




## WEEK 1: Moodle Content

<b>Topic</b>	<p><b>Task-Based Learning</b></p> <p>This first class session lays the foundation for the rest of the semester. You will develop an understanding of tasks and task-based learning, and consider how task-based learning is student-centred.</p>
<b>Before Class Work</b>	<p><b>PREPARATION FOR CLASS</b></p> <ol style="list-style-type: none"> <li>1. Complete the readings. When finished, you should be able to: <ul style="list-style-type: none"> <li>• Name the attributes of a task, as defined by Ellis.</li> <li>• Recognize the difference between a task and an exercise.</li> <li>• Describe how task-based learning compares to PPP (Presentation, Practice, and Production).</li> <li>• Recognize classroom characteristics that are consistent with the principles of student-centred learning.</li> </ul> </li> <li>2. View the video clips and complete the observation form.</li> <li>3. Complete the quiz.</li> <li>4. Come to class with a completed video observation form.</li> </ol> <p><b>Week 1 READINGS</b></p> <p>Excerpt from book online:  <b>Pages 1-21 of <a href="#">Task-based Language Learning and Teaching</a> by Rod Ellis</b> Scroll down and begin reading on page 1. Stop reading after Table 1.1 on page 21.</p> <p>Textbook:  <b>Section A5, pages 86-88 of <i>The Practice of English Language Teaching</i> by Jeremy Harmer</b></p> <p>PDF file:  <a href="#">Student-Centred Learning</a></p> <p><b>Week 1 VIDEO</b></p> <p>Download this form and print it out.  <a href="#">Principles Observation Form</a></p> <p>Watch these video clips of a math lesson.</p> <p> <a href="#">Week_1_Video_A</a></p> <p> <a href="#">Week_1_Video_B</a></p> <p> <a href="#">Week_1_Video_C</a></p> <p>As you view the clips, watch for examples of how each principle is put into action. Write down your observations in the Observation column. (You might not have an entry for each principle.) Pay special attention to the teacher's role, student involvement in their learning, classroom environment, and parent involvement.</p> <p>Bring the completed form to class.</p>

**Week 1 QUIZ**

1. Which of these statements are true of tasks, as defined by Ellis?
  - Tasks primarily involve form-focused language use.
  - A task can involve any of the four language skills.**
  - Tasks require that students employ the same kinds of communicative processes as those used in real world activities.**
  - A task has a clearly defined communicative outcome.**

*Informative feedback:* Tasks involve a primary focus on meaning, while exercises focus primarily on form.

2. In an activity, students are given a list of pronouns (I, you, he, she, it, we, they) and a list of verbs (am, is, are). They are told to match the verbs with the pronouns. Is this activity a task, or is it an exercise? Explain your answer.

*Sample answer:*

This activity is an exercise because it focuses on form rather than meaning and does not involve real world processes of language use.

3. Jeremy Harmer quotes Jane Willis as describing task-based learning as "a sort of PPP upside down." In your own words, explain what she means by that.

*Sample answer:*

In PPP, the lesson begins with a focus on language form and ends with the use of the form in a communicative activity. In task-based learning, learners begin with the task and analyze the form of the language after the task is complete.

4. Which of these attributes are consistent with student-centred learning?
  - Parents are treated as partners in their children's education.**
  - The teacher presents information primarily through lecture.
  - The teacher challenges students to think critically and form their own opinions.**
  - The teacher considers students' interests, needs, and abilities when planning lessons.**
  - The students learn primarily through repetition and memorization of facts.
  - The students are actively engaged in constructing their knowledge through exploration, reflection, and interaction with others.**

## WEEK 1: Classroom Session

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<b>Objectives</b>	<p>Trainees will be able to:</p> <ul style="list-style-type: none"> <li>• Show awareness of expectations for the semester.</li> <li>• Show awareness of the rationale for task-based language learning.</li> <li>• Define a task.</li> <li>• Distinguish between a task and an exercise or a drill.</li> <li>• Analyze a task to identify its components: givens, procedure, outcomes.</li> <li>• Identify characteristics of student-centred learning.</li> <li>• Explain how task-based learning is student-centred.</li> </ul>
<b>Overview</b>	<p>The kickoff for the course! After reviewing the syllabus with the trainees, have them meet with their Wiki teams. These teams will be meeting every week, so it is important that they get to know one another and establish some ground rules for their working relationship (Suggested Task 1).</p> <p>The actual content of the course begins with an instructor-led presentation/discussion on tasks and task-based learning. Trainees apply their knowledge by analyzing an exercise and converting it to a task (Suggested Task 2).</p> <p>Then the focus of the class shifts to student-centred learning. In their Wiki teams, trainees watch some videos of student-centred learning to observe how student-centred principles are applied (Suggested Task 3).</p> <p>Trainees integrate the knowledge gained in the class by discussing how task-based learning is student-centred (Follow-up to Suggested Task 3).</p>

<p><b>Key Content</b></p>	<ol style="list-style-type: none"> <li><b>1. Orientation to 4012 Course</b> <ol style="list-style-type: none"> <li>a. Syllabus</li> <li>b. Responsibilities</li> </ol> </li> <li><b>2. Assign Wiki teams</b> Assign trainees to Wiki teams of three people based on their response to the "Coming In" question. Resource: Suggested Task 2</li> <li><b>3. Rationale for task-based learning</b> Background info: See section A5, pages 86-88 of <i>The Practice of English Language Teaching</i> by Jeremy Harmer.</li> <li><b>4. Definition of a task</b> Background info: See <i>Definition of a Task</i> in Appendix – Lesson 1.</li> <li><b>5. Difference between a task and an exercise</b> Background info: See assigned reading, Pages 1-21 of <i>Task-based Language Learning and Teaching</i> by Rod Ellis. Resource: Suggested Task 2</li> <li><b>6. Principles of student-centred learning</b> Background info: See assigned reading, <i>Student-Centred Learning</i>. Resource: Suggested Task 3</li> <li><b>7. Culminating Question: How is task-based learning student-centred? Explain your answer.</b> Resource: Suggested Task 3 Follow-up</li> </ol>
<p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>• 12 Signs, one each for grade, 1-12 (for Suggested Task 1)</li> <li>• Story about Everybody, Somebody, Anybody, and Nobody (for Suggested Task 1)</li> <li>• Sample exercise, one copy for each group (for Suggested Task 2)</li> <li>• Videos (for Suggested Task 3): <ul style="list-style-type: none"> <li>• Math_01a_Intro</li> <li>• Math_01b_Intro</li> <li>• Math_01c_Intro</li> <li>• Math_07a_Groups</li> <li>• Math_07b_Groups</li> <li>• Math_07c_Groups</li> <li>• Math_07d_Groups</li> </ul> </li> <li>• Extra observation forms (for Suggested Task 3)</li> </ul>

<b>"Coming In" Activity</b>	Place the following question on the board: <i>What age group do you hope to teach? Why are you interested in teaching this group? Write down your thoughts.</i>
<b>Announcements</b>	<i>Remind trainees of any upcoming events and assignments.</i>
<b>WIKI Notes Review</b>	<i>--none for first week--</i>

## Suggested Task 1

NAME	Teambuilding
OBJECTIVE(s)	<ul style="list-style-type: none"> <li>• Get to know their teammates.</li> <li>• Set ground rules for Wiki teams.</li> <li>• Determine a plan for how trainees will do their work.</li> </ul>
SET-UP	<ol style="list-style-type: none"> <li>1. Post signs around the room, one for each grade, grades 1-12.</li> <li>2. Ask trainees to recall their response to the "Coming In" Activity question.</li> <li>3. Direct trainees to go to the sign of the grade they would like to teach.</li> <li>4. Adjust group sizes as necessary so that the class is divided into groups of three members each. These are the Wiki teams.</li> <li>5. Give trainees a few minutes to get to know one another. They should exchange names and reasons for wanting to teach at a particular grade level (information from "Coming In" Activity).</li> <li>6. Explain to trainees the purpose of Wiki teams: to work together to compile class notes for each week's class. Working as a team of three will result in notes that are more thorough.  (Note: for Week 1, trainees will do all their group work in Wiki teams. Doing so allows trainees to get to know one another. In the future, trainees will be working individually and/or with different groups during class, but they will always meet with their Wiki team at the end of class to compile their notes and report on what they have learned.)</li> <li>7. Give trainees the immediate task: to establish team rules and a plan for how they will work together.</li> <li>8. Display or distribute the story about Everybody, Somebody, Anybody, and Nobody. (See Appendix to Week 1 Lesson)</li> </ol>
GIVEN	HANDOUT: Story about Everybody, Somebody, Anybody, and Nobody

<p>PROCEDURE – INSTRUCTIONS TO TRAINEES</p>	<p><i>Give these instructions to the trainees:</i></p> <ol style="list-style-type: none"> <li>1. Read the story and discuss this question: What is the main message of the story?</li> <li>2. Establish some ground rules for working together as a group. The rules should address how you treat one another and your common expectations for getting the work done. <i>If trainees need help getting started, put a list of suggestions on the board and have trainees talk about which are most important to them:</i>  <ul style="list-style-type: none"> <li>___ <i>Get to know members who are different from you.</i></li> <li>___ <i>Let others finish without interrupting them.</i></li> <li>___ <i>Be brief and to the point.</i></li> <li>___ <i>Be prepared.</i></li> <li>___ <i>Give everyone a chance to speak.</i></li> <li>___ <i>Share the workload.</i></li> </ul> </li> <li>3. Establish a plan for how you will share the work load each week. Who will do the writing? Will you take turns? Keep in mind that your Wiki reports are part of your grade.</li> </ol>
<p>OUTCOMES</p>	<ul style="list-style-type: none"> <li>• Ground rules for working together</li> <li>• Plan for how they will share the load of work</li> </ul>
<p>FOLLOW-UP</p>	<p>Trainees will include their rules and plan as part of their Wiki.</p>

## Suggested Task 2

NAME	Buzz Groups
OBJECTIVE(s)	<ul style="list-style-type: none"> <li>• Distinguish between a task and an exercise or drill.</li> <li>• Analyze a task to identify its components: givens, learner procedure, outcomes.</li> </ul>
SET-UP	<ol style="list-style-type: none"> <li>1. Review and/or have a class discussion about the rationale for task-based learning.</li> <li>2. Review the definition of a task with the class.</li> <li>3. Have trainees meet in their Wiki teams.</li> </ol>
GIVENS	Provide each team with the exercise found at the end of this lesson (source for the exercise: <i>Our World Through English, First Preparatory, Pupil's Book 1P (A)</i> , page 42).
PROCEDURE – INSTRUCTIONS TO TRAINEES	<p><i>Give these instructions to the trainees:</i></p> <ol style="list-style-type: none"> <li>1. Discuss why this exercise is not a task.</li> <li>2. Convert the exercise to a task. Write a task description that includes givens, learner procedure, and outcomes.</li> </ol>
OUTCOMES	Description of a task that includes givens, learner procedure, outcomes
FOLLOW-UP	If time allows, ask a team to present their task to the class.



### Suggested Task 3

NAME	Buzz Groups
OBJECTIVE(s)	<ul style="list-style-type: none"> <li>Identify characteristics of student-centred learning.</li> </ul>
SET-UP	<ol style="list-style-type: none"> <li>Have the class take out their Principles Observation Form. If some trainees did not bring theirs to class, pass out extra blank forms.</li> <li>Talk with the class about the 13 principles on the form.</li> <li>Play the videos.</li> </ol>
GIVENS	Videos (listed in the Materials section)
PROCEDURE – INSTRUCTIONS TO TRAINEES	<p><i>Give these instructions to the trainees:</i></p> <ol style="list-style-type: none"> <li>Watch the videos and, as individuals, add to your list about principles you see applied.</li> <li>Meet with your Wiki teams, and take turns sharing your observations. Explain to your team members why and how a principle was applied.</li> <li>Compile a master list of your observations as a group.</li> </ol>
OUTCOMES	A list of characteristics of student-centred learning (as they correspond to the principles)
FOLLOW-UP	<ol style="list-style-type: none"> <li>When all the teams are finished, ask trainees to reflect individually on this question: How is task-based learning student-centred? Each trainee should write his/her response on a piece of paper.</li> <li>Trainees meet and share their reflections.</li> </ol>

<b>Reflection</b>	<i>(as part of Suggested Task 3)</i> How is task-based learning student-centred?
<b>Review Assignments</b>	<b>Course &amp; Micro Teaching</b> Tell the class that next week they will be studying learner characteristics. Remind them to check the Moodle site for their Week 2 assignment.
<b>Teams Plan WIKI Notes</b>	The Wiki should include: <ul style="list-style-type: none"> <li>a. Team ground rules</li> <li>b. Team plan for distributing weekly work</li> <li>c. Write-up of an exercise converted to task, including a description of the givens, learner procedures, and outcomes</li> <li>d. Compiled list of student-centred observations as they relate to the principles</li> <li>e. Reflection responses from each team member</li> </ul>

## APPENDIX – WEEK 1

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**DEFINITION OF A TASK:** a learning experience that consists of three components: givens, learner procedure and outcome

Definition based on an excerpt from the paper  
"Developing Educative Task Based ELT Materials and Teacher Guides"  
By Dr. Mohamed El-Okda

Several attempts have been made in the literature to define and characterize tasks. Indeed, it has become customary for authors of books on task based language learning to produce long lists of such definitions and characteristics of task. Enumerating such definitions is beyond the scope of this paper. But a number of comments on those definitions are in order here. First, some definitions make no distinction between a task and any other type of learning experience such as exercises and drills. Second, some of them are feature based and others are componential, i.e. define a task in terms of its components. Within the framework of second language acquisition, it has become customary to identify four main components of a task that can be manipulated for research as well as pedagogical purposes. These are input, conditions, processes (sometimes called procedure) and outcome excluding the fifth, i.e. goal which is usually defined in terms of a learning objective that the task is intended to achieve. Because the term “input” is used in second language acquisition to refer to different phenomena, I usually use the term givens instead. Since it is absolutely impossible to know which cognitive process a learner employs in performing a task, I prefer the term learner procedure. Most of the option cited by Ellis about conditions can be grouped together in learner procedure. That is why I usually *define a task as a learning experience that consists of three components: givens, learner procedure and outcome*. Most people currently distinguish between a task and an exercise/ a drill depending on the presence or absence of an outcome (Ellis, 2003a, Nunan, 2004). Drills and exercises do not have an outcome. Their sole purpose will be practicing a language form. After students complete the learning experience, all that the teacher can do will be to ask some students to do it again publicly. But a task should always have an outcome that is produced by learners by applying the procedure to the givens. After students complete the learning experience, the teacher can only check the outcome. This can be a list of differences between two pictures that are similar but not identical, a kite, a paper frog, a filled in form or table, a drawing, a classified list of items, a decision to be made, etc.

## WEEK 1 HANDOUT: **Teamwork**

A team had four members called Everybody, Somebody, Anybody, and Nobody. There was an important job to be done. Everybody was sure that Somebody would do it. Anybody could have done it, but Nobody did it. Somebody got angry about that because it was Everybody's job. Everybody thought Anybody could do it, but Nobody realized that Anybody wouldn't do it. It ended up that Everybody blamed Somebody when Nobody did what Anybody could have done.

## UNIT FOUR

1. Look at the pictures. Match the sentences below. Copy the sentences.

Example: a. Seif went to the beach. He caught a fish.



- a. Seif went to the beach.
- b. Dawood went to the wadi.
- c. Azza went to the park.
- d. Nadeem went to his friend's house.
- e. Amal went to her friend's house.
- f. Latifa went to a fort.

She read a book.  
 They made a kite.  
 He played football.  
 She took some photos.  
 He caught a fish.  
 They watched television.