

NUTS AND BOLTS

Guidelines on the use of ESL TeenStuff resources



ESL TeenStuff

TONY WINN AND JEREMY COWLING
Real Time Resources Lda, Ericeira, Portugal

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These guidelines aim to provide an accessible reference point from which you can retrieve information when planning and using ESL TeenStuff resources in instructional contexts. They outline how lessons, tasks and activities can be used in the classroom and provide suggestions on how the different strands making up these resources might be tailored to create plans of work for already existing curricula or as content for both shorter and longer duration courses. Some background discussion on factors which have influenced the construction of the materials is also given. In summary, these guidelines include;

- Discussion of the effectiveness of coursebook materials and suggestion of ways to bridge evident gaps between published materials, context and teaching expertise
- An overview of the components and main characteristics of ESL TeenStuff resources, as well as a more detailed outline of some lesson materials in the form of Illustration of how the components of a single lesson might be used in the classroom
- Comment on salient features consistent across the lessons as a whole, and as seen through the lens of selected activities from a second related lesson
- Ideas on potential roles for lesson supplements illustrated through use of an example
- A brief outline on how teachers might make use of ESL TeenStuff resources to construct plans of work using different elements from the content this represents
- Further background information on practical and theoretical issues has been included at relevant points throughout. We draw these together in the concluding section, where some principles related to instructional materials design are outlined.

No elements of second language curricula work in isolation and this especially true of content. Consequently, while the primary focus in these guidelines is on demonstrating how to put the resources themselves into practice, attention is given to links between the components of ESL TeenStuff and to background issues which informed their construction.

Used in conjunction, these guidelines and the resources themselves should enable you to produce consistently language-rich, well-organised and worthwhile learning experiences for the benefit of your learners and of yourself. That at least is our aim. We believe that using our content judiciously can allow you to construct organised plans of work which enable you keep track of input, define which content is, and has been, covered and provide a useful reference point for you, your learners and other stakeholders with an interest in the outcomes of your lessons and the courses for which they serve as building blocks.

We have striven to make ESL TeenStuff resources relevant, interesting and, above all else, useful. We sincerely hope that they, irrespective of the precise role you might give to their components, can help you provide effective preparation for real world communication for your learners. We have tried to remain vigilant to the facts that 'language varies according to its context and its use' and that its 'appropriacy and effectiveness are just as important as accuracy and fluency.' (Tomlinson, 2013, p162).

We believe that teachers require some form of organisational framework for the endlessly complex work they do. (Rossner, 1988) Some will need little in the way of guidance while others will need a lot. Consequently, we have structured these guidelines so that they can be read from beginning to end or to dipped into as the need arises. We begin with an outline of some issues which have influenced the way the content which forms the 'stuff' of ESL TeenStuff resources has been created.

1.1. Content, coursebooks and constraints

While the term 'content' is used with a variety of different meanings in second language teaching, we will use it to mean 'the substance or subject matter that we learn or communicate through language rather than the language used to convey it.' (Richards and Rodgers, 2012, p204) For many however, 'content' equates squarely with the pages found between the covers of internationally marketed coursebooks, the desirability of which as a basis for effective teaching continues to provoke debate, a debate which has been active for considerable time (Allwright, 1981, O'Neil, 1982), and one which remains as relevant today as ever.

Weighing up the pros and cons surrounding a given set of materials are issues rarely away from the minds of practising second language educators. Opinion on whether to use them at all, how and when to do so, and how they might be adapted for use in specific contexts 'tends to spread along a curriculum' (McGrath, 2002, p8) at one end which are those, prompted by satisfactory previous experience, personal choice, or institutional expectancies 'teach the book' and those at the other those who disdain its use altogether. Supporters point out that published coursebooks, often written by respected and experienced language educators, not only clearly define what is taught, they provide manageable and directed access to text through which linguistic and cultural knowledge can be readily exemplified. (O'Neil, 1993, Hutchinson and Torres, 1994, Ur, 1996) Coursebooks, so this line of argument goes, provide reliable and ready-to-hand solutions for practical pedagogical problems. That is, they can save a lot of time and can minimise the complexity of planning decisions, especially for more novice teachers.

Critical voices, on the other hand, point to the static nature of these resources and warn that mechanistic use of, and over-reliance on, globally-marketed coursebooks can de-skill teachers or arrest their professional development. They can remove the initiative and creativity of learners and the needs of learners as individuals. (Brumfit, 1979, Richards, 1993, Tomlinson, 1998). Detractors also justifiably point to a significant mismatch between what longstanding, large and growing bodies of research into language, learning and teaching recommend for the facilitation of second language acquisition and what happens when coursebooks are developed in practice. (Tomlinson, 2013, p75) Crucially, for many, such materials fail to capture the nuance of both the local and of the individual. They lack, that is, relevance to context and offer little in the way of guidance for teachers.

What does seem to be uncontroversial among commentators on both sides of the debate is the idea that pre-packaged globally-marketed teaching materials alone cannot meet the demands of situated second language teaching. 'Teaching a book is very different from basing a course on a book' (McGrath, 2002, p58) and more often than not it is practical issues which dictate the choice of materials employed. In many parts of the world, for example, the number of teachers' classroom hours is on the increase, leaving little or no time for the design and production of more locally appropriate materials, let alone planning how to operationalise these, even when the requisite expertise is available to call upon.

One relevant suggestion here (Brumfit, 1981) would be for the provision of resources in the form of sets of flexible instructional materials and content which includes a strong emphasis on learner training and are accompanied by useful guidelines for teachers. That is, content which reflects the convenience of the coursebook as well as the 'general agreement that global coursebooks can never meet local needs.' (McGrath, 2002, p10) Effective resources

would then need to be sufficiently flexible to be put into practice in a principled way, in a range of contexts and by a range of practitioners. Such an approach implies awareness of the needs, lacks, wants and objectives of learners (Hutchison and Waters, 1987), as well as of the constraints imposed on teachers in their contexts of work, constraints which exist even when they are free to exercise full control over their materials.

According to Cunningsworth (1979, p31, cited in McGrath, 2002) 'course materials are not intrinsically good or bad-rather they are more or less effective in helping particular students in specific situations' and although we might (as McGrath does) want to take issue with the first half of this statement, as materials designers we do not, and cannot claim to possess intimate knowledge of the particulars of your instructional context, any more than we can know the specific needs of your learners *in situ*. (No materials writer working away from your context can claim such knowledge.) Content, therefore, will always need to be selected, adapted, extended, supplemented or exploited (McGrath, 2002, p12) in accord with situational factors and individual learner differences as diagnosed at local level.

With these issues in mind, TeenStuff resources have been constructed with the aim of providing content which can be adapted with relative ease to meet the needs of its users. How they are in fact used for your own pedagogical ends will depend, at the very least, on your own expertise as a practitioner, your preferred practices, your own methodological stance, the demands and constraints you work under and the ongoing assessment of your students' developmental needs as learners.

1.2. Matching content, context and expertise

Materials designed for pedagogical purposes will always present teachers with a basic set of operational choices, each of which places different demands on their learners, their time, and on their willingness or ability to put resources to use. As Tsui (2009, p192) notes, there are key differences between teachers' approaches to planning and teaching. 'Expert teachers are able to exercise autonomy in decision-making, whereas more novice teachers tend to follow procedures, rules and curriculum guidelines' much more closely. However, whatever the level of expertise teachers might possess at any given point, the following options at least will need to be considered when faced with planning the use of materials as support for the content of their lessons time and time again;

- Use the materials as they stand without modification and follow any instructions given
- Adapt the materials through, for example, executing minimal changes to instructions, rearranging the order of activities or tweaking/extending projected outcomes
- Extend the materials to meet fresh objectives arising out of activities as they unfold or on the basis of information on the needs or lacks of learners gathered from prior classroom interaction
- Reject whole activities, sequences of these or published lessons outright and replace them with materials adjudged to be more suitable for learners' or teachers' needs
- Reject the entire suite of materials and either search for, or create, a whole new set of content which fits better with the learners' developmental needs and their interests

(Adapted from McGrath, 2002)

Such decisions are rarely easy to take. The last pair of options, for example, necessitate initiating the whole decision process again and highlight just how complex and time consuming making principled choices of lesson content, and how to operationalise this, can be in actual practice. Additionally, such complexities as how to carry out necessary actions

once choices have been made are often compounded by the fact that, in whichever contexts they are enacted, all language courses need to ‘provide a balanced range of opportunities for learning’ (Nation and Macalister, 2010, p90) realised through content arranged around four main curricula strands, namely *meaning-focused input*, *meaning-focused output*, *language-focused learning* and *fluency development*. (*ibid*) This can be especially threatening for those teachers who are anxious about the state of their own developing understanding of the language systems they have been employed to teach.

As well as dealing with the competing tensions underlying the choices outlined above, there is much else practicing teachers need to consider, not least the formulation of a credible and consistent approach to aims, objectives, content, method and evaluation. (Stern, 1992) If too much emphasis is given to one of these curricula elements then others are likely to suffer. Unfortunately, very often teachers are thrown in at the deep end and with little or no prior training are expected to handle elements of curriculum design with little or no support.

Our aim in these guidelines, and through the way that the resources themselves have been designed, is to provide you with options to help you explore how your content can fit with the rest of your curriculum, decide which content to use within a flexible and reliable framework and provide guidance on how to use this content on a practical level. We also suggest a pedagogical approach you might choose to follow and ways to help you decide what to include in an ongoing programme for particular groups of learners while respecting their linguistic and developmental needs, as well as the time and other constraints you are working under.

We now to give an overview of the various components making up ESL TeenStuff, and comment on how these might be operationalised in practice. In what follows the tendency has been to gear things towards the relatively novice teacher and while we hope that all users might benefit from reading the guidelines as a whole, they have been designed with selective reading in mind.

INSTRUCTIONAL COMPONENTS

There are currently **two main sets of components** making up ESL TeenStuff instructional resources (British and American English versions); **lessons** on PDF files and PowerPoint slides, and PDF **supplementary**. Each set of components will be examined in some detail later and this will be followed by provision of guidelines on how the resources might form part of a working curriculum. First we look at the individual components themselves. These are shown in *Figure One*.

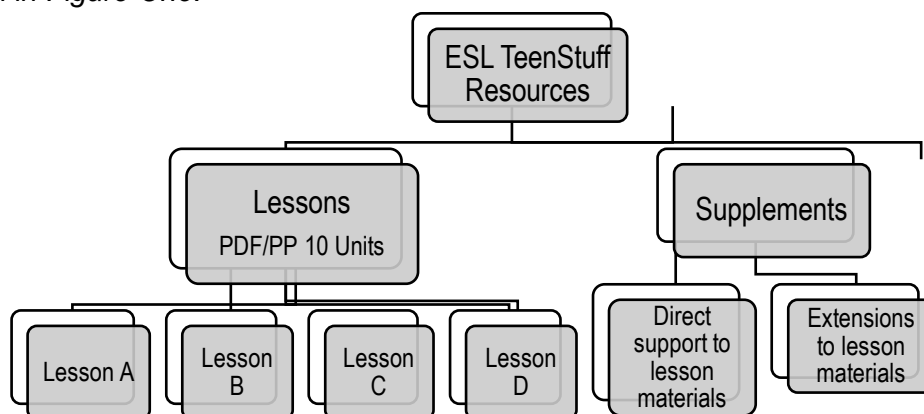


Figure One

Overview of instructional resources

2.1. ESL TeenStuff resources- a brief overview

The primary purpose of these guidelines is to describe in outline how ESL TeenStuff instructional resources can be used to minimise potentially difficult pedagogical decisions. This, it is hoped, will give you the opportunity to focus on the language your learners produce, allow you to exploit their contributions more fully and to give you the time, and the mental space, to reflect on your practice as and when you deem this to be important. In this section, we give some general pointers which we will fill out and make more exact in subsequent sections.

- ESL TeenStuff resources have been created for use with teen and young adult learners, although those designed for use with learners with higher levels of proficiency can be, and have been, employed with non-ESP or EAP adult learners.
- There are **two main components**- the **lesson materials** on PDF and PowerPoint, and **supplements** and **extensions** to lesson materials on PDF. By 'supplement' is meant materials or text which have been modified to promote hands-on use with ESL TeenStuff lesson materials. 'Extension' is a much looser term covering additional materials which follow on from the themes these lessons explore and which might be used to supplement other materials as well as our own.
- Lessons are organised around **6 distinct levels**, each of which is labelled with both CEF descriptors and more traditional, although much less accurate, nomenclature. These are, in ascending order, **A0-A1 (Beginner)**, **A1-A2 (Elementary)**, **A2-B1 (Pre-intermediate)**, **B1-B2 (Intermediate)**, **B2-C1 (Upper-intermediate)**, and **C1-C2 (Advanced)**. (See *Appendix One* for quick benchmarks for each of these levels.) It should be noted that these labels describe **end states** for learner proficiency after students have completed a full course at any particular level.
- Lesson materials for each level are **colour-coded** and links to suggested supplements are indicated on PDFs and PP slides by a circled 'S'.
- There are **10 units** for each level and four lessons (**A, B, C or D**) in each unit. Each unit is **theme-based** and different aspects of general themes are explored in each lesson. That is, **themes** are the same for lessons **A** through **D** for any unit number and at all levels. For example, the four lessons in Unit 3 (for all levels) are linked by the general topic 'recreation', as are the supporting supplements.
- There are two distinct orientations to the **Supplementary** resources, 1. Those that link with specific activities in lessons, 2. Those that function like the contents of a workbook, supplying additional activities, texts, games, flashcards and so on. These resources might be used in class and/or given as support for independent study.
- The materials have been designed so that with the exception of **Unit 1** for each level, which we'd recommend you cover first, the numbers allocated to each unit are there for reference only. You could, of course, follow them in sequence if you wish. However, if you are using elements from ESL TeenStuff resources as supplementary to another set of materials, you can synchronise these with the theme you are covering at that time and could include elements from the various components to ESL TeenStuff in your lessons.
- Regarding the **duration** of courses and lessons. Using a complete set of resources for one level would provide sufficient materials to cover what is usually expected from

standard coursebooks which, on average, claim to have sufficient materials for between 90 and 120 hours of instruction in total.

- In many cases, sections/PP slides, and activities from lesson materials on the other hand, can be adapted to cover more or less time depending on how they are adapted or supplemented. We return to this issue when we look at our example lesson.

To summarize, a modular approach to sequencing appropriate to task-based language courses (Ellis, 2003) can be taken using ESL TeenStuff materials. This orientation allows for flexibility in how lessons, courses and plans of work might be constructed. Elements, or a combination of these, chosen from the components of ESL TeenStuff can be used flexibly in your context. The way the lessons have been sequenced is one only among many options available to you. We next look in some detail at how the lesson resources might work in practice. This includes an illustration of how a full task-based lesson might be used in practice and how selected activities from a second lesson might be used as a follow on to this.

THE LESSONS

3.1. Overview

ESL TeenStuff lessons have been designed to be used flexibly on a number of levels in order to reflect, among other things, the varied time constraints under which teachers work. As noted above, there are four lessons in each unit and lessons are designed to cover around 60-90 minutes of class time as they stand. If, for example, you teach a particular group twice a week for 50 minutes, you could use a single lesson, or selected parts of this, to cover your lesson with minimal or no supplementation. If you teach a group for two 90 minute sessions weekly, you could use the same materials but increase the amount of supplementation you employ, or make minor adaptations in how you exploit the materials as they stand.

Table One shows an example overview of how lessons are structured in terms of one unit of work for any level and irrespective of which number lesson is under consideration.

Unit	Lessons	Pages/Slides	Timing	Supplement/adapt
Three	3A Task Lesson	8-12	60-90 minutes +	Optional
	3B Additional Lesson	8-12	60-90 minutes +	Optional
	3C Task Lesson	8-12	60-90 minutes +	Optional
	3D Additional Lesson	8-12	60-90 minutes +	Optional

Table One Unit Overview

As seen from this macro-level, while the lessons have been structured in the same way independent of level, there are significant structural differences between **A and C Lessons** on the one hand and **B and D lessons** on the other. This move was taken to provide both support and choice for teachers and with a number of other factors in mind. These are;

- Curriculum elements. Goals, content and sequencing, format and presentation, monitoring and assessment, needs and environment, and the evaluation of all or any of these elements. (Nation and Macalister, 2010)
- Curriculum strands or units of progression. Language (vocabulary, lexico-grammatical patterns/constructions, verb form usage, functions, pronunciation,

prosodic, discourse and pragmatic features of English), ideas (learners' awareness of how learning takes place both inside and outside of the classroom and how their own interests and ideas can contribute to learning), skills (e.g. reading for information extraction versus reading for response to content), discourse (language as text) and task (holistic language use in solving problems and the means of alerting learners to mismatches between their desired end-states and their current performance levels)

- Teaching styles, expectancies, views on, and knowledge of, language, learning and teaching and relative expertise on all, or any, of these issues
- Learner expectancies, preferences, and linguistic, developmental and social needs, institutional recommendations, practices or expectancies, e.g. the common prescription that teachers are expected to cover a set number of units each term.

3.2 Lesson Components

The following pointers apply to all lessons;

- All lessons have a lead in section (PDF page or PP slide) which shows the lesson title and visual prompt which can be exploited to introduce the topic for that lesson
- An overview of the content and aims of the lesson follows this
- This in turn is followed by a set of four lesson objectives. All or some of these can be realised in one lesson or in a sequence of lessons. You may want to reject or adapt elements of the materials to your context in accord with this and your time constraints
- On PowerPoint versions of the lessons, there is also a set of linguistic features that are likely, but of course not guaranteed, to emerge during the lessons themselves
- Instructions on how you might organise your students are given in italics
- Materials which have suggested answers are indicated by an asterisk (*)
Suggestions appear in the very last sections of PDFs and sets of slides
- Orientation to the focus of each section or slide is given at the top in the form of a title
- Short sections labelled 'About Language' or 'Find out about Language' appear throughout the materials. These give explicit information about aspects of lexis, grammar, pronunciation, discourse and pragmatic features of language which might be expected to emerge from the activities on that page or slide and are likely to be problematic from your learners' point of view.
- There is a roundup summary on the last page or slide of each lesson
- This includes homework and independent study suggestions which range in complexity. They are, as just noted, suggestions only

For ease of reference, in the next section we present an overview of the structure of a task lesson (**A** and **C** lessons), followed by extracts and comments from elements of the **B** lesson which follows it sequentially. These overviews include descriptive and practical information, as well as comments on a number of features common to all lessons (whether PDF or PP). These are;

- Instructions for students and teachers
- Pictures
- Boxes-lexical input and prompts for activities
- Speech bubbles and models of spoken language

- Reading texts
- Writing text models
- 'Find out about Language' boxes
- Links between slides
- Links between lessons and strands running through these

3.3. A note on PDF and PowerPoint versions of lessons

You have, essentially, the following possibilities for the types of materials you work with;

- Work exclusively from the PDF versions of lessons and supplementary materials. Here students and the teacher all have a copy of the materials. This would function like standard coursebooks and might need a degree of adaptation.
- The teacher displays, and works from, PowerPoint slides during class and the learners follow the content using PDFs as support. If you need to have a lot of control over your situation, this is a good option as you can easily reveal what you want learners to focus on as and when you want them to.
- Work exclusively from PP materials in class. To do this you would need a projector and have learners write notes in notebooks/ folders. This brings with it the advantages of moving away from book-based teaching and allows for more interaction and less clutter in your classroom.
- Work from PP lessons and have learners create the contents of their own folders with selected materials from the PDF files and from their own work. This allows you to be more selective in your approach to what you expose the learners to, hands some responsibility over to them and encourages an independent approach to study.

All of the above, have in fact, been piloted extensively with earlier versions of the resources on full courses with teenage students in classroom environments. Your own choices will, of course, depend on your own preferences and the circumstances you work under. However, we have made every effort to ensure that ESL TeenStuff resources can be used in a wide range of instructional contexts. If you can, or feel able, you might consider using a varied approach by instantiating some of the above options at different times.

3.4. TASK LESSONS (A AND C)

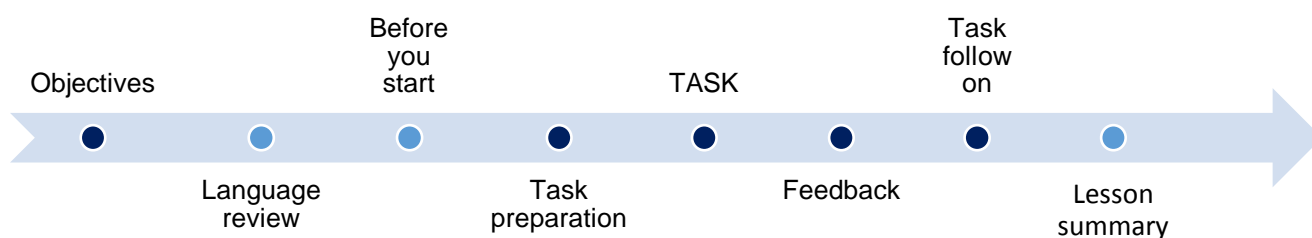


Table Two Structural Overview of task-based lessons (A and C)

Table Two shows the structure of **A** and **C** (task) lessons. The highlighted sections represent phases in the task cycle used in TBLT. (See *Table Three* below.) They have been designed to be followed in the order presented here but you are, of course, at liberty to change this order if you wish to do so, or indeed drop these sections altogether if this is deemed an appropriate move to make in the context in which you work.

3.5. Interlude One-task-based and task-supported approaches

Woodward (2001) identifies four basic instructional sequences promoted in coursebooks and on teacher education courses. Namely, *test-teach-test*, *pre-, in- and post stages* for development of 'receptive skills', *PPP* (presentation-practice-production) and *TBLT* (task-based learning and teaching). This is not the place to discuss the relative merits of these teaching sequences in any detail. Here we merely note that the lessons as presented, and their sequencing, are inspired by the last of these options. That is, the highlighted task sections from all A and C lessons can be used in sequence as free-standing entities in their own right and/or form the backbone to short courses on their own.

It is worth making one point here however. The acquisition of second language systems is widely believed to take place on the basis of both positive and negative evidence which alerts the learner to mismatches between forms they use and the intended meaning the speaker/writer aims to convey. (Ellis, 2012) This is the premise on which task-based instruction in its various forms is built. It is for this reason that lessons A and C in each unit at all levels include central elements in which learners are presented with a communication problem in which they employ their existing linguistic resources holistically in real time to come up with a solution. That is, a 'task'.

There are numerous definitions of this term in the applied linguistic literature and survey of this with our own ends as materials designers in mind has led us to adopt the following working definition. For us, 'task' means an instructional activity in which;

1. There is a communication problem to solve
2. Meaning (not form) is primary
3. The activity relates to the real world in some useful way, and is carried out with non-linguistic objectives in mind but through the use of linguistic resources

4. Assessment/feedback is carried out with reference to meaningful outcomes primarily, but some explicit input can be given on issues of language use, and form, emerging out of learner attempts to successfully complete the task
5. Explicit input on linguistic form comes after, not before or during, tasks and is based on observation of learner performance in real time
6. Teachers do not intervene directly, e.g. by giving corrective feedback during the task.

Samuda and Bygate (2008) draw useful distinctions between *task-based*, *task-referenced* and *task-supported* learning and teaching. In *TBLT*, tasks are central to definition of the syllabus (plan of work) and their selection is based on their utility as reflections of language use in real-world interaction. In *TRLT*, tasks are seen as means of setting goals with an unrestricted stance taken on the types of activity employed, and *TSLT* where tasks play a non-defining role in the design of the syllabus and their pedagogical use is seen as one of a range of activity types employed. (*ibid* pp 57-60)

Which, if any, of these distinctions you wish to emphasise in your own work will naturally depend on your own views on second language pedagogy and/or the stance your institution takes on methodological issues. The above distinctions are all possibilities which can be realised within the framework of ESL TeenStuff lesson materials. You might, for example, take any one of the courses of action shown below. There are, of course, others.

- Follow the lesson, or the task section, as sequenced and keep teacher intervention to a minimum, dealing with linguistic issues during the feedback stage of the lesson. (Willis, 1996)
- Make some specific grammatical or lexical form the subject of the task itself (Fotos and Ellis, 1991) and refrain from giving input until later.
- Manipulate the task to make use of some form unavoidable (Locschky and Brey-Vroman, 1993), again delaying instructional invention till later.

Our own preferred approach has been to place tasks in the syllabus as a key supporting element in the learning cycle. Lesson materials have been structured in such a way as to lead to post-task feedback from the learners themselves, from their colleagues and/or from their teacher, who can provide selective linguistic feedback and post-task briefing on performance. A framework for this has been built into the lessons. If you are using ESL TeenStuff resources tasks as they stand, sequences in lessons play a defining role and can play a key structural role in the curriculum. They are there so that students might have the opportunity to produce language and subsequently reflect on its structure and/or to act as a catalyst for the development of their interim second language systems, an approach to *TBLT* which is, arguably, currently the most influential. (Skehan and Foster, 2001) Tasks can also be used as a tool for assessment of student language. This can be easily formalized.

Tasks, however, are not the sole element in our resources and there is plenty of scope for their use in conjunction with other types of activities (in all lesson types). In the next section, the structure of Lessons A and C as they stand is illustrated. It should, however, be noted that we have designed these resources with flexibility as a key motivating factor.

3.6. Lesson Overview (A and C)

The following outline shows a structural overview for task-based lessons. Highlighted sections in *Table Three*, as in *Table Two*, indicate phases in the task cycle. (Willis, 1996) We would recommend that these are followed as written and in the order presented but this is not, as noted, the only possibility. For example, as the other sections are present in all other lesson resources, this lesson could well be taught without the full set of task materials by omitting the task itself. In this case, the following sequence could be used effectively in a 60-90-minute lesson.

Title → *overview* → *objectives* (having chosen which ones you want to focus on) → *Language review* → *Before you start* → *Task preparation* → *Task follow on* → *Lesson Summary* → *Self study*

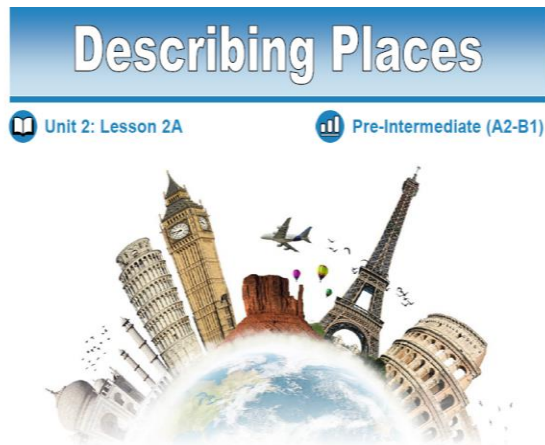
PDF/PP	Rationale and suggested procedures
Title section/slide	Exploit the title and/or picture to draw attention to the specific topic explored in the lesson.
Lesson overview OPTIONAL	Expand on discussion in previous section. This quickly orients the learners to what they will do in the lesson. Check students understand words and phrases in the overview.
Lesson objectives SUGGESTED STRONGLY	These are linked to lesson sections. Highlight those objectives which reflect the parts of the lesson you intend to use. Objectives are dealt with retrospectively in the Lesson summary at the end of the lesson, so make sure these match.
Language issues OPTIONAL PP ONLY	This section is for reference and calls attention to aspects of language which are more or less likely to emerge when using the activities contained within it. If learners, or institutions, respond positively to this kind of guideline, then include this as part of your lead-in process.
Language review SUGGESTED/ CONTENT OPTIONAL	Recycles language and issues from previous lessons. The materials provided are optional, they represent our estimate of what may be important to recycle. In all likelihood your students will produce very different items which are worth revisiting. Some review of language is, however, important! You may wish to change the order in which you do the review section of your lesson and do this prior to outlining its overview and objectives.
Before you start NEW CONTENT SUGGESTED ADD ON SECTIONS OPTIONAL	First section of the lesson proper and included in all lessons. Serves to engage learners with the topic area, prime them to activate language they know relating to this topic, and highlight additional linguistic issues connected to it. (In some lessons, an optional set of activities on an additional PDF page/ PP slide immediately follows this one. This explores issues further and may be useful for weaker students. It might also be used in parallel with the main 'Before you start' materials in mixed-ability classes.
Task preparation ESSENTIAL if TBLT	Activities in this section of the lesson set up the coming task and/or provide frameworks and support for the mechanical aspects of this. For stronger students you may opt to spend little time on this. For those students who need a lot of support, we suggest you follow the activities as they stand.
TASK ESSENTIAL if TBLT	This is the central section of A and C lessons. Instructions are given (which should be clear to all students PRIOR to doing the task) and students engage in real time in the solution of some problem. The teacher should not interrupt during the running of task itself and should refrain from giving corrective feedback at this stage. We recommend that close monitoring of learner output for later feedback is important and should be returned to later.
Task feedback ESSENTIAL if TBLT	Learners are given a framework for giving feedback on their own performance, that of a partner, or their collective performance as members of a group. Feedback is often followed by a section, 'Find out about language', which draws attention to aspects of language and language use which may have emerged from the task. If not-don't use this!
Task follow on SUGGESTED NEW CONTENT	Includes additional work which is thematically linked to the task, a model of the product of tasks or focus is given to aspects of learner development. This content can be skills-based, explore linguistic themes further, or introduce study strategies.
Lesson summary SUGGESTED	Lesson objectives are re-visited and suggestions for self-study (homework) are given. The lesson is rounded up. This reinforces what has been covered in the class and draws the lesson to a close. At this point you may wish to place the lesson in its wider context.
Suggested answers SUGGESTED	This section gives suggestions, answers and notes on content from activities in the lesson. Sections with answers are indicated with an asterisk (*) and can be referred to at the end of the activities they are tied to.

Table Three Overview of task-based lessons (A and C)

3.7. A TASK LESSON DECONSTRUCTED

This section takes you through one complete lesson in a linear fashion, and as could be enacted in a classroom. It outlines what lies behind each section and gives teaching suggestions and ideas on adaptations and changes which could be made. PDF and PowerPoint versions are covered in parallel.

Title and Lead in



PDF and PP Title slides are very similar in format as can be seen from the above. The same materials are covered on each. When using PP slides you can float in each of the lines of text and images one at a time and exploit these as you feel appropriate. You might use the title and/or photographs shown above to speculate about what the topic area might be for the lesson. Here, this is *places/travel*. You could, for example, elicit some lexical items from the picture on the subtopics *buildings*, *means of transport*, *geographical features* etc. or ask the students to tell you what they know about the places shown.

Overview and objectives

Objectives



In this lesson you are going to describe and compare places and write a leaflet for tourists visiting your region or city.

After completing this lesson you should be able to:

- ▶ Describe and compare different types of places as somewhere to live and somewhere to visit.
- ▶ Describe the place where you live in some detail.
- ▶ Design and create a leaflet for tourists.
- ▶ Explore one a very common language pattern.

This is an outline of what the learners should be able to do by the end of the lesson framed as 'can do' statements. Recall that you can be selective about which to focus on.

PDFs give a brief overview of what the learners are going to do in the lesson. Students can here check predictions made during the short opening phase of the lesson and/or further build up interest in the topic area(s).

Four objectives are given in this phase of every lesson. Depending on how much, and which, of the materials you are going to use and the time constraints you are working under, you might focus on any number of these objectives in any particular lesson you are teaching.

PP slides are presented a little differently. These, as you can see below, give the lesson overview first but then this is supplemented with an overview linguistic and skills development oriented content which is likely to arise in the lesson. There is a separate slide for the objectives.

Overview	A2-B1	Objectives
<p>In this lesson you are going to describe and compare places and write a leaflet for tourists visiting your region or city.</p> <p>You'll work on these areas of language.</p> <p>You'll focus on these skills today.</p> <p>After completing this lesson, you should be able to:</p>	<p>Pronunciation- Word stress in longer adjectives Lexis- adjective + noun combinations Constructions- 4 common patterns Sentence grammar-present simple used to highlight qualities of places Discourse- organising a persuasive text Functions-persuading someone to visit a place</p> <p>Speaking-presenting a place you know Listening-understanding the suggestions of others Reading-advertising literature Writing-writing a persuasive text and using bullet points</p>	<ul style="list-style-type: none"> Describe and compare different types of places as somewhere to live and somewhere to visit. Describe the place where you live in some detail. Design and create a leaflet for tourists. Explore one a very common language pattern.

Whether using PDF or PP, make sure the learners understand the content of the objectives you choose to use. Remember that these objectives are linked to specific parts of lessons and that they are revisited at the end of each.

Language Review

This material can be used prior to, or after, you have presented the lesson overview and lesson objectives.

Describing Places Language Review	Language Review	Use your notes.
<p>A Work with a partner. Think of questions you could use to get information about someone you've never met.</p> <p>Example</p> <p>Katerina told me about her older sister. Her full name is Paula Nina Silva and she's from Stockholm in Sweden where she was born. She's 19 and her birthday is on 7th March ...</p> <p>Examples</p> <p>Where does she come from? What does she want to do in the future?</p> <p>B Think of a person you know well and who is important to you.</p> <ul style="list-style-type: none"> Ask and answers questions with your partner. Take some notes. Use your notes. Plan a short presentation about the person your partner told you about. Practice your presentation. Present your partner's chosen person to the class. <p>Pre-Intermediate (A2-B1) Unit 2: Lesson 2A</p>	<p>Language Review</p> <p>Work with a partner. Think of questions you could use to get information about someone you've never met.</p> <p>full name age birthday born in come from live in family school subjects likes dislikes favourite colour future plans</p> <p>Examples</p> <p>Where does she come from? What does she want to do in the future?</p> <p>Think of a person you know well and who is important to you.</p> <p>Ask and answers questions with your partner. Take some notes.</p>	<p>Plan a short presentation about the person your partner told you about.</p> <p>Practice your presentation.</p> <p>Present your partner's chosen person to the class.</p> <p>Example</p> <p>Katerina told me about her older sister. Her full name's Paula Nina Silva and she's from Stockholm in Sweden where she was born. She's 19 and her birthday is on 7th March...</p> <p>As you listen make a note of any errors you hear. Give some feedback to the presenters at the end.</p> <p>How did your classmates perform? What types of things could they improve?</p>



Work with a partner.

Think of questions you could use to get information about someone you've never met.

- | | |
|-------------|--------------------|
| ♦ full name | ♦ family |
| ♦ age | ♦ school subjects |
| ♦ birthday | ♦ likes |
| ♦ born in | ♦ dislikes |
| ♦ come from | ♦ favourite colour |
| ♦ live in | ♦ future plans |



Examples

Where does she come from?

What does she want to do in the future?

There are usually two or more distinct activities in *Language Review* sections, the idea being that you should choose what is more appropriate for you and/or use your own ideas and items you have noted from previous lessons.

The content is the same for both PDF and PP material. Note that, if you use everything in these sections they are likely to eat into your lesson time a lot.

For example, the activity shown on the left could be used in isolation and the others on the page dropped or modified substantially. Depending on how this is approached, the activity shown could take up to half an hour to carry out. An expert teacher might easily spend upwards of an hour usefully exploiting the materials on the page shown above.

Before you start


This section is usually shown on one full page on PDFs and one PP slide. In some lessons there is an additional page/slide for *Before you start*. These should be considered optional. You might want to choose between the two pages or slides in these cases.

The rationale behind this section is to build on work you did at the beginning of the lesson and extend contact with the topic area(s) already touched on more or less lightly previously.

Describing Places

Destinations

A Before you start. Work with a partner. Describe the places you can see in these postcards.



B Join another pair. Compare your ideas. Talk about these ideas.

- What it would be like to live in each place.
- The place you would prefer to live in.
- The place you would least like to live in.
- The place which is most like where you live now.


C Report your conclusions to the class.

D Match each of the postcards to one of these noun phrases in the box on the right.

Before you start

Destinations

Work with a partner.
Describe the places you can see in these postcards.



Join another pair.
Compare your ideas.
Talk about these ideas.

What it would be like to live in each place.
The place you would prefer to live in.
The place you would least like to live in.
The place which is most like where you live now.

Report your conclusions to the class.

Match each of the postcards to one of these noun phrases.

- a small country village
- a historic town
- a large metropolis
- a place by the sea
- an ideal place to live
- a great place to visit

With a partner, decide at which of these places you would be most likely to experience these things.

an exciting nightlife
amazing architecture
busy streets
fantastic shops
historic monuments
a relaxing atmosphere
clean air
beautiful countryside

Imagine you are choosing a place to visit on holiday. Rate the phrases from 'most' to 'least' important.

Compare your rankings as a class.

Which qualities are most popular?
Which are least popular?

This section is included in all lessons and again, more often than not, there are two or more activities given so that you can adapt things readily. We now take you through an example of how the activity shown as A to D in the above PDF version can be followed step by step.

Destinations

A

Before you start. *Work with a partner.*

Describe the places you can see in these postcards.



Instructions (in A) for physical arrangement of students in the classroom and patterns of interaction between them are given in *italics* throughout the materials.

Here *work with a partner* is the instruction. This will give you a signal as to how you might consider arranging students in your class. Such instructions are suggestions only, but the aim is to promote interaction between students. With a weaker class you could form larger groups, or with stronger students, give pairs two photos each, or give them varied time limits. If in doubt, we advise that you follow the instructions as given.

An activity

B

Join another pair.

Compare your ideas.

Talk about these ideas.

- ◆ What it would be like to live in each place.
- ◆ The place would you prefer to live in.
- ◆ The place would you least like to live in.
- ◆ The place which is most like where you live now.

Class management instructions are again given in *italics*. (B) Here the instruction is to *join another pair*, i.e. students are now in groups of four. Again, this is a suggestion, but one which would promote interaction between students.

Prompts (also B) which students work from are usually given in boxes, speech bubbles or short texts. The bullet-pointed ideas in the green box are an example of this.

C

Report your conclusions to the class.

D

Match each of the postcards to one of these noun phrases in the box on the right.

The next step (C) is to move towards a class round up. This activity could easily stop here. However, an option has been given to extend this with explicit focus on a language point.

This activity could be manipulated to take more or less time and could be used with or without the activity which follows it. Step D is a link between the two activities in the lesson section. The activity under discussion could also be dropped in favour of that one, or vice versa. Parts of it, i.e. the photos could be used with the second activity, or the two activities could be exploited to the full if time and interest allows.

It would quite be possible to base a 60 or 90-minute lesson on the activities on this page/slide alone. There are two distinct activities shown, and each of these could be broken up and reconstructed in many ways. Of course, the possibility of simply choosing one or both activities and following the steps as written remains open.

If you have opted for a weaker version of task-based teaching and learning as the main building block in your approach to the design of your lessons and/or courses, or you the amount of time you have available is very short, you may wish to start the body of your lessons here.

Describing Places

Places to be

A Task preparation.
Describe these photos.



Use these ideas.

Your home	What it's like
Where it is	Who lives there
Its status	How you feel about it
Geographical features	The weather there

Discuss these ideas with a partner.

- Which city they could show.
- Things you might expect to see there.
- The type of housing most people live in.
- How similar living there is to where you live now.

Example

Most people probably live in apartments... there's probably not much space for houses.

C Compare your ideas as a class.

D Make some notes about the place where you live.

Task preparation

Places to be

Describe these photos.



Make some notes about the place where you live.

Report to the class.

Example

I live in a three-bedroom apartment with my family in the suburbs of Lisbon, the capital city of Portugal. It's a coastal city and there are lots of fabulous beaches and some fantastic scenery nearby. The city itself is quite noisy and polluted though. There are lots of historic buildings but some modern shopping centres and office blocks too. It's always crowded and busy. The weather's usually very good!

In this example, the first activity mirrors the first one in the *Before you start* section in the current lesson. The second activity begins with students being given instructions to work on their own. Instructions for students to work individually are not given in italics.

D Make some notes about the place where you live.

Prompts are given in boxes like that shown on the left.

Who lives there	How you feel about it
Its status	The weather there
Geographical features	

Check that the students are clear about what they have to do and understand content words/phrases such as 'geographical features' etc. Elicit examples.

E Report to the class.

Example

I live in a three-bedroom apartment with my family in the suburbs of Lisbon, the capital city of Portugal. It's a coastal city and there are lots of fabulous beaches and some fantastic scenery nearby. The city itself is quite noisy and polluted though. There are lots of historic buildings but some modern shopping centres and office blocks too. It's always crowded and busy. The weather's usually very good!

Examples and models are often given in speech bubbles. If you feel your class are strong enough to report their information without the assistance of a model, such as the one shown on the left, then ask them to cover this on their PDF copies, or delay clicking onto this in PowerPoint. You could then reveal the text and ask for comparisons, and/or get them to report their information again.

For less proficient learners, the model can be used as an aid or reference point from the beginning. In this case you may well need to focus on forms which are prominent in the model e.g. verbal constructions such as *I live in...*, *it's a ...*, *the city is...*, *there are ...* etc.

TASK

Everything done so far (except the *Language Review*) can be seen as preparatory to the task in A and C lessons if you are taking a TBLT approach to instruction. For strong versions of this you might wish to start the main body of your lesson here.

Describing Places

Design a leaflet for tourists

A Task.
Read this announcement from a local newspaper.

C Look at this leaflet.

DESIGN IT RIGHT-COMPETITION
We are the number ONE advertising agency for all of your local needs and we are looking for the next generation of marketing professionals. Are you young and creative? Are you passionate about your local area? Do you fit the bill?

If the answer is 'yes' to these questions, design a TOURIST LEAFLET and win yourself a trip to a destination of your choice in our region for a day for four people.

Send your entries to this email address as an attachment:
competition@designitright

B You have decided to enter the competition. Work in small groups. Talk about these things.

- The type of people who might visit your choice of place
- The destinations you should include in your leaflet
- Why tourists should go to these places
- Adjectives you could use to make your leaflet interesting
- The use of a title-pictures-bullet points

Pre-Intermediate (A2-B1) Unit 2: Lesson 2A © Copyright ESLTeenStuff.com. All rights reserved.

TASK Design a leaflet for tourists

Look at this leaflet.

Read this announcement from a local newspaper.

DESIGN IT RIGHT-COMPETITION
We are the number ONE advertising agency for all of your local needs and we are looking for the next generation of marketing professionals. Are you young and creative? Are you passionate about your local area? Do you fit the bill?

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Talk about these things.

The type of people who might visit your choice of place
The destinations you should include in your leaflet
Why tourists should go to these places
Adjectives you could use to make your text interesting
The use of a title-pictures-bullet points

Create your leaflet.
Display your leaflet.
Read and evaluate the other leaflets.

It is important for students to realise that using their L1 during the task itself will be counterproductive since both you, as their teacher, and their colleagues will be assessing how well they marshal their available linguistic resources holistically to complete the communication goal embodied in the task.

Describing Places

Design a leaflet for tourists

The task is clearly shown in the title of the PDF page or PP slide. You might want to highlight the goal of the task at the beginning of this section of your lesson.



Task.

Read this announcement from a local newspaper.

Instructions are crucial for tasks. These have, therefore, been carefully staged for you to make sure a step-by-step approach can be taken.

Nunan (2004, p35) notes that 'the 'art' of TBLT is knowing when to remove the scaffolding' and that if this is done too early the teacher will run into trouble. This is the reason why tasks have been carefully presented in steps in these materials. It is the teacher who will be uniquely aware of how to manage the extent to which the choices outlined in the preceding section, and during the task itself, 'will result in a lack of challenge which negates the independence required for autonomous language use' (*ibid*) or if their students will flounder. This is Nunan's first 'principle'. The others are that tasks 'should grow out of the ones that have gone before', recycled language maximises learning opportunities, learners learn best by actively using the language, the relationships between linguistic form, communicative function and semantic meaning should be clear, a move from reproductive to creative

language use is encouraged and opportunities to reflect on performance and what students have learned are given. (Nunan, 2004, pp35-37)

DESIGN IT RIGHT-COMPETITION

We are the number ONE advertising agency for all of your local needs and we are looking for the next generation of marketing professionals. Are you young and creative? Are you passionate about your local area? Do you fit the bill?

If the answer is 'yes' to these questions, design a TOURIST LEAFLET and win yourself a trip to a destination of your choice in our region for a day for four people.

Send your entries to this email address as an attachment;

competition@designitright



You have decided to enter the competition.

Work in small groups.
Talk about these things.

- ♦ The type of people who might visit your choice of place
- ♦ The destinations you should include in your leaflet
- ♦ Why tourists should go to these places
- ♦ Adjectives you could use to make your text interesting
- ♦ The use of a title-pictures-bullet points



Discover the city of the explorers

One of Europe's most picturesque and attractive capital cities, Lisbon is built on a series of hills with captivating views from every angle. Don't miss the many world heritage monuments and wander the ancient streets of the old quarters of Alfama and Bairro Alto. Lisbon is officially Europe's best value capital. The weather is mild even in winter and the surroundings offer the chance to relax on sandy beaches, visit fairy-tale castles and appreciate the stunning countryside. Don't miss out!

Visit romantic Lisbon

Task instructions are often given accompanied by a short text which develops the context and gives a reason, and a goal, for the completion of the task.

Spend some time on this.

This will be followed by further instructions and prompts designed to provide scaffolding for the learners when they do the task.

Avoid giving explicit linguistic input at this stage.

Further instructions are given and deeper contact with the context developed so far.

Lessons aimed at students with lower levels of proficiency provide additional scaffolding, such as, for example, the prompts shown here. Your judgement is required as to whether the challenge for your students would be too great without them.

Make sure instructions are understood now rather than having students stop the task to clarify things you could have dealt with earlier.

Models of a finished product (this example), or a solution to a problem, are sometimes provided, again especially useful for students who are at a lower level of proficiency.

You will need to have these covered/hidden during the tasks themselves.

The idea behind these tasks is for you and your students to find 'gaps' in their knowledge and skills while using language in real time. For this reason, monitoring them, and their output, closely is key. Structured feedback has been included in the lessons as the next phase of the lesson.

Prelude to feedback

Assessment lies at the heart of teaching and learning and the ongoing feedback provided by formative assessment in the form of diagnostic observation of learner performance on classroom activities and tasks is vital. Opting to use the next section of the lesson is, therefore, probably a wise choice. We are, in effect, seeking to maximise positive *washback*, 'the degree to which a test affects the curriculum that is related to it.' (Brown, 2005, p295) We suggest that such feedback might be recorded so that it can be produced as evidence (or otherwise!) of progress. It may be an idea to point out the relevance of feedback to your students and involving them directly can help shape their learning considerably.

In these resources, learners either give feedback on their own performance as an individual or as a member of a group. Alternatively, feedback can be given by a partner, other members of their group, or from the class as a whole. Full guidance is given on the page or slide devoted to this important phase of any lesson. This section of the lesson can easily be harnessed, as mentioned, as a source of formative assessment by, for example, simply discussing and recording results. In whichever ways you decide to use this part of the lessons remember that reflection is a key element in tasks and you may well gather useful information not only about the performance of the learners but also their feedback on what they thought of the resources themselves. Such information is invaluable for planning how you might adapt, exploit or replace these for later lessons.

Describing Places


How did you do?

A Task feedback:
Assess your classmates' leaflets.
Give each one a mark out of ten for each of these categories. The leaflet;


	SCORE
Would persuade me to visit if I was a tourist.	<input type="checkbox"/>
Was easy to read and informative.	<input type="checkbox"/>
They used verbs such as could and might to do the same thing.	<input type="checkbox"/>
Was well-organised.	<input type="checkbox"/>
Was visually attractive.	<input type="checkbox"/>
Used noun phrases with adjectives accurately.	<input type="checkbox"/>

FEEDBACK

- Suggest improvements based on your scores.
- Suggest some corrections on the language used in the leaflets.
- Vote on which entry would have the best chance of winning the competition.



B Read this model leaflet.



Goa is one of the high points of any visit to India. Located on the subcontinent's western coast the tiny island of Goa itself is a truly enchanting location for young and old alike. With its exotic landscapes, golden beaches, rolling hills, amazing sea food and its calm atmosphere, a visit to Goa is first choice for both Indian and foreign tourists. Refreshing for the body as well as the soul. Here are some of the high points:

- Goa's world-famous beaches cover about 128 kilometres of coastline where a full range of accommodation from luxury hotels to budget price beach huts.
- Getting there is easy and affordable. Goa has a first-class international airport.
- There's no lack of cultural destinations to enjoy including the Bom Jesus Basilica, Fort Aguada and the wax museum with exhibits showing Indian culture and, of course, the fascinating Heritage Museum.
- Shopping in Goa is a real pleasure-from its centuries old traditional handicraft markets to its high-end stores.

Don't miss out on the holiday destination of a lifetime.

Task feedback

How did you do?


Assess your classmates' leaflets.

Give each one a mark out of ten for each of these categories. The leaflet;

Would persuade me to visit if I was a tourist.
Was easy to read and informative.
Was well-organised.
Was visually attractive.
Used noun phrases with adjectives accurately.

FEEDBACK

- Suggest improvements based on your scores.
- Suggest some corrections on the language used in the leaflets.
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Read this model leaflet.

Goa is one of the high points of any visit to India. Located on the subcontinent's western coast the tiny island of Goa itself is a truly enchanting location for young and old alike. With its exotic landscapes, golden beaches, rolling hills, amazing sea food and its calm atmosphere, a visit to Goa is first choice for both Indian and foreign tourists. Refreshing for the body as well as the soul. Here are some of the high points:

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- Shopping in Goa is a real pleasure-from its centuries old traditional handicraft markets to its high-end stores

Don't miss out on the holiday definition of a lifetime.

Give each one a mark out of ten for each of these categories. The leaflet;

	SCORE
Would persuade me to visit if I was a tourist.	<input type="checkbox"/>
Was easy to read and informative.	<input type="checkbox"/>
They used verbs such as could and might to do the same thing.	<input type="checkbox"/>
Was well-organised.	<input type="checkbox"/>
Was visually attractive.	<input type="checkbox"/>
Used noun phrases with adjectives accurately.	<input type="checkbox"/>

In this example, student-produced leaflets are displayed and classmates are asked to assess these using the criteria shown on the left. They then discuss and compare ideas as a class. In general, criteria used for student-student feedback are based on relative success in solving the communication problem enshrined in the task, as well as fluent and/or accurate language use in trying to solve it in real time. The latter includes coherence and cohesion of text, pronunciation, and the attention paid to the audience at whom the communicative act was aimed, as well more overtly linguistic issues.

You may choose to intervene at this stage and provide positive and negative feedback on issues raised.

FEEDBACK

1. Suggest improvements based on your scores.
2. Suggest some corrections on the language used in the leaflets.
3. Vote on which entry would have the best chance of winning the competition.



Usually, a less formalised extension (or an alternative with minimal rewording on your part) can be given.

As always, what you choose to include will need to fit with time and institutional constraints you work under.

The feedback activities have been set out in this way to allow you to choose to use either activity, none, or both.

In this case, if both alternatives are used, attention shifts from what was produced to a more overt focus on what could be improved.

Goa is one of the high points of any visit to India. Located on the subcontinent's western coast the tiny island of Goa itself is a truly enchanting location for young and old alike. With its exotic landscapes, golden beaches, rolling hills, amazing sea food and its calm atmosphere, a visit to Goa is first choice for both Indian and foreign tourists. Refreshing for the body as well as the soul. Here are some of the high points:

- Goa's world-famous beaches cover about 128 kilometres of coastline where a full range of accommodation from luxury hotels to budget price beach huts.
- Getting there is easy and affordable. Goa has a first-class international airport.
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- Shopping in Goa is a real pleasure-from its centuries old traditional handicraft markets to its high-end stores.

Don't miss out on the holiday destination of a lifetime.

Model solutions to problems are provided in some lessons.

Alternatively, explicit focus is made to an area of language using boxes called *About Language/Find out about language*. (See next section.)

Either way, the aim of this part of the lesson is to provide space for learners to reflect on what they have done and to help them identify knowledge and skills gaps which may be amenable to treatment at a later date.

Almost certainly, the learners will want to know what you have to say and this might be an opportune time for this move, if you haven't done this already.

Alternatively, you might have made a note of language used during the task or as recorded in writing. You could use this as alternative input for the Language Review section of your next lesson.

Tasks can be, and should be according to e.g. Willis (1996) and Nunan (2004) among others, fruitfully repeated at a later date and the results of the original attempt compared with those of the second. This is recommended if time permits.

Thematically linked to the task, this section of the lesson can include one or more activities which promote additional skills work, explore linguistic themes explicitly and/or promote learner development. As shown here, it sometimes includes a model of the product of tasks.

Describing Places

Language patterns

A Task follow on.
Read the below information.

ABOUT LANGUAGE
Key Patterns

- There a small number of patterns you can easily learn which will help you increase your vocabulary a lot.
- Here are some useful patterns to look out for:

adjective + noun- a tiny island
verb + noun- visit India
verb + adverb- arrive safely
noun + noun- summer clothes

B Look at these examples of key patterns.

a picturesque city (adj + n.)
an attractive capital (adj. + n.)

Work with a partner.
Make a note of examples.

adj. + n.
a coastal city
good weather
a historic town

Can you remember any other examples from earlier in the lesson?

Task follow on **Language patterns**

ABOUT LANGUAGE
Key Patterns

- There a small number of patterns you can easily learn which will help you increase your vocabulary a lot.
- Here are some useful patterns to look out for;

adjective + noun- a tiny island
verb + noun- visit India
verb + adverb- arrive safely
noun + noun- summer clothes

Look at these examples.
a picturesque city (adjective + noun)
an attractive capital (adj. + n.)

Work with a partner.
Make a note of examples.

adj. + n.
a coastal city
good weather
a historic town

Can you remember any other examples from earlier in the lesson?

Combine words from each column to form phrases.

attractive	view
captivating	castles
ancient	city
old	countryside
best-value	streets
sandy	capital
fairy-tale	quarter
stunning	beaches

Compare your ideas with this text.

Discover the city of the explorers

One of Europe's most picturesque and **attractive** capital **cities**. Lisbon is built on a series of hills with **captivating** **views** from every angle. Don't miss the many world heritage monuments and wander the **ancient** **streets** of the **old** **quarters** of Alfama and Bairro Alto. Lisbon is officially Europe's **best-value** **capital**. The weather is mild even in winter and the surroundings offer the chance to relax on **sandy** **beaches**, visit **fairy-tale** **castles** and appreciate the **stunning** **countryside**. Don't miss out!

Visit romantic Lisbon

Can you remember any other examples?

If your preference is for a high percentage of your lesson time being devoted to explicit input, this page/slide will be important for you.

ABOUT LANGUAGE

Key Patterns

- There a small number of patterns you can easily learn which will help you increase your vocabulary a lot.
- Here are some useful patterns to look out for;

adjective + noun- a tiny island
verb + noun- visit India
verb + adverb- arrive safely
noun + noun- summer clothes

This example shows an *About Language* lesson insert. Learners are asked to read some basic information about a key feature of the target language, in this case, various commonly-used phrase types.

These are highlighted as examples of very frequently used constructions if you take a grammatical slant, or collocations if you choose to focus on them as lexical items.

The pedagogical aim here is to develop student noticing skills by supplying categories of multi-word regularities below clause or sentence level which learners can look out for in texts they encounter in class and elsewhere.



Look at these examples of key patterns.

a picturesque city (adj + n.)
an attractive capital (adj. + n.)



Work with a partner.
Make a note of examples.

adj. + n.
a coastal city
good weather
a historic town

Can you remember any other examples from earlier in the lesson?

The students now move on the focus on one example language pattern (adjective + noun) and are given some exemplars of this from earlier in the lesson.

Students could at this stage be asked to search for and mark examples from their own work and/or the model tourist leaflets provided earlier.

These could then be collected on the board, noted down in or used in a game-like activity.

One of the above texts could be used to round this activity up and further examples extracted from this.

Lesson summary and self-study suggestions

Lesson objectives are re-visited, suggestions for self-study (homework) are given and the lesson rounded up. Usually, a number of suggestions for homework are given and varying degrees of formality might be involved. (PowerPoint version not shown here.)

Today you...

- ♦ Talked about different places and what makes them more, or less, appealing to you as places to live or to visit.
- ♦ Presented the place you live, read a text about a city and then produced a leaflet written to persuade tourists to visit your region or city.
- ♦ Read a text about a tourist destination in India and analysed a text from earlier in the lesson to help you notice examples of the pattern adj. + n.

Homework Idea

Look at your leaflets again.

- ♦ Note down any adjective + noun combinations you find.
- ♦ Bring these to the next class.

Look at the text about Goa. Use a highlighter pen, find more examples and mark these.

Start a section of your folder or notebook for vocabulary on the topics 'places' and 'travel'.

Objectives have been reworded but their order and content remain the same. This time however, the focus is retrospective and links can also be made to subsequent lessons by telling the learners what they will be doing in these.

For self-study in this lesson, students are encouraged to explore the lexical patterns they saw earlier and the suggestion is made for them to start recording these in a systematic way.

3.8 ADDITIONAL LESSONS (B AND D)

In the interests of flexibility, we have included additional full lesson resources in the form of B and D lessons for each unit number and at all levels. It is worth remembering that as learners progress in terms of their proficiency in using their second language, the degree to which scaffolding will, and probably should, support your lessons and activities can be loosened considerably. These lessons are there to add additional possibilities for the exploration of themes while maintaining a useful framework within which to work.

3.9. Lesson Overview (B and D)

The previous section considered how tasks can form a core unit of lessons and plans of work. As mentioned earlier, tasks can be present in various forms and be used to support different types of approach to staging of lessons. B and D lessons are no less structured but these are based on activities rather than tasks. In either case, 'planning is made easier by having a clear format to lessons' (Nation and MacAlister, 2010, p104) and this is most probably best actualised in the form of 'blocks or threads' (*ibid*) of different types of activity.

In this section, we move on to show how a range of activity types can contribute to the provision of a balanced approach to inclusion of *meaning-focused input*, *meaning-focused output*, *language-focused learning* and *fluency development*. Examples will be taken from one lesson (the B lesson following the A lesson from the previous section) and further notes on characteristics of these activity types can be found in the section following this one.

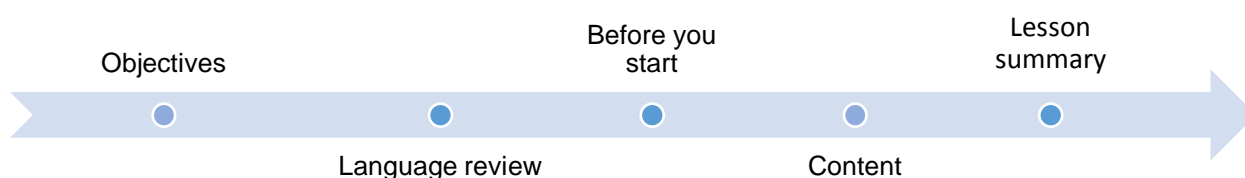


Table Four-overview of B and D lesson structure

Table Four shows the structure of **B** and **D** lessons. A quick glance at this will make immediately clear that whereas a clear macro-structure was given for the central part of the task lessons A and C, this is not the case here. Although the outer structure of the lesson has been maintained, i.e. the retention of *Objectives*, *Language review*, *Before you start* and *Lesson summary* sections, the task sequence has been replaced by a much looser approach to content. There are good reasons for this, as we discuss in a moment. Once again, the sections shown have been designed to be followed in the order presented and we suggest that you consider respecting this, especially if you are a novice teacher. However, changes can easily be made here too, in line with your learners and your working constraints. Once again, sections can be safely supplemented, replaced or dropped, or their order changed, if you identify a need to do any of these things.

3.10. Lessons B and D-elements and activities

'Methods and approaches' have been criticized as reliable guides to practice because of their over-reach, in the sense of a cure-all for all situations, on the one hand, and their over-attachment to one set of practices where the role of the teacher was to learn and follow the rules, of e.g. audiolingualism, on the other. (Richards and Rodgers, 2012, p244) Perhaps if the focus were placed more on the techniques which could be marshalled when planning to use a particular activity, these problems might be avoided. Nation and Macalister (2010) identify four sets of such activity types each with their own characteristics in terms of implementation. These are *experience*, *shared*, *guided* and *independent* activities. The distinctions between them are worth remembering. We illustrate each type of activity below. However, before reading on it may be instructional to keep in mind the following general framework (adapted from Scrivener, 1994) for setting up and running virtually any activity.

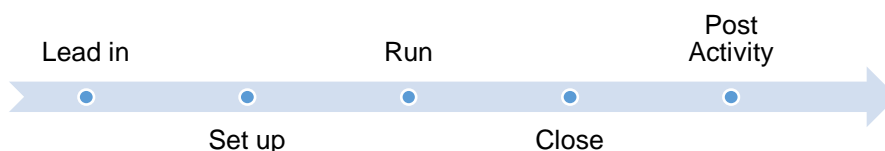




Table Five-a framework for running activities

An experience activity

Experience activities can be used effectively when the focus is on the exchange of meaning and the goal is fluency development. Such activities rely on a high-level of control and usually involve a lot of preparation on the part of the teacher. Learners perform safely within the limits of their current state of knowledge and this knowledge is provided from within the current lesson or from a previous lesson. The whole content for this activity is shown below.

Reading	Getting from A to B	Decide which of the words and phrases were NOT used in the text.	The activity evolves through the use of a written model and is supported by an optional ordering activity, itself linked to the lesson supplement in the next section. Learners describe a journey at the end. The activity follows on from one which culminated in learners describing their daily journey to school to a partner (see below) in the previous phase (page) of the lesson.
Look at these vocabulary notes on the topic of 'transport'. buy/book/get/ a ticket buy/get petrol-fill up rail-road-motorway by car go quickly-take your time from...to... set off-arrive/get there stop off-take a break a garage-motorway services look on the way		Decide on the order the places were mentioned.	
Read this diary entry about a journey. We set off from the coastal town of Amble, where Grandma lives, at 9.00. The kids sat at the back. We filled up at the garage just outside Amble. It was rush hour so we took our time and arrived on the outskirts of Newcastle at 10.15, stopping off on the way for a snack at the Snowy Owl Hotel north of the city. We took the A69 across to the west so we could avoid the city centre traffic. From there we took the M6 motorway down to Lancaster. Lovely views of snow on the Lake District mountains. We took a break at Tebay Motorway Services so we could use the toilets. It's only 30 minutes from there to Lancaster, so we got there at just after 3.30. Not bad. We all had an early dinner.		Make notes about a journey you've been on. Use your notes and <i>tell a partner</i> about your journey.	

D Think of a journey you make often.
Describe what you see to a partner.

Example



I usually come by car. My mother gives me a lift and it takes about forty minutes to get to school. On the way we pass the shopping centre...the bus station...the park in the centre of town.. and then cross the bridge over the river.

Learners are first assisted to recall the activity from the previous section of the lesson and potentially useful lexis is then introduced. This is part of the build up to the culmination of the lesson supported by the instructions at the end of the current slide/page.

The model in the previous section of the lesson (shown on the left) highlighted how the sequencing of a journey might be realised linguistically. Using short manageable sentences, the additive effect of phrases such as 'the bus station' in spoken language and simple connectors might all be the focus here. The language is highly controlled in this type of activity.

A Look at these vocabulary notes on the topic of 'transport'.

- ♦ buy/book/get/ a ticket ♦ set off-arrive/get there
- ♦ buy/get petrol-fill up ♦ stop off-take a break
- ♦ rail-road-motorway ♦ a garage-motorway services
- ♦ by car ♦ look
- ♦ go quickly-take your time ♦ on the way
- ♦ from...to...

Having made the link between the previous lesson and the current one, the lexis shown here might be usefully employed to extend the theme of describing a journey to other contexts.

Notice that attention has been given to presenting this not exclusively at individual word level. This is a common thread to the way lexis is treated at all levels and across the resources.

Again, the order in which you approach the phases shown here can be manipulated. For example, eliciting the items prior to exposure to the model text (shown in B) might help retention.

B Read this diary entry about a journey.

We set off from the coastal town of Amble, where Grandma lives, at 9.00. The kids sat at the back. We filled up at the garage just outside Amble. It was rush hour so we took our time and arrived on the outskirts of Newcastle at 10.15, stopping off on the way for a snack at the Snowy Owl Hotel north of the city. We took the A69 across to the west so we could avoid the city centre traffic. From there we took the M6 motorway down to Lancaster. Lovely views of snow on the Lake District mountains. We took a break at Tebay Motorway Services so we could use the toilets. It's only 30 minutes from there to Lancaster, so we got there at just after 3.30. Not bad. We all had an early dinner.

As noted, the model text in the current lesson section mirrors and extends that from the previous lesson phase. Further work on sequencing is provided by the ordering of a set of photographs showing the phases of the journey described in the text.

The objective for this activity, is to make the speaking phase at the end of this section of the lesson easier for the learners, allowing them to exchange meaning without undue focus on form. The goal, that is, is fluency. Consequently, knowledge they need has been provided in order to reduce cognitive challenge.





These activities involve support from other learners, i.e. pair or group work, so that learners can achieve what they could not do left to their own devices. They provide ample opportunity for both input and output and 'allow learners to work at a level beyond their normal level of proficiency.' (Nation and Macalister, 2010, p101)

Before you start On your way

Work with a partner.
Divide the items in the list into these categories.

Town/City	Country	Both
a cottage an apartment block a house a mansion office blocks a village shop a shopping centre a laundry a cinema complex woods a park a lane a stream a footpath an underpass fences a bus station a bus stop a car park a pedestrian crossing a roundabout		

Compare with another pair.
Work as a group.
Add more items to each category.
Swap lists with other groups.
Make a note of new vocabulary.

How do you get to school?
Do you follow the same route every day?
What do you see on your way to school?

Think of a journey you make often.
Describe what you see *to a partner*.

Example
 I usually come by car. My mother gives me a lift and it takes about forty minutes to get to school. On the way we pass the shopping centre...the bus station...the park in the centre of town.. and then cross the bridge over the river.

On this slide, as is often the case, there are two distinct activities. Here we look at the first of these, i.e. all of the materials up to the second set of pictures. The activity promotes achievement through group work. Learners have equal access to input but are unlikely to be familiar with the same lexical items in the list, giving them an opportunity to actively contribute and to work beyond their level of proficiency collaboratively.

- a cottage - an apartment block - a house - a mansion - office blocks - a village shop - a shopping centre - a laundry - a cinema complex - woods - a park	- a lane - a stream - a footpath - an underpass - fences - a bus station - a bus stop - a car park - a pedestrian crossing - a roundabout
---	--

Learners are initially asked to work in pairs to engage with the lexis (from the PDF) shown on the left. Prior to this some explicit focus on form might be given. Here, for example, the possibilities exist to highlight e.g. word stress in noun phrases, i.e. single words and noun + noun combinations.

Teacher input on issues of meaning should be delayed until the end of the activity as a whole, since its objective is for the learners to share information and identify gaps in their knowledge.

Once initial explorations have been conducted, learners begin the activity proper in pairs. In this case negotiation of meaning is highlighted.

Learners should note their conclusions for later comparison with another pair of students.

(Instructions for your management of the class are given in italics.)



Before you start. *Work with a partner.*

Divide the items in the list below into these categories.

Town/City	Country	Both



Work as a group.
 Add more items to each category.
 Swap lists with other groups.
 Make a note of new vocabulary.

Learners can be asked to compare the items they have allocated to each category and explain their choices.

They then pool knowledge and ideas can be checked as a class. The post activity phase suggested involves learners noting items which are new to them.

Shared activities can be used at any point in a given lesson. In this case the activity has been positioned in the *Before you start* section of the lesson. This could, of course, be easily changed.

A guided activity

These provide a lot of support for learners since they involve the use of partly completed activities. Guided activities are usually heavily language-focused and although they perhaps ought to be used more often for preparation for focus on meaning, they are very often the dominant type of activity used by many teachers. Guided activities include using model texts, language-focused preparation for tasks, completion activities such as 'gapped texts', repetition of model sentences, substitution of lexical items in sentence frames, ordering activities etc. Usually occurring early in lesson sequences, 'some lesson formats are almost completely dominated by language focused instruction to the unfortunate exclusion of meaning focused activities.' (Nation and Macalister, 2010, p100) We have used them sparingly and almost always as preparation for meaning-focused activities and tasks, or as optional support for these.



Read the next part of the text.

So, I got up at 5 in the morning. The taxi was waiting outside the house. I'd booked it the night before. When I got to the airport I checked in and went through security with no problems at all. But after that I had to queue for a while at the passport control. The plane took off on time and I actually arrived in Miami an hour early. I then waited in baggage reclaim... and waited. Finally, after everyone else had gone an air-steward came and asked me if I was OK. My bag had fallen off the belt! The air-steward found it an hour later. In the end I had to rush to catch a bus to my hotel.

This activity is the second of two on the same page/slide and follows approximately the same format as the first. In that activity, the focus was on lexical items embedded in a model text, in this one learners are asked to find and order cohesive devices used for sequencing spoken text in monologue form, e.g. *when, then, after that* etc.

The target language is presented in the text which the learners search and the goal, i.e. to focus on the order that the target items have been used, is unlikely to result in any errors being made.

This can be used as preparation for the next of the activity.



Work with a partner.

Put these words in the order they appear in the text.

- ◆ When ◆ In the end ◆ Then
- ◆ After that ◆ Finally



Look at your notes you made about your journey on the previous page.

Tell *your partner* about your journey.

Use the words in the box in E.

Although the instruction here is for students to work in pairs, this could be done individually first and then ideas checked with a partner.

You could, at this point, check understanding of the function and meaning of the items by e.g. asking students to recount the steps in a local journey they made recently.

The option given here is for them to repeat an activity they did on the previous page, wherein they used notes and rehearsed telling a partner about a longer journey they have made.

Other activities which lend themselves to this approach include running dictation, dicto-gloss, substitution tables, ordering cut-up text or pictures, among many others. With learners of lower levels of proficiency these can help prepare them for more challenging tasks and activities.

In all cases, learners are given substantial support through the presence of some sort of model to which they can refer while focusing limited attentional resources on the items of language which have been highlighted. While not particularly challenging or realistic in terms of the types of thing language does when used in the real world, this type of activity provides an immediate goal, gives learners items which can be practiced prior to use in a later phases of lessons, or can be used for review/extension of what has been covered earlier in the lesson or course.

An independent activity

More likely to be found later in lesson sequences and courses and/or used with more proficient learners, these activities involve learners working with very little or no assistance and involve little or no preparation from the teacher. Effectively, independent study activities can be seen as ‘the ultimate goal of the other three’ (Nation and Macalister, 2010, p103) since with these the learners take control of their own learning. These activities rely on them bringing to bear their own resources exclusively. In the example shown below, the stages preceding the ultimate phase of the activity lend no support to how the learners actually do what is asked of them ultimately. This is for them to decide.

Make notes on your answer to these questions.

- ◆ Why did you go there?
- ◆ When did you go?
- ◆ Who were you with?
- ◆ How did you get there?
- ◆ What were the highlights?
- ◆ Were there any problems?
- ◆ Why you would recommend the place to others? Why?

This phase is purely there to provide focus on the topic for the coming activity.

It could be easily dropped or the instruction rephrased so that students decide themselves what they’d like to say about a favourite place they have visited.

An alternative way to do this might be to allocate one question to each student.



Tell the class about your place.



Decide on the top three destinations the people in your class would like to visit.

Phase E is there to provide content on which the learners can work and then make judgements in Phase F. Phase F is the activity proper. Students could be asked how they would like to action this. There are many possibilities; creating a short text, telling the class which destinations they have chosen or holding a class vote, among others.

This approach has wide scope. Other activities which might be included here are extensive reading of unmodified text, reading film or TV show subtitles, preparing and giving a talk on a subject of interest, telling jokes, taking part in interviews, informal conversation, writing assignments or reports and notetaking. (Nation and Macalister, 2010, p102).

The activity types in this section can work effectively in combination. How you do this will depend on how much support you feel your learners need on the one hand and the level of challenge they would respond to on the other. As we have tried to show, ESL TeenStuff lesson materials have been designed to make these choices available to you and we return to these issues when we take a look at adaptation and lesson supplements in a later section.

3.11. Interlude Two-strands and activities

Following the suggestions of Nation and Macalister (2010, p90) we have been guided by a view of our materials as a basis for facilitating instructional sequences ‘consisting of four strands which are given a roughly equal amount of time.’ For the sake of clarity, in this section we give brief outlines of defining characteristics of the four principle strands running through the resources as a whole and the lesson materials in particular.

To reiterate, in whichever contexts they are enacted, all language courses need to ‘provide a balanced range of opportunities for learning.’ (Nation and Macalister, 2010, p90) The four strands outlined below, as a rough and ready guideline, should remain approximately equal in terms spent on them for the duration of a course or lesson. When you are planning you might, as a quick check, ask yourself what will be the relative proportion of each which runs through any particular course or lesson. You should arrive at a figure of approximately 25% for each in most cases.

Meaning-focused input

This means reading and listening for the purpose of decoding messages in text and not text used as a vehicle for language focus. According to Nation and Macalister, the conditions for learning should include copious opportunities to engage with text with a ‘low density’ (*ibid*) of unknown items and the focus should be primarily on the message. It is commonly assumed that sufficient exposure alone is a powerful aid to acquisition. However, the assumption that learners will ‘automatically pick up the L2 and gain greater fluency’ (Loewen, 2015, p146) is probably an unfounded one for most students. It therefore becomes incumbent upon educators to make sure that learners are given as many opportunities as possible to interact with text as text when realised through both written and spoken channels. Learners need;

- To realise that acquisition can only take place when they are actively engaged in decoding and encoding messages in the contexts of actual acts of communication. (Long, 2011)
- To develop understanding that meaning is primary, that the role of focus on form is to support the exchange of such meaning between communicators and that language acquisition is primarily, though not exclusively, implicit (unconscious) in nature.
- To understand that some focus on form in naturalistic input will be beneficial for acquisition but that not all classroom engagement with text derives from a pedagogical agenda.
- To be given space to develop strategies through which they can ask for repetition, challenge messages imbedded in text and relate input to their own world-experience.

Meaning-focused output

Meaning-focused output is learning through speaking and writing. The idea that we could provide a strong diet of input and let the learning take care of itself has fallen by the wayside and it is now generally recognised that 'input is necessary, but cannot be sufficient' for L2 acquisition to take place (Ortega, 2009, p62). Activities supporting meaning-focused output are characterised by the following;

- Meaningful opportunities to use language through speaking and writing have the advantage that these seem to fit with the point of need of learners.
- Meaning-focused speaking activities where attention is focused on interactional and transactional language use (Nation and Macalister, 2010, p90) and a regular diet of meaning-focused writing tasks.
- In providing opportunities for meaning-focused output we recognize that implicit knowledge (of how to do something) is procedural in nature, as opposed to declarative (the recitation of facts about something). (DeKeyser, 1998)
- This encourages learners to pay attention to linguistic features of this output themselves, which in turn reflects their own internal readiness to do so
- Providing opportunities to interact is central to the development of proficiency. (Ellis, 2005).

Language focused learning

Not limited to corrective feedback, recasts and clarification requests during interaction, this means drawing attention to linguistic features of text (spoken and written) overtly. Although Nation and Macalister (2010, p92) note that 'in most language courses too much time is spent on such learning', they also point out that 'there is plenty of research to show that it can make very effective contributions to language learning.' (*ibid*, p93) In our materials we have tried to address this key issue through;

- The promotion of noticing of patterns in context and the development of noticing skills are written into activities and texts throughout the lesson materials. For those following the lessons as written, we systematically build up support in this area of learning and explore a wide-range of lexico-grammatical patterns exemplified in text.
- Supplementary materials focused on explicit presentation of linguistic features of English and their practice. *About Language/Find out about language* inserts into lessons. These are quick five-minute reminders of salient issues relating to linguistic issues which may have when students have engaged in an activity or task.

- *Dictionary skills.* A systematic approach to using learner dictionaries written into lesson content.

Fluency development

The construct of *fluency* is often contrasted with that of *accuracy*. In practice, both are rather difficult to define adequately. According to (Nation and Macalister, p93), *fluency* means learners ‘making the best of what they already know’ and it is in this area in which most payoff for learners can be expected. A more useful, because it is observable, definition for our purposes as teachers is that of Ellis and Barkhuizen (2005), i.e. ‘the production of language in real time and without any undue pausing or hesitation.’ This implies;

- That we emphasise focus on the meaning of messages over the forms which are used to express them.
- The imposition of managed pressure in terms of time conditions and task complexity
- Plentiful opportunities for practice need to be included in class in order that students can take full advantage of developmental opportunities in using all four skills.
- The materials should provide a level of familiarity lacking in the face-threatening real world.

We have attempted to take this balanced approach in order to support cognitive aspects of second language development, to respect individual differences and to take into account the sociocultural diversity found in all classrooms. If you decide to move away from the path outlined in these guidelines and feel that substantial adaptation, reordering or supplementation of the lesson materials suits your context and beliefs, you might do well to remember to aim to maintain the balance between these four strands. The next section outlines how you might go about making changes if you decide to do so.

ADAPTATION AND DEVELOPMENT-LESSON SUPPLEMENTS

4.1. A need to adapt

Materials, of course, will always need to be tuned (Jolly and Bolithko, 1998) to the context in which they are used and ‘the trigger for this’ (Magrath, 2002, p194) is the teacher’s evaluation of how effective a given sequence of activities might be from their unique perspective. Being able to adapt content to the needs of learners on the spot is an important competency that second language teachers need as part of their professional knowledge base but they also need to apply equally good judgement when planning which content to use in their lessons. McGrath (2002, p59) identifies four sets of cognitive processes involved in decision-making of this nature, each stage requiring increasing effort on the part of teachers, and a corresponding increase in risk for the objectives of the lesson. These are;

- Selection of materials which remain unchanged and are delivered as intended
- Omission of an activity, lesson or stage from the materials
- Adding additional elements to existing materials
- Replacing existing materials altogether

McGrath (2002, p64) also points out that principled adaptation of materials can be justified to make them more suitable in some way for the learners and/or the teacher, or to compensate

for the inevitable deficiencies they will surely have. If such changes are motivated by an attempt to make learning a richer and more rewarding experience, and thus increase the level of motivation of either learners or teachers, then this move will support the goals of the curriculum.

If, however, you are inexperienced at this, we suggest that you ask yourself the following questions when considering investing valuable time and effort to make changes to instructional materials.

- What is my precise justification for making this change?
- Do I fully understand the objectives of the lesson/activity?
- Do I have the necessary expertise to make my change without undermining these objectives?
- What does the original activity require the learners to do? Does this fit with what I know about my students as learners and my own competencies as a teacher?
- Will the changes I make improve the lesson as a whole?
- If I do decide to make a change, what exactly will the learners be required to do and will this contribute to their development more effectively? How?
- How can I make the activity do what I want it to do for the learners' benefit?
- How will I evaluate the effectiveness of my changes?
- Will the learners and other stakeholders accept the changes I plan to make?

Adapted from Cunningsworth (1984)

Two final factors should not be overlooked here. Firstly, in general, you will have more scope for adaptations at the level of content the higher your learners' level of proficiency, and secondly, your expertise at recognizing the effects of adaptations on the desired outcomes of lessons and activities will be important. As already mentioned, this is a key element in defining your knowledge base as a teacher and may need principled consideration.

As we have tried to emphasize, no set of course materials produced outside of a particular context will be sufficient on their own to meet the complex needs and objectives of learners in that context. Consequently, some compensation for this lack of fit will very often be needed and this can take two forms, adapting the materials to the context and supplementation of the materials to make up for gaps discovered in them. (McGrath, 2002, p79)

The following options are ideas you could use to tailor activities to suit the needs of your learners more closely without recourse to supplementary materials. These we discuss in the next sections.

- Follow different strands in the lessons. Depending on your time constraints you could use any of the following combinations, all of the lessons, A and C lessons only, B and D lessons only, A and B lessons only, or A and D lessons only. (An example of a section of a plan of work is given later.)
- Move things around. Although lesson materials have been sequenced in a particular way, it is worth thinking about the effects of changing the order of things pages/slides, activities and tasks and stages within these.

- Expand or contract the number of prompts given, the length of time you give for student to do activities, or change the channel of delivery from, for example, a presentation for the class to a collaborative writing task.
- Modify the italicized class management instructions. For example, get learners to do things on their own if they prefer this, form larger or smaller groups or do things as a whole class.
- Localise whenever possible. For example, in the last activity illustrated above this could be as simple as adding that the location should be one in the students' region or country.
- Personalise to increase the relevance to their lives. For example, the same activity could be framed in terms of their own needs, e.g. where would they recommend as a place of study based on their own experiences?
- Maley (1998) suggests that much can be done with texts. His ideas include asking students to add things e.g. adjectives, additional sentences, phrases etc., reducing them in some way, e.g. removing adjectives, rewriting in a different format, as an email perhaps, transferring information from them to a different medium, e.g. a table or a chart, matching e.g. paragraphs to invented titles or photographs, linguistic analysis e.g. word counts of different grammar/content words, base forms and affixed forms with the same base, counts of the number of times different structures are used, discussion of the suitability of the text for publication on e.g. a blog, the creation of a text on a different theme but reusing the function words, e.g. a text about Berlin rewritten to be about, e.g. Bogota or Burundi.

4.2. Supplement to a lesson

As noted earlier, supplements to ESL TeenStuff resources come in two distinct forms, those tied directly to lessons materials and those which are extensions of these. The latter can be either designed to be used as direct support for an activity in the lesson materials themselves or, like the one we are about to show, as additional or alternative ways to cover the same content. These supplements come in many different forms and you will need to judge for yourself whether or not they are suitable for classroom use or as an aid to self-study on an individual basis.

This section illustrates how one lesson supplement, in this case Lesson 2B (A2.1-B1), might be used as support in the classroom. This particular supplement is linked to a text (shown on the left) from that lesson. This served as our example B and D lesson earlier.



Read this diary entry about a journey.

We set off from the coastal town of Amble, where Grandma lives, at 9.00. The kids sat at the back. We filled up at the garage just outside Amble. It was rush hour so we took our time and arrived on the outskirts of Newcastle at 10.15, stopping off on the way for a snack at the Snowy Owl Hotel north of the city. We took the A69 across to the west so we could avoid the city centre traffic. From there we took the M6 motorway down to Lancaster. Lovely views of snow on the Lake District mountains. We took a break at Tebay Motorway Services so we could use the toilets. It's only 30 minutes from there to Lancaster, so we got there at just after 3.30. Not bad. We all had an early dinner.

Having identified an evident gap in the materials, the teacher might decide that the learners in a particular group would benefit from taking a more hands on approach than would be possible through using the PDF or PowerPoint version of the lesson alone.

She might therefore decide to make use of the lesson supplement linked to this activity as support for one section of the B lesson from earlier. Such links are clearly seen on the website and indicated on answer slides/pages.

Lead in

The learners by this stage have worked on some useful lexis to describe a journey and have been asked to identify which phrases have not been used in the above text. The teacher could now ask them to hide their texts on PDF/removes the PP from view. The class could then summarise what they recall from the journey using the phrases they have just worked on as aid, if the teacher feels that such support is necessary. In either case, the learners will almost certainly be unable to recall the place names or pronounce them. The teacher could, therefore, offer support by writing these up (not in the order they appear in the text) and drilling them, or perhaps pointing out other salient linguistic or orthographic features they possess. For example, using the British English version of the supplement, the following could be highlighted and drilled for word stress and pronunciation of 'the', and/or the phrase structure NP + of + NP (e.g. *the coastal town of Amble*) might serve as focus. The whiteboard could then look something like this.

Language Corner	Friday 20 th January
Tebay <u>motorway</u> services	
the Snowy Owl Hotel	
The Lake District mountains	
Lancaster	
the M6 motorway	
the coastal town of Amble	
the outskirts of Newcastle	

Learners could then be asked to try to recall the sequence in which these items occur in the text. The teacher might give a first pass at the text by reading this herself so that they can check or, more likely, defer this for them to do in the 'run' phase of the activity.

Set up

The supplement can now be given out as a handout and the learners directed to the objectives section on this. Some discussion on the theme 'maps' might follow, perhaps asking them whether or not people still use paper versions of these, in which circumstances these may be useful, or whether they prefer using online maps or GPS systems. The next step could be to put the learners into pairs and give only one of them access to the text itself. Instructions can now be given.

LESSON: 2B

A Place of Interest

Supplement title	Type of supplement	Where to use	Objectives
Road Map (US English and GB English versions)	Road map	As you read the text in exercise B on the page "Reading: Getting from A to B" (Page C).	<ul style="list-style-type: none"> Marking a route on a map as your read directions.

An overview is given for use in class or for use in independent study.

Explicit reference is made to the lesson to which the activity is linked.

Run

Once pairs have been set up, the instructions are given. If you have decided to have one student read and the other marking the route on their map, make this clear. Perhaps ask a stronger student to demonstrate if necessary.

Road Map

US English version ESL TeenStuff

1. Work with a partner. Read the text and draw the route the family take on the map. Start at the town of Amble on the east coast.



Clear instructions are given.

Students are here asked to mark places from the text on the map.

This might be used to give them the opportunity to listen or read, depending on how much support you feel is necessary or which skill(s) would benefit most at this stage.

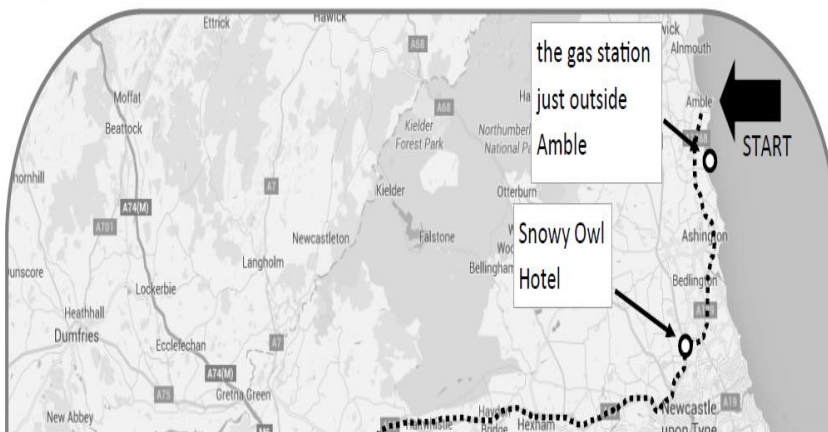
Close

Road Map

US English version ESL TeenStuff

ANSWERS

1. Work with a partner. Read the text and draw the route the family take on the map. Start at the town of Amble on the east coast.



You could now ask the learner who read the text to remove this from view and repeat the activity with the students reversing roles.

You could then refer back to the items on the board and elicit the order in which they occur in the text and then have the learners compare their routes with other pairs or as a class.

Finally, you might ask the learners to check their routes against that suggested on the handout.

Post activity

For this stage, you could return to the PDF or PP lesson and ask the learners to match the places on the map with the photos found there before following the instructions to make notes on a journey they have been on and presenting this to the class. Alternatively, you might ask them to guess distances, duration of journey, speculate about what can be seen in the various places and so on.

4.3. Interlude Three-some distinctions and conclusions arising from them

In this section we provide some background information on why we have provided lessons resources which enable interaction between students seen as a means for language development. We also reference this discussion to supplementary materials and how they might relate to lessons. The main aim here is to promote your understanding of the potential a strong emphasis on interaction might have in supporting your learners' development while recognising a significant role for overt focus on linguistic features of English. With this in mind, three important and related distinctions are briefly outlined, each of which comes out of research literature in the field of Second Language Acquisition (SLA). These distinctions are then drawn together and further explored in the conclusion to these guidelines.

Explicit and implicit learning

Explicit learning is said to occur in situations where a learner consciously attempts to learn a rule or language item. (Roehr, 2015, p229) Knowledge resulting from this is said to be represented in the mind 'declaratively'. That is, it can be characterised as knowledge about something, e.g. pedagogical grammar rules, and expressed in a verbal statement such as 'add -ed to mark regular verb forms for past tense'.

Implicit learning, on the other hand, takes place when a learner acquires knowledge about a complex rule-governed feature of language without intention and without being aware of what they have acquired. (Rebuschat, 2015, p299) Knowledge here is said to be represented 'procedurally', e.g. the ability to map meaning and form without conscious attention to such connections. An example of this would be a learner who is able to use the above rule naturally and accurately on demand in real-time interaction. This, of course, is the ultimate goal of most second language learners.

Analytic and synthetic syllabuses

According to Long (2011, p378), '40 years of work in SLA on teaching and learning of a variety of languages has produced a considerable amount of detailed information useful for teachers and materials writers'. One clear conclusion arising out of this work is that the assumption 'that learners learn what teachers teach when they teach it' (ibid, p381) is very likely to be unfounded. Yet the framework the vast majority of coursebooks continue to build their content around are *synthetic* syllabuses (Wilkins, 1976) wherein the learner's main role is to assimilate pre-set lists of linguistic forms and, it is hoped, organise these internally themselves so that they can be produced as and when needed. Such attempts can be, and often are, counter-productive since 'students do not-and in fact, cannot learn (as opposed to learn about) target forms and structures on demand, when and how a teacher or a textbook decree that they should, but only when they are developmentally ready to do so'. (ibid, p378)

This approach contrasts sharply with that found underlying *analytic* syllabuses where the role of the learner is to attend to, or to analyse, aspects of language as required during its holistic use during real-time, communicative acts. Task-based syllabuses are a variety of this approach. (Robinson, 2001, p290) This, it is believed, allows learners to 'use their cognitive abilities to segment input and induce rules and patterns that they are capable of processing on a given day.' (Long, 2011, p383)

Focus on forms and focus on form

The above is to a large extent mirrored by another closely-related distinction, that made between 'focus on forms' and 'focus on form'. (Long, 1991) Language, from the first of these viewpoints, is seen as 'object', and from the perspective of curriculum design, the major goal is to make structural forms, especially at sentence level in the great majority of coursebooks despite claims to the contrary, the central element in the syllabus.

Intervention in a second language classroom can be categorised as either meaning-focused instruction (e.g. tasks in an analytic syllabus) or form-focused instruction (Loewen, 2015, p58), wherein some type of attention to language items is given. The latter ranges from explicit focus on e.g. grammar when instruction presents forms in a systematic way (the practice found in synthetic syllabuses) to relatively implicit attention given to form, e.g. through highlighting an item against a background of a larger meaning focused context. Language, when viewed from the perspective of 'focus of form', is seen as a tool for communication and for pedagogical purposes what is of central concern is that the learner's attention is drawn to features of form while attempting to achieve a meaningful outcome during some communicative event.

Some conclusions and their consequences

Although instruction undoubtedly works in the sense that it can speed up acquisition and maximise opportunities to enable this to take place, the cognitive processes learners employ in trying to achieve their goals seem to be the same irrespective of context. In addition, while it seems very clear that learning to use another language in real time bears little resemblance to the additive process underlying *synthetic* syllabuses, focus on both explicit and explicit learning in instructional contexts, and in the resources supporting the learning which takes place within them, can bring tangible dividends.

It is also widely 'agreed that communication alone cannot help instructed learners achieve the desired ends of linguistic accuracy' (Loewen, 2015, p180) and although most form-focused learning (which includes both focus on form and focus on forms) can only make a contribution to the explicit knowledge base of learners, both can have two important benefits.

Firstly, raising awareness of linguistic features of input can consistently help learning to take place in instructional contexts (Norris and Ortega, 2001) and it can also help push explicit knowledge of a particular linguistic feature towards implicit knowledge when the internal language system of individuals, their interlanguage (Selinker, 1972), is in a state of readiness for this to happen. (Ellis, 2005) This important proviso underlies a number of decisions made in constructing the resources described in these guidelines.

- Since we recognise that 'the cognitive processes of learning are the same regardless of context' (Loewen, 2015, p179), we have given space to discussion of the above distinctions and this theme has surfaced at various points in these guidelines
- Promotion of meaning-focused interaction through the use of tasks, and elsewhere, has been included as a key element in these resources in order to draw learner attention to problematic linguistic items and to provide teachers with a range of avenues of exploration for their treatment
- As well as this attempt to place a predominant focus on meaning, these resources, if followed as written, do not neglect form-focused instruction. An attempt has also been made to include a level of flexibility in the way the materials can be used which

respect the constraints imposed by, and opportunities arising from, contextual factors and those relating to individuals as language learners

- Recognition of the usefulness of focus on form to draw learner attention to language structure in a relatively unobtrusive manner has been incorporated into many of the lessons through systematic development of 'noticing' skills (Schmidt, 1990)
- Focus on form may be necessary, but it is equally important to remember that many traditional activities, e.g. gap-filling, sentence-completion and so on, 'do not make the best use of time for language learning' (Nation and Macalister, p92), nor are they supported by research into cognitive aspects of second language learning. We have therefore avoided using these in the main body of our resources
- The construction of Supplements as additional support for specific lessons and activities and lesson sections (About language/Find out about language) focusing on selected items which are projected to arise during activities and tasks aim to cater for this. Grammatical competence seems to be less amenable to incidental learning from the environment than other aspects of language (Ortega, 2009, p80) and for this reason focus on this has not been neglected.

ORGANIZING PLANS OF WORK

5.1. Preamble-frameworks for change

At many points in these guidelines strong emphasis has been placed on how the various components of ESL TeenStuff resources might be used flexibly to help meet the demands and needs of teachers, their learners and the institutions wherein instructional learning takes place. In this section we will illustrate how one key component of the curriculum might be re-constructed after a period of two weeks has elapsed on one particular course. To do this we show how the sequencing of a plan of work (syllabus) for one term might be framed.

As with many of the elements of the curriculum, opportunities will always be there to re-evaluate, revise and reconsider pedagogical options and these evaluative processes can take place at every level of detail. For example, evaluation of individual activities might range from asking simple questions concerning the amount of time they are estimated to take, the level of explanation they might necessitate, the complexity of the materials when measured against what is known about the aptitude, motivation or levels of maturation learners turn out to have, whether every member of the class will be able to cope with an activity, and many others. On a more general level, questions might also be asked about which activities and/or tasks could be used at any particular point in a course, the balance of activity types in a lesson, or in a sequence of these, which elements of the course are going well and which not going so well, whether sufficient material, too much or little, is available and so on. Such decisions, once made, will impact on every other part of the curriculum.

Both prior to their start, and as a result of their continued evaluation once underway, finding the right format for your courses so that they can be given to learners in a form that promotes learning is crucial. Given the non-linear nature of the curriculum (Nation and Macalister, 2010), alteration of courses and parts of these should, in fact, be expected as a natural part of their evolution. Consequently, we would argue, regular evaluation of every aspect of courses, lesson sequences, lessons, activities, and their component parts is at once necessary, informative, and a potentially rich source of reflection and consequent professional development for teachers.

5.2. Scenario

The table below shows a section covering the first four weeks from plan of work for one term (36 hours). It has been informed by the following observations. The teacher is relatively expert. She has been teaching teens for four years. She is new to the institution and the country where she is working. The teacher has only known the 16 members of an A2-B1 group for two weeks. She teaches them twice a week for 90 minutes and is about to start Week Three. She has used the lion's part of the lesson materials (A, B, C and D) for Unit One and has kept to a safe path so far.

- She continues to supplement her initial needs analysis as the course progresses
- She has so far (largely) followed the lessons and their components as written but feels that some adjustments are now needed
- Feeling more comfortable with her learners and more confident at navigating her way round the materials, she is now considering the changes she might make
- She has gathered information through informal observation of her students, particularly during the tasks they have done so far, and keeps a journal in order to reflect on her options for building the rest of the course
- She has come made a sketch of what she would like to cover in the next two weeks
- She will make a classroom display when this is finalized so that her students can refer to the plan of work. Doing this they will gain a sense of their progress and be able to formulate learning objectives. She will repeat this process, possibly through negotiation with her students, for the four-week block following this one.

Session One Lesson 1A-Getting to know you How well do you know your teacher? TASK-SPEAKING Natural conversation Interview a classmate Language Focus- <i>Question forms-various</i> HOMEWORK-interview a friend	WEEK ONE	Session Five Lesson 2A-Describing Places Language Review-personal information LANGUAGE BYTE-Constructing QAS1 questions Places to be-SPEAKING TASK-WRITING-Design a tourist leaflet TASK FEEDBACK-comment on your leaflets HOMEWORK-Language patterns	WEEK THREE
Session Two Lesson 1B-Rules and regulations Language Review Rules-at home and home and school Should you be doing that? SPEAKING Classroom Contract READING AND WRITING Technology in the classroom SPEAKING HOMEWORK- make language notes should/shouldn't		Session Six Lesson 2B-A Place of Interest LESSON SUUPPLEMENT-Word and sentence stress Describe a short journey SPEAKING Getting from A to B-READING LESSON SUPPLEMENT 2B-READING & LISTENING Amazing journeys-SPEAKING HOMEWORK-Create a section for travel lexis	
Session Three Lesson 1C-Reporting personal information Language Review-Class contract Before you start-everyday objects TASK-SPEAKING-Build a profile based on evidence Lost property-READING TASK FEEDBACK- FORMATIVE ASSESSMENT WRITING-a model personal profile HOMEWORK-(ASSESSED) Write a personal profile	WEEK TWO	Session Seven Lesson 2C-Getting there Language Review-LEXIS MEANS of TRANSPORT Which destination? SPEAKING TASK-SPEAKING-Decide what to take on holiday TASK FEEDBACK- FORMATIVE ASSESSMENT Task extension-create a poster about local destinations SELF STUDY PREPARATION-decide a destination HOMEWORK-research and present a destination	WEEK FOUR
Session Four Lesson 1D-Learning from your mistakes Language Review-LEXIS Everyday objects/ Noun phrases Finding Mistakes in a text STUDY SKILLS-Correction code for written work Language Focus-errors in questions HOMEWORK-create a 'my mistakes' section		Session Eight Present a destination-SPEAKING (ASSESSED) STUDY SKILLS-Language focus-word categories Noticing patterns in text Recording lexis LESSON SUPPLEMENT-Recognizing word categories HOMEWORK Lexis from a text of interest	

Table Six

An example plan of work (A2-B1) for a four-week period

5.3. Commentary

- As can be seen from *Table Six*, while getting to know the class and its members and simultaneously setting out rules and expectancies in the first two weeks the teacher has opted to follow the materials sequentially and as written. This has enabled her to get to know how the activities and tasks work at ground level and assisted in setting the tone in her classes.
- However, as she gains confidence and continues working on her ongoing needs analysis she begins to feel that more explicit language input would be useful for this group of learners and therefore opts to employ two lesson supplements which give explicit treatment to linguistic features of English, as well as give sustained focus to building up learner confidence in recognizing basic language patterns at phrase level. This focus on explicit learning, accords with the feedback she has been given via the director of studies, as well as the expectancies of parents.
- On the other hand, she notes that that activities involving interaction are proving to be popular as well as productive. They also accord well with her own beliefs as a language educator. She therefore opts to maintain a strong focus on meaning-focused output as a main strand in her lessons. From the point of view of constructing her plan of work, she chooses content from her resources which support this aim.
- She has also noted that when the learners constructed their class contract in the second week, they seemed entirely engaged in its production as an artefact and had used their target language most of the time while doing this. She therefore decides to use the Lesson Supplement 2B in a modified form (as described in Section 4.2.) and to include an activity wherein the students create posters in Session Seven, even if this runs the risk of having to, on the day, drop one or two of the other activities on the plan of work.
- At the request of the director of studies, and as a policy at the school to which the learners and their parents are accustomed, a robust assessment strand has been included. This strand adds to the sense of progress she has established.
- Self-study has also become an established feature of her classes and this she believes encourages learner autonomy. She feels strongly that ‘private domain’ learning (Crabbe, 1993) is a key element of her curriculum.

This scenario is of course fictional and reflects one, equally fictional, teacher’s cognitions when confronted with a particular challenge and working under the constraints of her own unique context and her own cognitions as a teacher. Teacher cognition, as defined by Borg (2009, p163), ‘is concerned with what teachers know, believe and think, and while research in this area of second language pedagogy may have identified a lack of congruence between teachers’ beliefs and their observed practices (Sato and Kleinasser, 1999), this misalignment is hardly surprising, given the social, institutional, instructional, and physical settings which constrain what they can do.’ (Borg, 1990, p167) In this section we tried to show how teachers might work with these limiting factors rather than against them.

Working within such frameworks teachers do, as a matter of course, monitor and assess the effectiveness of plans of work, tasks and activities enacted in the classroom, their students’ levels of engagement and their output, as well as the materials which are used to support all of these elements. However, there does appear to be an additional mismatch between published coursebooks and the findings of researchers. (Tomlinson, 2013, p280) To conclude these guidelines, we explore this issue a little further since, as practising teachers ourselves, we identified a need to provide resources which attempt to give a more balanced approach to the interests of pedagogy and the practical concerns of those putting them to work.

CONCLUDING REMARKS

6.1. Materials development-theory and practice

In a recently published overview, Brian Tomlinson (2013, p1) reports that applied linguists and language teaching professionals might both have good reason to lament the clear mismatch between materials design as enacted by coursebook writers working at the behest of powerful publishing houses and insights emerging from the fields of Applied Linguistics, SLA and second language pedagogy. Citing Nunan (2005), he calls for a pooling of the ideas and resources of teachers, writers and publishers to both address everyday practical concerns of teachers and try to bring research and practice more into line with the common aim of helping 'learners to learn in more efficient and effective ways'. (*ibid*, p2)

6.2. Materials design and development-some principles

Tomlinson elsewhere (2012), in advocating a principled approach to materials development, lists some points of agreement between SLA (Second Language Acquisition) research and such an approach as listed below. The items on this list have been our point of reference throughout the continuing process of developing ESL TeenStuff resources. They are;

- Materials should achieve impact- they may be novel, exhibit variety, be attractively presented and have appealing content, i.e. 'topics of interest which offer the possibility of learning something new' (*ibid*)
- They should help learners feel at ease, since anxiety is known to impact negatively on acquisition (Horwitz, 2001)
- Although materials should help the learners develop confidence, this does not necessarily equate with simplification of tasks or the way in which language input is approached. Rather, a suitable way of building confidence is through the achievement of tasks which engage learners' cognitive capacities (their memory, attention and draws on their existing skills and knowledge of the target language)
- What is being taught should be perceived by learners as being useful and relevant to their lives, past, present and future
- Materials should require and facilitate learner investment- if learners invest effort and attention in what they are doing, through e.g. global and affective response to written text or project work, they are enabled to engage in self-discovery
- Learners must be ready to acquire the language points being explored-materials should be geared towards ensuring learners have gained sufficient mastery over developmental features of previous stages before launching into a new one. We cannot simply assume that all learners will be ready to learn a given item at a given time
- Learners' attention should be drawn to linguistic features of input. Today most researchers would agree that some 'focus on form', as opposed to 'focus on forms' (Long, 1990) is both useful and efficient in promoting acquisition. However, how this is done is crucial. Materials need to draw learner attention to gaps between features of their own interlanguage and their use of equivalent features of the target language
- Materials should provide learners with opportunities to use the target language to achieve communicative purposes
- Instructional learning should support and enhance learning as a whole through drawing explicit connections between the classroom and the world outside.
- Materials should take into account that the positive effects of instruction are usually delayed

- Materials should take into account that learning styles may differ
- Materials design should take into account that learners differ in affective attitudes- a large body of research into motivation and related constructs such as anxiety and Willingness to Communicate (WTC) strongly suggests a need for diversification in instructional approaches
- Materials should not rely too much on controlled practice- there is very little evidence that this actually promotes long-term acquisition or accuracy
- Materials should provide opportunities for outcome feedback. By this is meant that if learners fail to achieve a satisfactory outcome through attempting to communicate this can be perceived as a useful source of information about language in use, which in turn is likely to translate into a desire to seek assistance in resolving the problem

6.3. Resources, teachers, learners and what we know

Boundaries between materials and their implementation are not as clear cut as they might appear on first reflection. (Graves, 2000) At first glance, materials are simply what a teacher uses in class, cuisenaire rods (for the older reader!), the whiteboard, the IWB, handouts, picture-packs, dictionaries, websites, graded readers and, much wider in scope of course, coursebooks with accompanying CDs, workbooks and so on. Conceptualizing content purely in these terms, however, fails to take into account how we are going to use these resources in accord with what we know about how people learn, and how we can teach the learners we work with most effectively under the constraints within which we operate.

In effect, while both teachers and learners are active participants in the learning process, it is the teacher who is the mediator between the content and the learning which takes place in the classroom itself. It is the teacher who needs to decide what exactly to do with the materials. Her view of how students learn, what constitutes good practice and her view of language itself will all influence the methodological choices she makes in putting her resources into practice.

We now know a substantial amount about these issues and a large and robust body of research suggests important cognitive, individual difference (IDs), and socio-cultural factors which need to be considered in crafting and enacting lesson plans, activities, tasks and courses, no matter which materials are used to support teaching. These include;

- The non-linear and holistic nature of language learning
- The roles of memory and attention in learning
- The relative impact of implicit (unconscious) learning and explicit (conscious) instruction
- Learner readiness for input to become intake
- Provision of opportunities for output which are supported by instruction
- How tasks and activities can be graded, sequenced and presented to best support development
- The type of input received in class and in the situations in which learners are placed
- The frequency with which items occur in natural language and how useful these are for the learners' immediate and longer term needs
- The provision of opportunities for the noticing of language forms in context
- The quality and amount of opportunities for interaction provided
- Learner identity, motivation and willingness to communicate (WTC)
- Learner attitudes towards the target language and culture



One crucial, seemingly inescapable and yet often overlooked, conclusion arising from this large and ever growing research base is that it is learners, not teachers, who have most control over their language development. (Long, 2011) Additionally, even within a specific group, learners will always be at different developmental levels (Pienemann, 1984) and different learners will have different strengths, weakness and approaches to learning.

However, while second language learning can be seen as a primarily cognitive process, it is 'one that occurs in a social setting' (Long, 2011, p375) and behind the closed doors of the classroom it is the teacher who ultimately calls the shots and makes the judgements. ESL TeenStuff materials have been designed to make such judgements that little bit easier. We sincerely hope you find them useful and would welcome critical feedback on our efforts as we strive to improve our resources in accord with the needs of their users.

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APPENDIX ONE-TARGET PROFICIENCY LEVELS

ESL TeenStuff materials are organised around 6 levels and are labelled in accordance with both the CEF and more traditional nomenclature. The resources shown in *Figure One* maintain the same structure at all 6 levels. The descriptors which follow are not entirely unproblematic but they do serve several practical purposes. They can enable you to make a quick evaluation of your students' capabilities and act as a rough yardstick to their progress. Premium members will have access to entrance evaluation materials including how to administer entrance assessments (not illustrated in *Figure One*). The levels listed below represent what learners should be able to do after following a full course pitched at their level of proficiency.

A0-A1 (Beginner)

Students at this level can comment very minimally on only the most concrete of issues and need a lot of help from a sympathetic listener. They will be unable to use anything but rudimentary language in vast majority of situations but may be able to say some basic things about themselves and the immediate environment.

A1-A2 (Elementary)

Here students can talk minimally about a limited range of familiar topics, again with substantial help from a sympathetic listener. They will be able to understand some everyday vocabulary and to exchange basic information on aspects of the immediate environment and their personal background.

A2-B1 (Pre-intermediate)

These students will be able to complete simple connected text on familiar and personally relevant topics with some assistance. They will be able to understand, extract and communicate essential points of information from written and spoken text if the topics under discussion are familiar to them.

B1-B2 (Intermediate)

Learners at this level of proficiency will be able to talk and write about, although with fairly frequent inaccuracies, on a wider range of topics and understand what is said, or written about on more abstract topics. They should be able to describe in some detail, facts, opinions and arguments as well as outline plans and accomplish more complex real-world tasks.

B2-C1 (Upper-intermediate)

These students will be able to speak and write quite flexibly, although with some inaccuracies, and are beginning to understand implicit meaning and the speaker/writer's stance in fairly complex text. They will be able to argue for and against viewpoints showing a good measure of control over the increasingly wide linguistic resources at their disposal. They should also show signs of versatility in their use of language to manage complex real world tasks.

C1-C2 (Advanced)

Students at this level of proficiency should be able to summarise accurately, and in a nuanced way, the contents of complex spoken and written text with few signs of hesitation or inaccuracy. They should be able to use their linguistic resources to understand and express complex argumentation and report critically on the views of others and be able to handle the majority of real world tasks they are faced with very effectively.