Summary of the Text-Driven Task-Based (TDTB) Approach

1 Readiness Activity (Before experiencing the text)

Purpose: Activating the learners' minds in relation to the topic/theme/location of the text(s) and task(s).

Procedure(s): Getting the learners to think about something in their own lives connected with the task(s).

2 Experiential Activities (While experiencing the text)

Purpose: Helping the learners to experience the text(s)/task(s).

Procedure(s): Getting the learners to do something mentally/physically whilst experiencing the text which stops them from studying it and which prepares them for subsequent activities.

3 Intake Response Activities (After experiencing the text)

Purpose: Giving the learners opportunities to deepen and articulate their personal responses to the text.

Procedure(s): Getting the learners to express their representation, interpretation and/or evaluation of the text

4 Development Activity 1 (Announcing/Letting the learners do a task with non-linguistic real-life outcomes)

Purpose: Stimulating the learners to use the L2 in order to achieve non-linguistic outcomes which develop from the text/task in 2 above.

Procedure(s): Getting the learners to talk and/or write to achieve communicative purposes while attending to achieve non-linguistic outcomes.

5 Input Response Activity (Helping learners to pay attention to formal aspects of the input in a meaning-focused manner)

Purpose: Helping the learners to make discoveries about how the L2 is typically used.

Procedure(s): Getting the learners to explore the core text to find samples of language which will help them to make discoveries about a particular language feature.

6 Development Activity 2 (Revisiting/redoing the task with the raised awareness for the necessary formal aspects)

Purpose: Giving the learners opportunities to use their discoveries to improve their use of the L2.

Procedure(s): Getting the learners to use their discoveries to revise what they produced in 4 by making use of their discoveries in 5.

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