SLA Applied -
A Text-Driven Task-Based (TDTB) approach to materials development

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My yoga teacher sent me this video

Is the boy likely to learn to hip hop? Why?

External Factors

Rich and nourishing stimulus

Repeated exposure

Achievable challenge

Freedom for trials and
                    experimentation

Praise and encouragement

Success and social recognition

Internal Factors

Curiosity

Pleasure

No fear of failure

Self fulfilment

Self esteem

Feeling close & accepted

Your teaching and materials successful? Why?

External Factors

Rich and nourishing stimulus
Repeated exposure
Achievable challenge
Freedom for trials and
                experimentation
Praise and encouragement
Success and social recognition

Internal Factors

Curiosity

Pleasure

No fear of failure

Self fulfilment

Self esteem

Feeling close & accepted

My experience of teaching Japanese and EFL

Requirements

- **Syllabus**
- **Assessment requirements**
- **Assumed methodology** (mimic and memorise, audio-lingual; GT)
- Materials (Dialogues; grammar; vocabulary; others)
- Students' diverse needs, wants and capabilities

My views & attempts

- Conflict between my own EFL learning experience vs teaching requirements
- Adaptation (e.g. PPP → Experiential approaches)
- Supplementation (e.g. pick and mix; authentic texts and tasks)

Mind the gap!

Teaching materials

- Coverage of syllabus and assessment focused

- Knowledge about language

- Transactional language

- Methodology for teaching (e.g. PPP)

Learning materials

- Intake and acquisition focused

- Awareness and communicative use of language

- Interactional language in use

- Methodology/approaches for learning (e.g. **TDTB framework**)

My arguments

SLA friendly framework (e.g. TDTB) for materials development, adaptation and supplementation.

Principles

- **Exposure to rich, re-cycled, meaningful and comprehensible** language in use.
- **Affective and cognitive engagement**.
- **Making use of** those **mental resources** typically used in communication in L1.
- **Noticing** how the L2 is used in a meaning focused way.
- Being given **opportunities for contextualised and purposeful communication** in the L2 for real-life outcomes.

(Tomlinson, 2011; 2016)

An Example from an EFL secondary textbook
Van Gorp & Bogaert (2006)

Learners and Context

- intermediate level
- teenagers (intelligent, irreverent - not interested if boring)
- secondary school in Belgium

Approaches

A Task-Based syllabus and textbook

A Gruesome Performance
Experience – Text

A section taken from an EFL secondary textbook based on the 'Task-based syllabus' in Belgium

You're a Belgian secondary school EFL learner.

1) Listen to Section 1 of the text 'A Gruesome Performance' taken from your textbook.

Have you had time to flip?

How did you feel when you read this text?

What kinds of activities do you think might suit this text?

In a nutshell, what is a Text-Driven Approach?

In a nutshell, what is a Task-Based Language Teaching (TBLT)?

In what way, do you feel the TDTB framework might help you to adapt/supplement/develop materials in a principled way in terms of SLA?

A Gruesome Performance
Experience - Original Tasks

3) Here are a number of possible explanations. Which one do you think is the correct one?

   a) The fakir has magic powers: he defies the laws of gravity and has the power to resuscitate the dead.

   b) The fakir is in fact an extraordinary hypnotist: though mass hypnosis he makes the audience believe that certain things happen which in reality do not happen at all.

   c) The fakir uses a trick.

2) How does this work?

How do you think this 'miracle' can be explained?

A Gruesome Performance
Experience - Original Tasks

4) After ticking the answer of your choice, ask your neighbour whether s/he has chosen the same answer or another one.

5) Who is right and who is wrong? Find out by reading the text opposite.

A Gruesome Performance
Evaluation of Original Tasks

To what extent are the tasks likely to help the learners to …	Very high	High	Low	Very low
Be exposed to rich, re-cycled, meaningful and comprehensible language in use?				
Be affectively and cognitively engaged?				
Make use of their **mental resources** typically used in communication in L1?				
Notice how the L2 is used in a meaning focused way?				
Experience **contextualised and purposeful communication** in the L2 for real-life outcomes?				

A Gruesome Performance
Discussion

1. Form groups of three/four.
2. Compare your evaluation ratings of the tasks.

1. **Exposure to rich, re-cycled, meaningful and comprehensible** language in use.
2. **Affective and cognitive engagement**.
3. **Making use of** those **mental resources** typically used in communication in L1.
4. **Noticing** how the L2 is used in a meaning focused way.
5. Being given **opportunities for contextualised and purposeful communication** in the L2 for real-life outcomes.

My proposal: SLA Applied - Text-Driven Task-Based Framework

A materials development framework which is designed in accordance with language learning theories

Examples of adaptation/Supplementation of 'A gruesome performance'

Minor Adaptation

1) Listen **and mime** to 'a Gruesome Performance'.
2) **Individually**, try to **solve the mystery**: How do you think this 'miracle' can be explained?
3) **Form groups of four. List likely explanations.**
4) **Read** Section 1. **In groups, agree on the explanation**.
5) **Individually, write Section 2 Explanation of the tricks**.
6) **In groups, swop the drafts and choose one representative version of Section 2.**
7) **When invited, read aloud your group's Section 2.**
8) **Read the Section 2 from the textbook.**
9) **Compare the expressions between your group's work and the textbook version. Improve your group's version.**
10) Self-study: **Individual revision** of the group writing for **submission** based on the language discoveries

# My proposal: SLA Applied - Text-Driven Task-Based Framework

Major adaptation/supplementation of 'A gruesome performance'

4 class periods:

→Period 1 Subtask 'A bit of magic'

→Period 2 Subtask 'Your party trick' presentation
(Youtube video project?)

→ Period 3 Subtask 'Party Tricks booklet' Project?

→ Period 4 Task 'A gruesome performance'

Major Adaptation
Period 1: A Bit of Magic
Subtask 1: Guessing the trick

Bouquet of flowers

https://www.youtube.com/watch?v=OSQYFbRhz9w
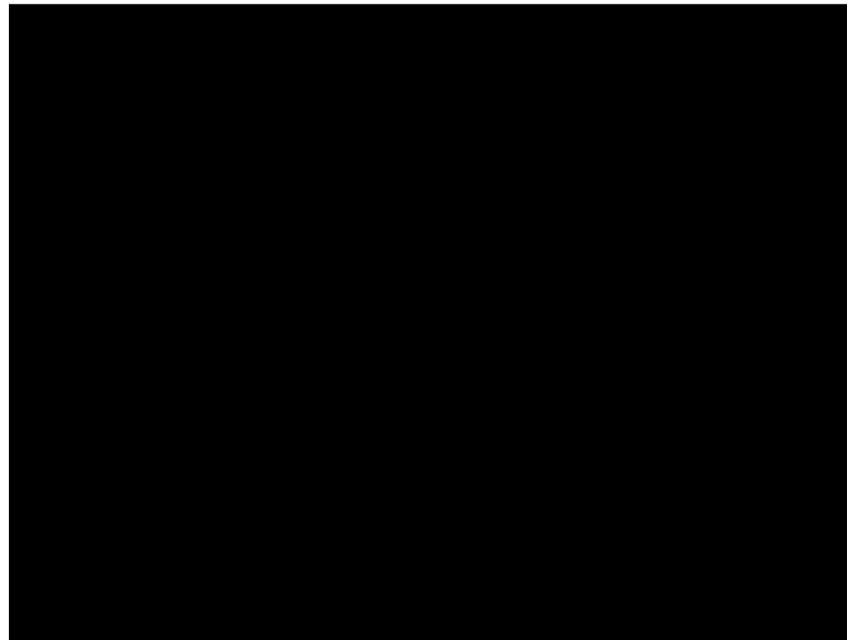
Major Adaptation
Period 1: A Bit of Magic
Subtask 1: Guessing the trick

'Magic Tricks Revealed - Torn and Restored Paper'

https://www.youtube.com/watch?v=9HfVwzBuckQ

Period 1 A Bit of Magic
Subtask 1 Sequence

1. Readiness Activities
    a) Tommy Cooper's 'Vase Trick' (Youtube)
    b) A party trick?

2. Experiential Activities
    Teacher's demonstration of magic
       'Torn and Restored Paper'

3. Intake Activity Group discussion of 'the trick'
4. Experiential Activity
    'Magic Tricks Revealed' (video)
5. Announcement of Sub Task 2 'Presentation'

Major Adaptation
Period 2 'Your party trick'
Subtask 2: Group presentation/Youtube video

6. **Group projects:**
    - Internet searching for a magic performance and its explanation
    - Preparation for presentation (group draft submission and revisions)

7. Group presentations (peer assessment with criteria*)

    * Entertaining? Clear? Impactful?

Optional: Creating Youtube videos and uploading them

Major Adaptation
Period 3 'Party Trick Booklet'
Subtask 3: Producing and selling the booklet

8. Writing up their group presentation to be included in the booklet

9. Group to group peer editorial (content first)

10. Submission to the teacher and class discussion on improvement

11. Selling the booklet (successful sale as a criterion for assessment?)

Major Adaptation

Task: A Gruesome Performance **(Integrated Skills)**

12. Listening and miming to a text: <small>'Gruesome Performance'</small>
13. Individual reading of the text
14. Individual reflection of 'the truth'
15. Group discussion
16. Group writing of 'Indian Miracle Revealed', the next section of the text
17. Reading of the actual next section of the text
18. Comparison of what their groups wrote with the text
19. Language discovery and group reporting of the findings on the similarities and differences
20. Self-study: Individual revision of the group writing for submission based on language discoveries

A Gruesome Performance
Evaluation of Adapted versions

To what extent are the text/tasks likely to help the learners to …	Very high	High	Low	Very low
Be exposed to rich, re-cycled, meaningful and comprehensible language in use?				
Be affectively and cognitively engaged?				
Make use of their **mental resources** typically used in communication in L1?				
Notice how the L2 is used in a meaning focused way?				
Experience **contextualised and purposeful communication** in the L2 for real-life outcomes?				

Why hybrid?

	Text Driven	Task -based
Exposure to rich, re-cycled, meaningful and comprehensible language in use.	**Input rich!** Interaction rich!	Input poor? Interaction rich!?
Affective and cognitive engagement.	**Affective engagement!** **Cognitive engagement!**	Affective engagement? Cognitive engagement!?
Making use of those mental resources typically used in communication in L1.	!	!
Noticing how the L2 is used in a meaning focused way.	!	!
Being given opportunities for contextualised and purposeful communication in the L2 for real-life outcomes.	!	?

Epilogue

*'A language is a compendium of
the history, geography, material and spiritual
life, the vices and virtues,
not only of those who speak it, but also of those
who have spoken it through the centuries.
The words, the grammar, the syntax are a chisel
that shapes our thought.' (2018)*

*Ferrante, E, (2018, Feb 24) Yes, I'm Italian – but I'm not loud, I
don't gesticulate and I'm not good with pizza, The Guardian
retrieved from
https://www.theguardian.com/lifeandstyle/2018/feb/24/elena-
ferrante-on-italian-language-identity*

Thank you.

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