger students I felt the need to change slightly the framework: to use several short tasks with the same target language, sometimes to leave out the planning stage, and the report stage directs at correctness of the results. My other aim was to encourage students to work with the text without the help of the teacher or translation. This involves some enabling techniques such as deducing meaning of unknown words, listening for details, predicting. To make it easier I wanted to use pictures.

The tasks used during the continuous teaching practice were adapted from Jane Willis: A Framework for Task-based Learning, 1998, one task was adapted from Susan Halliwell: Teaching English in the Primary Classroom, 1992, and the technique for introduction and revision of vocabulary was taken from Vale and Feunteun: Teaching Children English: Training Course for Teachers of English to Children, 1995.



## **D. Teaching Practice**

My continuous teaching practice took place at the 3<sup>rd</sup> Elementary School in Turnov. I taught there from September to October 2000 for four weeks.

For the application of task-based learning to receptive skills I chose the sixth form. This class, where were 13 students -- 8 boys and 5 girls; at the age of eleven. They worked with PROJECT ENGLISH I by T.Hutchinson. The topic for studying was unite called "My Town". For designing the lessons I used the target language from this section and adapted the tasks. The students' language level was elementary and the class mixed-ability.

The following section presents lesson plans of lessons where the TBL application to receptive skills was tested. The lessons were designed according to the task-based learning framework. The lessons plans are accompanied by reflection section where I focused on the observation of students' reactions towards the selected activities, the rate of students' involvement during these activities, and the effectiveness of the receptive skills development.

## **E. Lesson Plans**

The following section shows five lessons where reading and listening was taught according to the principles of task-based learning. The lesson plans of these lessons are not presented in the chronological order. During the teaching in these lessons I tried to observe if all students are involved in the activity and if the attitude they show towards the activity is positive or negative. I also focused on the results of students' work from the point of effectiveness of the development of receptive skills.

### **E.1. Lesson Plan I**

Class: 6<sup>th</sup> form

Teaching Aids: flashcards, self-designed map of places [see Appendix, p.1], workbook

Overall aim: - to revise vocabulary form the unit "My Town"

- to practise listening skill directed at listening for specific information
- to revise structures "there is, there are"

Objectives: - students are able to produce the vocabulary and use them during listening

- students are able to listen and extract information they need in order to achieve the goal of the task



- students are able to produce sentences with the structure “there is, there are”

Procedure:

pre-task: 8 minutes

aim: - to revise vocabulary needed in the task

objective: - students are able to connect the pictures and the English expression

procedure:

- the teacher stands in front of the class and shows to students pictures with different places e.g. river, cinema, hills..., she asks about the English word for the place in the picture and students answer
- the teacher hands out the pictures in a way that each pupil gets one picture
- the teacher calls the places and the student who possesses the picture shows it to the class
- pupils change pictures among themselves and the teacher repeats the procedure

pre-task: 5 minutes

aim: - to prepare students for the listening task and explain the goal of the task

objectives: - students know the goal they should achieve during the task

procedure:

- the teacher hands out the maps [see Appendix, p.1] and asks students to tell her which places they can see in the map and asks about the names of persons in the map
- the teacher explains the goal of the activity: students will trace the persons according to the teacher's description of places that the persons are passing by on their way home: the goal is to find out which house belongs to whom

task: 5 minutes

aim: - to develop listening for specific information

objectives: - students are able to find out where the persons live

procedure:

- the teacher describes the routes of different persons, students follow the routes until the persons reach their houses and write the numbers of the houses
- the teacher observes the involvement of pupils, their attitudes towards tasks and their results



oral report: 5 minutes

aim: - to check the students' comprehension of spoken text

objective: - students are able to say the numbers of houses where persons live

procedure:

-the teacher asks where John, or Jane ...etc. lives, students answer

planning: 15 minutes

aim: - to practise the written form of vocabulary and the form "there is, there are"

objective: - students are able to write sentences describing the route at home according to the given map

procedure:

- students write the sentences in their exercise books, the teacher monitors and helps with the correctness of forms

consolidation: 10 minutes

aim: - to practise the rule for using "there is" and "there are"

objective: - students are able to fill gaps in the sentences in their workbook

procedure:

- students fill the gaps in sentences with either "is" or "are" according to singular of plural
- the teacher monitors and checks the correct versions in the workbooks

### Reflection :

When designing this lesson I tried to keep in mind the principles of task-based learning and applied them to the listening task. The first principle I preserved was the listening for purpose. This was secured by the goal of the task -- i.e. students had to find out where certain persons live. This required from the learners not only to listen to the text, but also to process the text for meaning, distinguish the information needed for the achievement of the goal and use of their logical thinking. Thus, the next principle -- the emphasis on proceeding the meaning first -- was fulfilled. Furthermore, the following stages -- the planning stage and consolidation -- provided the focus on accuracy. Students had to apply the rule for the use of the structures "there is, there are" and also use the written form of vocabulary. Therefore, according to the principle of the framework, we secured the balance between fluency and accuracy and the structure practice was based on the previous task.



I paid careful attention to the pre-task stages because I learned from my previous experience that insufficient or vague instruction could spoil the whole task. Therefore, I divided the pre-task in two sections. The first was concentrating on the revision of vocabulary. At the beginning of the activity students were a bit unsure, because it was new to them. They participated more actively when showing the pictures according to teacher's hints and especially they liked changing the pictures as they wanted to get their favourite one. The second section concentrated on the instructions to the task itself. Because my students possessed only elementary knowledge of English, part of the instruction was explained in the Czech language. Finally, I demonstrated one description of the route as a whole class activity in order to make sure that students knew exactly what goal they had to achieve.

During the task, while I was talking and students listening in order to find the right house, I tried to observe the involvement of students. I was walking around the class, watching students. All of them seemed to me to be fully involved in the task, I did not notice any signs of students directing the attention at something else. My whole impression of the task was that students liked doing it and were involved in the task.

This impression was supported by the oral report, where most of the students were eager to tell the correct number of the house and were rising their hands to be called up.

I also picked up the completed students' maps and could see that all students participated in the activity and more than three quarters were successful. In my opinion, this proved the effectiveness of the listening skill development.

During the planning stage while students were writing the sentences I monitor their efforts. I realized that there were big differences between the level of the English knowledge and that some pupils had problems with constructing the sentences. I decided to change the lesson plan and instead of individual work of students we were together writing the sentences on the blackboard and meanwhile students were copying them in their exercises-books. The copying lasted longer than I originally supposed, thus the last exercise of the consolidation stage was set as students' homework.

To sum up, the listening based on the task confirmed the presumptions about the TBL application. Students were motivated to listen because they wanted to find out where particular persons lived. From the students' results [completed maps] I could observe that all students were involved in the activity. This involvement and the fact that students were trying quite hard to understand the teacher's description contributes to the effective development of receptive skills.



## E.2. Lesson Plan 2

Class: 6<sup>th</sup> form

Teaching aids: the map of two towns [see Appendix, p. 2], six envelopes -- each of them contains one dialogue that is cut in the stripes, and the tape recorded

Source: PROJECT ENGLISH 1 -- topic: "My Dream Town"; the cut out dialogue is adapted from p.33

Overall aim: - to practise vocabulary connected with the topic

- to practise listening for specific information
- to practise reading and listening for the gist
- to practise talking about the topic

Objectives: - students are able to name places that could be found in the town

- students are able to distinguish the town the teacher is talking about
- students are able to re-construct the dialogue
- students are able to make their dream town and describe their towns to other students

Procedure:

pre-task: 5 minutes

aims: - to revise vocabulary needed in the task

- to set up instructions for the task

objectives: - students are able to recognize the symbols for particular places

- students are able to understand what is required from them during the task

procedure:

- the teacher asks student to name all buildings that are in Liberec and students provide names e.g. cinema, the ZOO, library...
- the teacher shows to students pictures with symbols for particular buildings that were used in the previous lesson; students call the names of buildings according to the pictures
- the teacher hands out the pictures with two plans of towns and explains to students the goal of the task -- to select the town she is going to speak about
- the teacher introduces the word "dream"

task: 5 minutes

aim: - to practise listening for specific information



objective: - students are able to choose the town teacher is talking about

procedure:

- the teacher talks about her dream town, students are listening and trying to find out the town she is talking about; after she finishes, she asks students who thinks it is town A to raise their hand, and she asks students who thinks it is town B to raise their hands
- the teacher clarifies that she was talking about town B
- during the task teacher monitors involvement of students and their reaction to the task

pre-task: 3 minutes

aim: - to explain to students the outcome of the task

- to divide students in pairs

objective: - students know what is required from them to achieve the goal of the task

- students know who they are working with

procedure:

- the teacher divides students in pairs
- the teacher explains to students that they will get envelopes with a dialogue that is cut into the strips and that their task is to put the dialogue together

task: 10 minutes

aims: - to practise reading and listen for the gist of the text

- to practise processing the text for the meaning

objective: - students are able to put the lines of the dialogue together

- students are able to check the correctness of their ordering of lines by listening to the tape with the dialogue

procedure:

- the teacher hands out the envelopes with the striped dialogues and asks student to put the dialogue together
- the teacher did not reveal the correct version and students are listening to the tape to check their suggestions
- after listening is finished, the correct version is revealed
- during the task teacher monitors students' involvement and their attitudes towards carrying out the task



task: 15 minutes

aims: - to involve students' creativity in the learning

- to practise vocabulary related to the topic

objectives: - students are able to draw their own dream town

- students are able to write the names of buildings in their plans

procedure:

- students are drawing and describing their towns
- the teacher monitors students' effort

planning: 3 minutes

aim: - to give students time to plan their descriptions of their towns

objective: - students are able to describe the towns

procedure:

- students are preparing what they would say in the report stage
- the teacher helps them with formulating of what they want to say

report: 10 minutes

aims: - to present students' creations

- to encourage students to talk about their dream towns

objectives: - students are able to describe their pictures in front of the class

procedure:

- students gather in the first desk
- the teacher calls one student to stand in front of the class, gives the pointer to the learner and holds the student's creation of dream town, while student is describing the town and pointing at the places he/she is talking about in the picture.

### Reflection:

The lesson was directed at the active use of the language students learned in previous lessons. It was designed according to the task-based learning principles. I decided to try the flexibility of the framework and involved students in three tasks during one lesson. Two of the tasks concentrated on the development of receptive skills, the third encouraged the production of language. According to the TBL principles I tried to set a purpose for each task.



In the first task the goal was to identify which of the towns was described. To achieve the goal of the second task students had to assemble the cut out lines of the dialogue through reading of the single strips of the dialogue, processing them for meaning, and use the logical thinking. The following listening should confirm the supposed order of lines. Although I am not sure that the listening stage secures the principle of the focus on meaning [students already know the content of the text because they could read the lines], I think that this type of listening adheres the principle of creating the purpose for listening -- in this case to confirm the students' hypothesis about the order of the lines. Moreover, the listening stage contributes to the achievement of the whole-task goal and, in my opinion, can be viewed as suitable for TBL. In the third task the goal was to create own dream town and describe it in the English language.

During the pre-task most students were participating in eliciting the names of different buildings and they also remembered the symbols of the buildings except the words "library" and "railway station" which was difficult for them to pronounce. Because of students' elementary knowledge of English I used the Czech instructions for students to understand the goal of the task.

The text that I prepared for the first task was too easy for them. Although I tried to make the text difficult by adding lots of unimportant details to the pure description of the town, at the moment when I mentioned the park next to the ZOO, most students were rising their hands, because they knew which town I was talking about. Thus, there was no point in continuing with the description. On the other hand, it was a good sign that students were really listening to me. The conclusion I made is that to make the task more challenging I could add more plans of towns for the description.

In the next task I overestimated the students' knowledge of English. After I handed out the envelopes with cut dialogues, students started to work. But in several minutes I realized that this task is too difficult for them. Although they tried hard, their combinations of questions and answers were usually incorrect. Therefore, I decided to use the listening to help them. We were listening twice and then the first two pairs showed the correct version. Because I wanted the other pupils to achieve the goal, I asked the first pair to read the dialogue aloud and then the second pair to do the same. By that time all pairs set up the dialogues. I checked the correct versions by quick glance after the task.

I was not sure that students understood the content of the text, so I asked few question, for example, "How many swimming pools are there?"...etc.; and we translated the phrases "one for each day" and "one for the morning".



The previous activity lasted longer than I supposed in my lesson plan. I decided to shorten the next task to 10 minutes instead of 15 and leave out the planning. I informed student that they have only ten minutes to draw their dream towns. This type of activity is ideal for encouraging the imagination of students. The learners were enthusiastic about the creating and some of them needed more vocabulary than they had learned so far. For example, very popular were words "volcano, ghosts, sea, football stadium". One girl included "sex shop" in her plan, while one boy was inspired by a computer game and included "gun shop" and "zombies".

It was difficult to stop the activity after ten minutes because of the students' interest in designing. Therefore, the final oral presentations were only two. The rest of the class had to wait till the next lesson.

With regard to the students' involvement and their motivation I was very satisfied with the lesson. Their involvement in the first tasks was shown by their quick reaction when they knew the answer to the question which town I was talking about. In the second task, despite the fact that the task was difficult for them, all students kept trying and were eager to listen to the tape and their friends in order to achieve the goal of the task.

I was sure that the drawing would be interesting for them as pupils at this age like creating and colouring. All students were drawing their towns and were using not only the vocabulary they had already learned, but also the vocabulary they needed to know according to their interests. I would like to add the reflection of the presentation from the next lesson. I was surprised that students were not afraid to stand in front of the class, on the other hand they were enthusiastic to present their creations and talk about them.

To sum up, TBL principles encouraged learners' involvement in reading and listening. I could observe that students wanted to listen to my description and were motivated to restore the dialogue. From the students' results [which town they marked as correct one and the dialogue that they restored] I could observe that all students were involved in the tasks and more than half of them was successful in achieving the goals of the tasks. This contributed to the effective development of receptive skills in this lesson.



### E.3. Lesson Plan 3

Class: 6<sup>th</sup> form

Teaching aids: board game in students' textbook, dices, paper with pictures [see Appendix, p.3 ]

Source: PROJECT ENGLISH I -- by T. Hutchinson

Overall aims: - to practise reading for comprehension of the text

- to introduce structures "must" and "let"

Objectives: - students are able to match the text with particular pictures

- students know the meaning and use of the words "must" and "let"

Procedure:

Report: 10 minutes

aim: - to let students present and talk about their creations from the last lesson

objective: - students are able to describe their pictures

procedure:

- while the teacher is holding students pictures, they are describing them and pointing at places they are talking about

pre-task: 5 minutes

aims: - to practise vocabulary for the next task

- to set up instructions for the task

objectives: - students are able to describe the pictures

- students know the goal of the task

procedure:

- the teacher hands out papers with pictures and asks students to describe them and helps with unknown vocabulary

- the teacher tells students that their task is to match the pictures with the text in their textbooks

task: 10 minutes

aim: - to practise reading for general understanding

objective: - students are able to match the pictures with the bubbles that correspond with the text

procedure:



- students open their books on p.34, they try to find bubbles from the game that are suitable for each picture
- the teacher monitors students' effort, their involvement and reactions to the task
- after students finish, the teacher says number of picture and students read the correct sentence

pre-task: 3 minutes

aim: - to introduce phrases necessary for the game

- to explain the game
- to divide students in pairs

objective: - students know the rules of the game

- students know who they are working with

procedure:

- the teacher writes on the blackboard phrases "go back" and "miss a turn" and "it is your turn" and translates them
- the teacher explains the rules for the game, divides students in pairs or a group of three students and hands out dices

task: 10 minutes

aim: - to practise reading for general understanding while students are playing the game

- to practise counting in English and turn-taking

objectives: - students are able to play the game according to the instructions

- students are able to count aloud and use the phrases

procedure:

- students work in pairs and in a group of three and they are playing the game
- the teacher monitors their involvement and attitudes towards the task
- the teacher finishes the game and asks students who is winner

consolidation : 7 minutes

aim: - to introduce the form and use of structures "must" and "let"

objective: - students are able to find examples of these structures in the text

procedure:

- the teacher writes on the blackboard "must" and "let", explains their meaning in the Czech language and writes the rules for their use



- students are looking for sentences in the text, the teacher writes them on the blackboard while students write them in their exercise-books

### Reflection:

In the planning of the lesson I again tried to design the reading task based on the TBL principles. I concentrated on the purpose of reading that was created by adding the pictures in the task. The pictures should help learners with better understanding of some of the bubbles in the game. The goal of the task was the matching of the pictures to the text. The purpose of the second task was to play the game. However, when I was thinking about the goal of the task, I realized that the goal is to win the game. I am not sure that this is sufficient goal in a TBL sense because reaching the goal is a matter of luck and not a matter of level of knowledge of the English language. According to me, it would be better if the students' progress in the game would be conditioned by the achievement of some task [the word is not used in TBL sense]. For example, when a student steps on a certain number, he/she must find an error in the provided sentence. If he/she finds the error, he/she can continue, if he/she does not find it, he/she misses a turn. Unfortunately, I realized the inappropriate feature of the game after the lesson, therefore I could not change it.

Concerning the students' involvement, in the first task all students participated in the matching. In the second task, there occurred a problem with one girl who refused to play the game because the game was below her dignity. I must admit that this reaction quite surprised me because the rest of the class seemed to me to be enjoying the playing. I told her not to play, but asked her to control if anyone was cheating.

When monitoring the playing pairs, I realized that students are not working as I they should according to my idea. At the beginning of the activity I had to remind some of the pairs to count aloud in English because they used the Czech language. After my interference they started to count in the English language.

On the other hand, I could not persuade them to use the phrase "it is your turn" during the game. Although students knew the meaning of the phrase, they simply did not use. When I was thinking about this problem, I came to the conclusion that instead of translating the phrase in the Czech language, it would be better to demonstrate the use of it. Thus, before the whole task I could play the game with one of the students and let the class observe it.



During the consolidation stage, students did not have problems with finding the examples. This activity concentrated on the introduction of phrases, thus I did not demand students to use the structures, only recognize them in the text.

#### E.4. Lesson Plan 4

Class: 6<sup>th</sup> form

Teaching aids: flashcards with pictures of buildings, a map of the town adapted from the textbook [see Appendix, p. 4], vocabulary exercise

Source: PROJECT ENGLISH I – by T. Hutchinson

Overall aims: - to teach new vocabulary

- to practise reading for general understanding
- to revise old vocabulary

Objectives: - students are able to match symbols of buildings with the English expressions

- students are able to match the texts with the places that are describing
- students use their vocabulary to play the game

procedure:

pre-task: 10 minutes

aim: - to teach new vocabulary that will occur in the text

objective: - students are able to identify the signs for different buildings and say the English expressions for the buildings

procedure:

- the teacher shows the flashcards to students and says the names of buildings that the pictures represent, students are watching and listening
- the teacher hands out the pictures to students, each of the students gets one picture, when the teacher is giving the picture to the student, she says the name of the building and the students repeats it
- the teacher calls out the names of buildings, the students who possess the picture of symbol for the building shows it to the class
- the students change the pictures among themselves
- the teacher repeats the procedure
- the students change the picture again
- the teacher repeats the procedure
- the students change the pictures
- the teacher repeats the procedure



pre-task: 10 minutes

aim: - to practise the vocabulary from the previous stage connected with vocabulary students have already known

objective: - students are able to match subjects with the buildings where these subjects can be found

procedure:

- the teacher hands out the papers [on the left sides of the papers are names of buildings, for example, cinema, supermarket, library ...etc., on the right sides are written different subjects, for example, film, book, chocolate, picture of envelope etc.]
- students connect the subjects with the buildings they belong to
- the teacher checks the students matching -- she calls out the building, students read or point to the subject

task: 15 minutes

aim: - to practise reading for general understanding

objective: - students are able to match the texts with the numbers that point at the places that are described in the texts and then compare their suggestions with the original setting in their textbooks

procedure:

- the teacher hands out the maps
- students match the numbers and the texts
- the teacher monitors students' involvement and their reaction to the task
- when most of the pupils finish the matching, the teacher tells them to open their textbooks and compare their solutions with the original map

consolidation: 10 minutes

aim: - to summarize the new vocabulary

objective: - students write the new words and their Czech translations in their exercise-books

procedure:

- the teacher writes the English word on the blackboard, asks students if they remember the Czech expression and writes the Czech word on the blackboard



- students copy the words from the blackboard in their exercise-books

### Reflection:

When designing the lesson I tried to keep the TBL principles. I focused on creating the purpose for reading. I adapted the map from students textbook PROJECT ENGLISH I and cut out the boxes with texts. Instead of them I wrote numbers and the texts placed on the right side of the paper in a mixed order. The goal students should achieve was to substitute the numbers with the original texts.

At first, I taught new vocabulary to students. For the presentation of new vocabulary I used the technique that I tried in one of the previous lesson [lesson plan 1] for revision of vocabulary. This time students get more time to work with the new words. I repeated the procedure [change of pictures and calling out the names] for three times. Moreover, I started the activity with presenting the new words which was different from the previous activity where I asked student for their English expressions.

Because I supposed that not all students would get each picture to work with, I tried to design an exercise where students would have to pay more attention to the new words. I created an exercise where students combined different subjects with buildings where these subject belong to and for this combination students had to prove their knowledge of the English expressions of buildings and subjects.

Concerning the students involvement, it seemed to me that they liked the activity with flashcards. They were eager to change the pictures among themselves and were ready to show them to the class.

Some of the students were quick in doing the following vocabulary exercises and I asked them to add some more words for the combination. By monitoring students' works I checked that all students participated in this activity.

The reading task was a bit difficult for students, but still they were able to achieve the goal -- i.e. to match the text and the numbers. During monitoring students asked me to look at their works to check them. Because I wanted students to check their work themselves in the following stage by comparison with the map in their textbook, I did not reveal the correct version. In the case when their version was wrong I told them that they should read one more time, and the same thing I said to students with the correct version. Students seemed to me to be eager to find the right combination and all participated in the activity. When I told them to open their books, they were curious to see if they were right. All students participated in this activity as well.



The recording of the English and Czech words in the exercise-books was an activity familiar to students and for me it was a way to check what students had learned. As a whole class students knew most of the words [they could not figure out “library” and “record shop”], however I was not able to value the knowledge of individual students.

### E.5. Lesson Plan 5

Class: 6<sup>th</sup> form

Teaching aids: textbook, a plan of four towns with a text [see Appendix, p. 5], two plans of towns adapted from the textbook [see Appendix, p. 5]

Source: PROJECT ENGLISH I -- by T. Hutchinson

Overall aims: - to practise vocabulary [names of buildings]

- to teach and practice use of prepositions “at” and “in”
- to practise reading for specific information
- to practise describing of towns

objectives: - students are able to remember which buildings are in the map

- students are able to fill the gaps with correct prepositions in their textbook
- students are able to match the descriptions of towns with the plans of the towns
- students are able to describe the plan of the town they have

procedure:

pre-task: 5 minutes

aim: - to revise vocabulary needed for the task

- to set the instructions for the task

objectives: - students are able to name different buildings

- students know the goal of the task they will have to achieve

procedure:

- the teacher shows pictures of different buildings to students, they say their names
- the teacher tells them that their task will be to open their textbooks when she says “start now”, look at the plan of the town for one minute and remember as many places in the map as possible; when the teacher says “stop”, students close their books and write the places they have remembered

task: 5 minutes

aim: - to revise the names of buildings



objective: - students are able to make a list of buildings they remember

procedure:

- the teacher starts the activity with words "start now" and watches the time at her clock
- students are studying the map
- the teacher finishes the activity with the word "stop"
- students close their books and write as many buildings as they remember
- the teacher asks students how many buildings they have remembered

consolidation: 5 minutes

aim: - to teach prepositions "at" and "in" and their use

objectives: - students are able to formulate the rules for use of the prepositions

procedure:

- the teacher asks students to open their books on p. 32 and find all places in the plan that are connected with the preposition "at" and then writes them on the blackboard
- the teacher asks students to find all places connected with the preposition "in" and writes them on the blackboard
- the teacher asks students to tell her when we use "at" and when we use "in"
- students answer and formulate the rule

consolidation: 10 minutes

aim: - to practise use of prepositions "at" and "in"

objective: - students are able to fill the gap-exercise in their textbooks

procedure:

- the teacher asks students to open their books on p. 32 and do exercise 2
- students are filling prepositions in the spaces before the places according to the rules
- the teacher asks students to tell her their suggestions and confirms the correct versions

pre-task: 3 minutes

aim: - to set up instructions for the task

objective: - students know the goal of the task they have to achieve

procedure:

- the teacher hands out the paper with four plans of towns accompanied by four descriptions of the towns in wrong order



- the teacher explains to students that they have to match the descriptions with the correct plan

task: 10 minutes

aim: - to practise reading for specific information

objective: - students are able to match the description with the correct plan

procedure:

- students are reading the text and trying to achieve the goal of the task
- the teacher monitors the students' involvement and their attitudes towards the task
- after students finish the task, the teacher asks them to read aloud the description to single plans

pre-task: 3 minutes

aim: - to set up instructions for the task

- to divide students in pairs

objective: - student know the goal of the task they must achieve

- students know who they are working with

procedure:

- students work in pairs, each of the pair gets a plan of a town
- their goal is to describe their plans of the towns to each other until they find out what is different in the plans
- the teacher reminds students that they must not show the plans to each other

task: 10 minutes

aim: - to practise communication between students through describing the plans of different towns

objective: - students are able to describe the plans to each other and find the differences between their plans

- the teacher hands out the plans to the pairs
- students are describing the plans to each other and looking for the differences
- the teacher monitors the involvement of students and their reaction to the task
- when the activity finishes, the teacher asks students how many differences they have found



### Reflection:

I tried to imply the task-based learning principles on the activities. I concentrated on applying of the principle of purpose -- i.e. each task must have a purpose and a goal.

The goal of the first task was to remember as many places as possible. The goal for the reading task was to match together descriptions and plans. The third-task goal was to find the differences between plans by talking to each other.

Regarding the students' involvement, all students participated in all task. In the first task their activity was supported by the competition character of the task. Some of the students achieved excellent results. One student remembered 18 places from 20, two 17 and the average was 14. When I was monitoring this activity I could see that all students were writing their lists of remembered items. In the reading task I could again observe the active participating in solving the matching. After the lesson I collected the papers and examine the results. About three quarters of students were able to reach the correct version, the rest of students had two of descriptions correct. There was not student who would not participated in the activity.

I tried to design the consolidation in a way that allowed students to deduce the rule for using to prepositions from the example in the text. One problem occurred when students were giving me the examples of places and read only the first word that was behind the preposition. Unfortunately, in some cases it was the name of the town and the important word was the next one, for example, Carnforth Hotel. Therefore, I wrote the whole expression and circle the basic word. I think that students did not have problems with deducing the rule. They were able to use the rule in following exercise, except the example "Lancaster Rd." because this expression was not in the text, so I extended the rule for the use of preposition "in" with this example.

In the third task students showed great discipline and did not show the pictures to each other during the task. When monitoring the course of communication in pairs I was surprised by high quantity of use of the English language. Sometimes I could hear Czech expression [e.g. "a ted ty"; "tak pokračuj"], however most of the sentences I could hear were English. This was probably influenced by the step I made before the task. I decided to secure the participation of weaker students by writing the question "Is there ...?" and the answer "There is..." on the blackboard. Most of the pairs used this structure, on the other hand, I monitored the use of phrases "have got" and "I see a...", too. At the end of the task most students confirmed their conclusions by examining both pictures together, on the



other hand, I did not observe any pairs to do it before they finished. All pairs participated in the task.

The task lasted shorter than I supposed so we had few minutes left. We played the game "word chain". I wrote a word on the blackboard and students suggested the next word that started by the last letter of the previous word. I wrote the suggested word under the first one and students suggested the next word etc.



### **CHAPTER III – Evaluation of the Project**

The aim of the previous chapter was to support the thesis statement that students' involvement and motivation in the activities developing receptive skills are increased by designing these activities according to the principles of task-based learning. Chapter II tried to answer the questions I formulated at the beginning of Professional Project : investigate the impact of tasks on students' attitude towards developing of receptive skills and examine the rate of involvement during the activities and the effectiveness of the receptive skills development.

Chapter III deals with summarizing of teaching practice, relates the theory and the practice, and supports the thesis statement by results of questionnaire and an interview with a class teacher. The final part of this chapter examines the further development of the project.

#### **A. Summary of Teaching Practice**

During the practice I tested the impact of tasks developing receptive skills on students' participation in lessons. For the testing I used different types of activities, for example, creative task, matching of pictures and descriptions, ordering of a dialogue etc. To preserve the principles of TBL I needed to adjust the material I worked with. I usually re-designed the activities from students' textbook and sometimes I prepared my own tasks.

I used different methods of investigation including the observations, interview, and textbook analysis. The observations made before the teaching practice confirmed that teachers usually use one type of activities for developing of receptive skills. They also showed that in some of these activities the involvement of students depends on their willingness and authority of teacher and not on the purpose of the activity.

The teaching practice justified some of the premises of the teacher I had interviewed before I started to teach. She supposed that students would like the activities. I think that this premise was fulfilled. On the other hand, she feared students would overuse their mother tongue. As I could observe, the level of mother tongue seemed to me suitable for the students' elementary knowledge of English. What could be seen as a problem is the teacher's use of mother tongue. I used mother tongue for explaining complex instructions to students. However, I think that the use of mother tongue for setting instructions would



lower with the increasing level of English and with the students' acknowledgement of types of task that would be often used.

Concerning the fear of lack of grammar exercises, the TBL does not consist of drilling or of exercises where grammar is mechanically practised. In that case, the teacher's premise was rightful.

With regard to textbook analysis I must admit that I did not find the textbook PROJECT ENGLISH I suitable for task-based learning. The adjusting of activities from the textbook to TBL principles is quite time-consuming. It was not a problem for me as a practising student, however, I cannot imagine a full-time teacher preparing the activities in a way I did.

During my teaching practice I focused my observations on the involvement of student during the reading and listening tasks. I think that tasks were able to attract students' attention and interest, because they provided students with a purpose to take part in the activity. During my teaching practice I met only one student that was not willing to participate in the activity. It was a girl who did not want to play a game, because she viewed it as childish.

The next point I realized about the tasks during my teaching practice is the advantage of easy assessing of students' work. By a brief look at student's results of achieving the goal of the task I could recognize the progress of the work and whether the students were actively participating in the activity or not. Furthermore, the results that students achieved helped me in evaluating the effectiveness of the receptive skills development. The number of successful students who fulfil the goal of the task was usually about three quarters of all students in the classroom.

When designing the lessons I tried to use the framework, which I adjusted to my and students' needs, leaving out some stages. I am not sure that I always secured the balance between fluency and accuracy, however I think that the adherence of single stages of the framework creates this balance.

## **B. Methods of Evaluation**

Apart from my own observations of students' behaviour during the tasks, I used other methods to gather more data about the attitude of students towards the tasks. I prepared a questionnaire for students and I made an interview with the class teacher who observed my lessons.



## B.1. Questionnaire

I chose the method of questionnaire because it involved all students and at the same time it gave students feeling of security to express their opinions as the questionnaire was anonymous. I prepared four questions. Two of them were closed, where students could choose between three responses [in question 1 -- between “yes”, “no”, and “only a little”; in question 3 -- between “yes”, “no”, and “I do not know”]. Two of the them were open. Students were asked to write an answer to question 2 -- why they liked or disliked the tasks; and answered the question 4 -- what else they liked or disliked in the lessons. [for the examples of questionnaires see Appendix, p.6 ]

Before students started to complete the questionnaire I asked them for their help and ensured them that they do not have to write their names.

The first question I asked was if they liked the activities when we were reading or listening. All students [11 presented from the whole number of 13] answered “yes”. When they tried to justify why they liked it -- question 2 -- the most common answer was that it was fun. The other features students pointed out were:

- use of pictures
- the feeling they learned something
- the hearing of pronunciation of words
- the fact that they like reading and listening

The next question was if they would like to do the similar type of activities in the next lessons. Ten students wrote “yes” and one student did not know.

The last question was about other things they liked or disliked during the lessons. The features students appreciated were:

- use of pictures
- drawing of the town
- not writing too much in the exercise-books
- not doing green boxes in textbook
- the opportunity to use the word “sex shop”
- not shouting at students when they were disturbing

The feature students did not like was:

- that some students were talking during the lessons

To summarize, the questionnaires showed positive attitude of students towards the tasks. Most of them viewed the tasks as games, however, some of the students had feelings that



they were learning at the same time. I would like to comment on the discipline problems showed in the last question. My opinion is that students need space for expressing their personalities, therefore I did not insist on absolute silence in the classroom. On the other hand, when I had feeling that the noise was increasing I asked students to be more quiet.

## B.2. Interview with the Class Teacher

The next method I used was the interview with the class teacher who was present at my lessons. I asked her to comment on my lessons and point out the aspects that she felt as positive and aspects that she felt as negative. In the comments to the former the teacher highlighted the interest of students in the lessons, the activity of students in the task and participation of students that usually do not co-operate during her lessons.

In the comments to the latter she criticized that students took the lessons as a game and therefore were not preparing for the lessons at home. She also pointed out that students needed more practice of grammar. To sum up, the teacher appreciated the course of the lessons, although she doubted the long-term learning effect.

## C. Relationship between Theory and Practice

This chapter deals with the link between Chapter I, that focused on the theory of task-based learning and methodology of receptive skills, and Chapter II, that focused on practical implementation of the theory in the classroom at elementary school. In the following paragraphs I would like to compare the opinions of experts with my experience.

The experts such as Dave Willis, Jane Willis, Ur or Skehan suggested that learners develop their abilities through exposure to language and use of language. They concluded that learners use the language more efficiently when they have a purpose in doing so -- in the case of task-based learning to achieve the goal of the task. My experience proved that learners are motivated to use the language when they have to solve some kind of problem. However, due to the shortness of my teaching practice I am not able to prove the claim that task-based learning develops the students' receptive skills. I think that four weeks is too short time to say that students' ability to read or listen in the English language has improved.

Prabhu, Jane Willis and Ur emphasises the high rate of students' involvement during the task. I observed that usually the whole class was involved in the activity. Therefore I think that my experience supports the experts' opinions.



My lessons were designed according to the framework, suggested by J. Willis. Because the framework was claimed to be flexible, I adjusted the stages according to my intentions, for example, I left out the planning stage, or the consolidation phase. On the other hand, I found very important to preserve the pre-task. The aim of this stage is to prepare students for the task. My experience is that omitting of the pre-task can spoil the whole task. The report stage is a natural part of the process as students were very curious about their results.

It was said that TBL encouraged creativity and imagination of students. This, of course, depends on the type of task, but I think that teachers should not omit involving these aspects in the lessons from time to time. Firstly, in my opinion, it creates positive attitude towards the English lessons. Secondly, it allows pupils to bring their world in the classroom and learn vocabulary that is important for them. Thirdly, I think that it allows the teacher to find out more about the learners. I consider the last mentioned aspect very important for building the positive relationship between students and the teacher.

The theory pointed out assuming different roles both of a teacher and students in the task-based learning. During my teaching I organized different activities and my roles were changing accordingly. I had to control the students' work and provide feedback for them. During the task I was observing and monitoring the students and -- if I was asked -- I helped with difficulties. In the creative task [planning of a dream town] I worked mainly as a language advisor. However, most of the time my roles were a facilitator and an organizer.

Students changed their roles according to the activities, too. They had to use their imagination and create the town. They assumed the role of an inventor, when they were deducing the rule for the use of prepositions. However, most of the time they were communicators and negotiators, in a sense that they tried to reach the message carried by the texts in listening and reading tasks.

To sum up, the connection between the theory and practice helped me to support the thesis statement and realize that experience of the experts are valid for the success of the teaching practice.

#### **D. Further Development**

The application of task-based learning in the lessons of English language requires a shift in the opinions about the teaching of language. The teacher has to question the methods



he/she was taught by and also the methods he/she is teaching. This involves feelings of uncertainty, insecurity, and doubts.

However, despite the problems that the application of task-based learning could bring, I recommend this approach as valuable for teaching of receptive skills. According to my opinion, the principle of students' involvement is very important for students' learning. Task-based learning not only that increases the motivation to learn, but also force the students to actively work with the language, which is a necessary condition for successful real-life use of language.

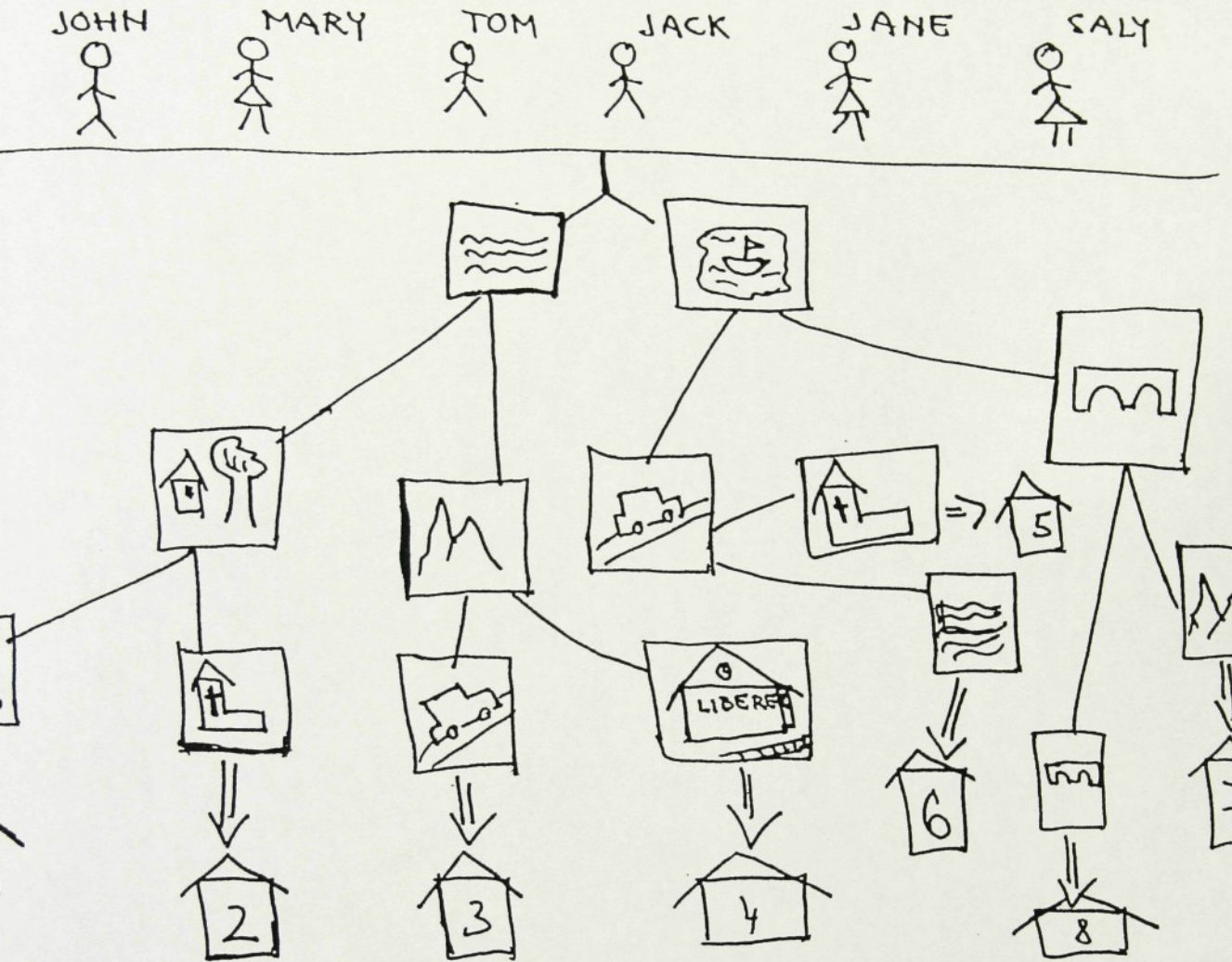
Therefore, I recommend task-based learning to be applied in every school in the Czech republic.



## **Appendix**



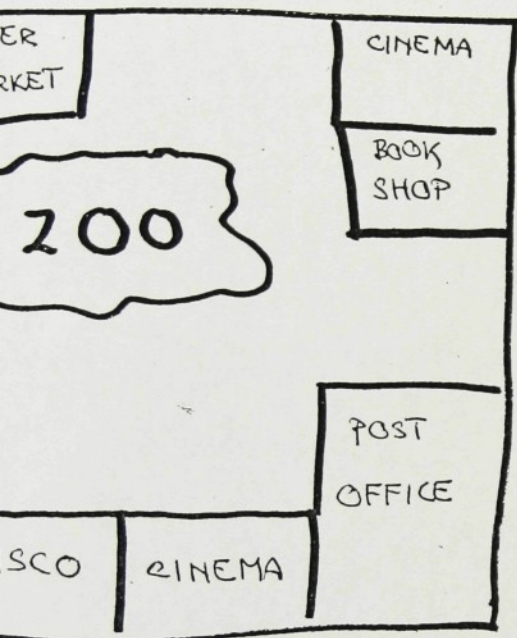
Lesson plan 1:



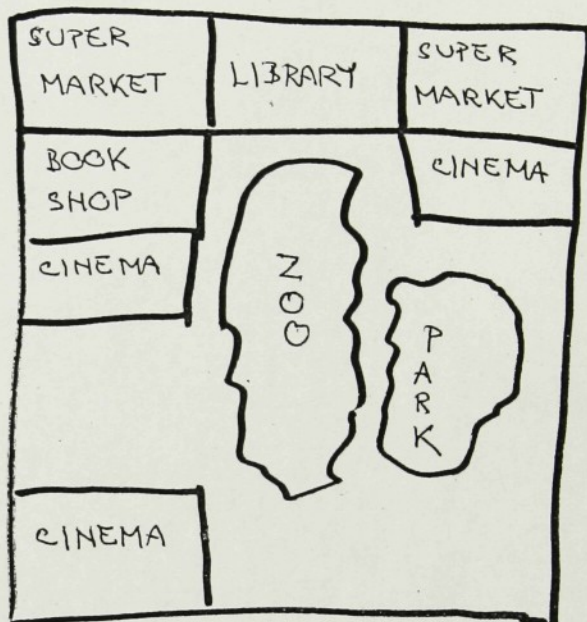


# Lesson plan 2:

A.

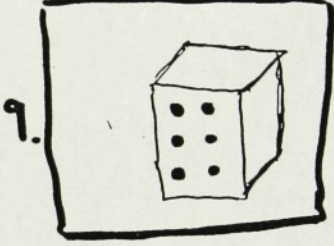
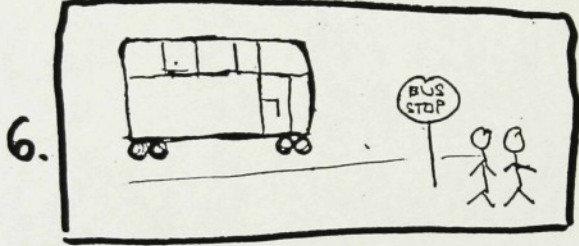
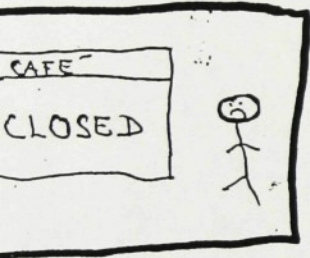
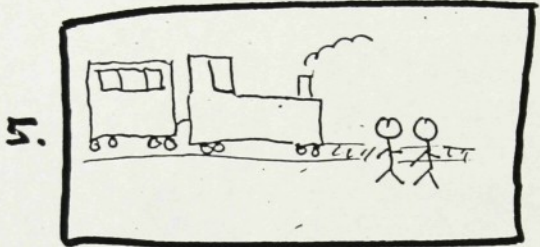
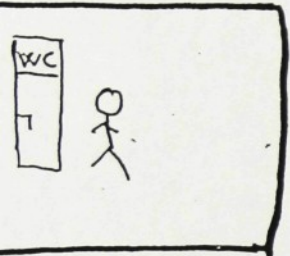
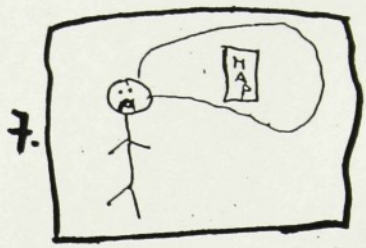
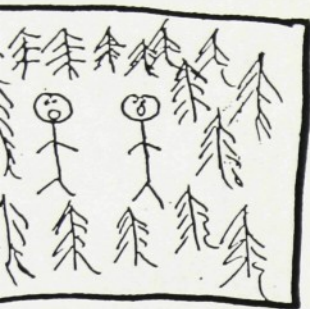


B.



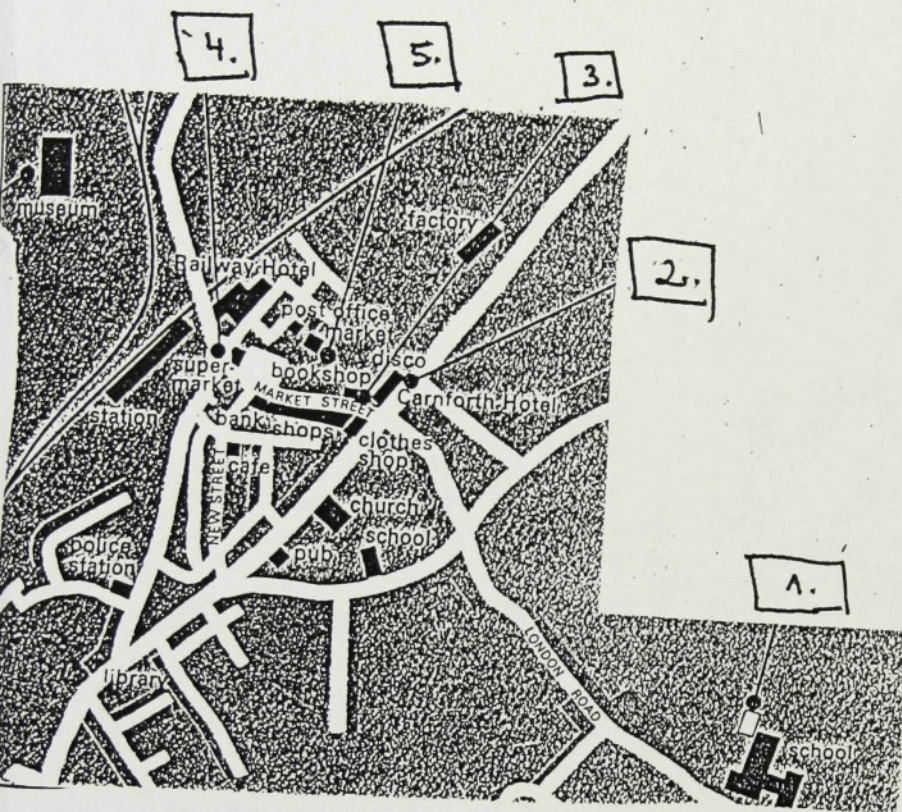


Lesson plan 3:





## Lesson plan 4:



A. There's a railway museum near the station. You can see a lot of old trains there.

B. You can dance at the disco at the Carnforth Hotel.

C. There's a swimming pool at Carnforth High School.

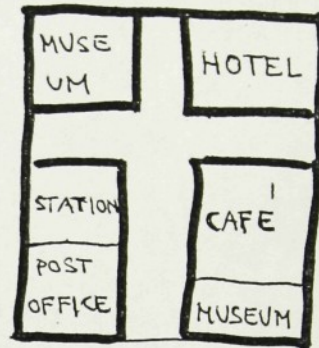
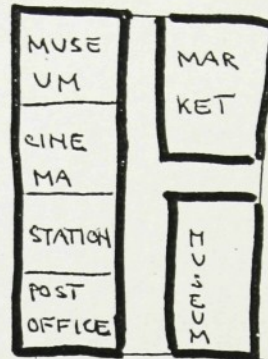
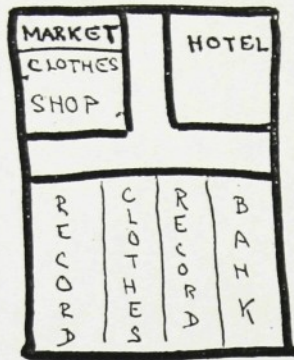
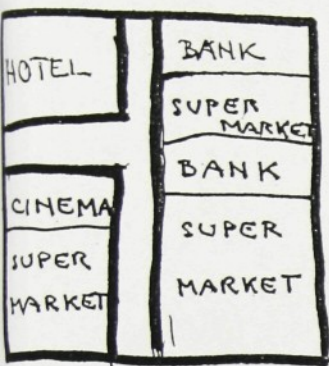
D. There's a market in Carnforth on Wednesday. You can buy food and clothes here.

E. There isn't a record shop in Carnforth, but you can buy records at the bookshop in Market Street.

F. There isn't a cinema in Carnforth now. The old cinema building is now a supermarket.



## Lesson plan 5:

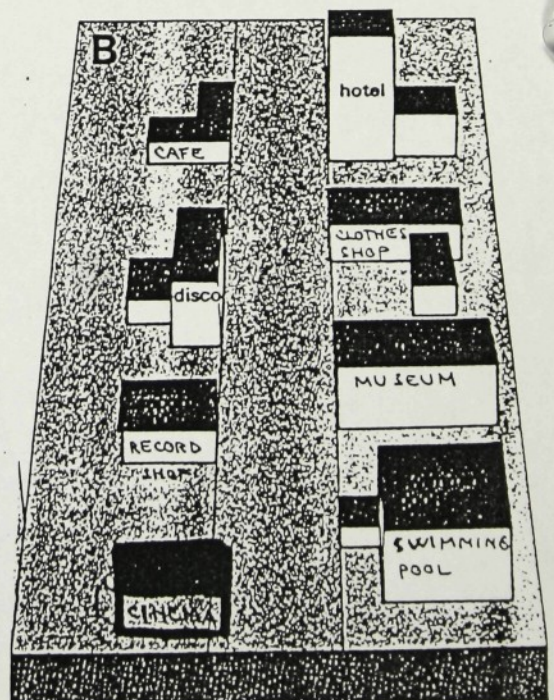
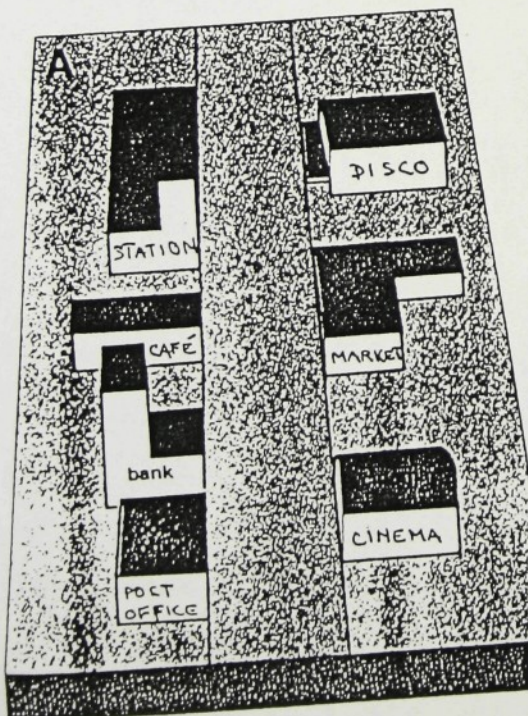


In the town Y, there are two museums and one post office. It is next to the station. There is one hotel and one cafe.

In the town X, there is one hotel. It is next to the cinema. There are two banks and 3 supermarkets.

In the town Z, there is one hotel. It is next to the banks. There are 2 clothes shops, 2 record shops and one market.

In the town W, there are 2 museums and one cinema. It is next to the station. There is one post office and one market.





## Questionnaire:

### DOTAZNÍK:

1. LÍBILY SE VÁM AKTIVITY, PŘI KTERÝCH JSME ČETLI NEBO POSLOUCHALI ?  
☒ ANO ☐ JENOM TROCHU ☐ NE
2. ZKUSTE NAPSAT, PROČ SE VÁM LÍBILY NEBO NELÍBILY.

*Proč se jí s mámou líbilo hrát.*

3. CHTĚLÍ BYSTE PODOBNÝ TYP AKTIVIT DĚLAT I V PŘÍŠTÍCH HODINÁCH ?  
☒ ANO ☐ NE ☐ NEVÍM

4. CO DALŠÍHO SE VÁM NA HODINÁCH LÍBIL A NELÍBIL ?  
*Dávala se nám různé úkoly, hledali jsme města a docela dost se muselo hodně naučit.*

*Děkujeme za Vaši pomoc.*

### DOTAZNÍK:

*čtenář*

1. LÍBILY SE VÁM AKTIVITY, PŘI KTERÝCH JSME ČETLI NEBO POSLOUCHALI ?  
☒ ANO ☐ JENOM TROCHU ☐ NE
2. ZKUSTE NAPSAT, PROČ SE VÁM LÍBILY NEBO NELÍBILY.

*Líbilo se nám a naučili jsme se výslovnost.*

3. CHTĚLÍ BYSTE PODOBNÝ TYP AKTIVIT DĚLAT I V PŘÍŠTÍCH HODINÁCH ?  
☒ ANO ☐ NE ☐ NEVÍM

4. CO DALŠÍHO SE VÁM NA HODINÁCH LÍBIL A NELÍBIL ?  
*Nepsali jsme moc do sešitů.*

*Děkujeme za Vaši pomoc.*



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