

Insights into the Communicative EFL Classroom – From Tasks to Projects

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Overview

Four key facets of the CLC:

1. The notions of 'task' and 'task dependency'
2. The function of learner texts
3. The relationship between tasks and projects
4. The key role of the teacher



Introduction

What do we mean by 'CLC'?



What do we mean by 'CLC'?

CLCs recognize that

1. learners are **unique individuals**;
2. learners are **social beings**;
3. learners are capable of **taking learning seriously**;
4. learners are capable of **independent decision making**;
5. learners are capable of **developing as practitioners of learning**;
6. learners are willing and capable of **expressing meaning**.

1. The notions of 'task' and 'task dependency'

The *Fashion Show* as task in action



1. The notions of 'task' and 'task dependency'

The *Fashion Show*: a task in action



1. The notions of 'task' and 'task dependency'

The *Fashion Show*: a task in action

Criteria for tasks:

- ▶ Coherence and unity
- ▶ Meaning and purpose
- ▶ Necessity of language use
- ▶ Structure
- ▶ Challenge



1. The notions of 'task' and 'task dependency'

Tasks: a definition

- ▶ A task is an activity in which a person engages in order to attain an objective, and which necessitates the use of language. (van den Branden 2006: 4)

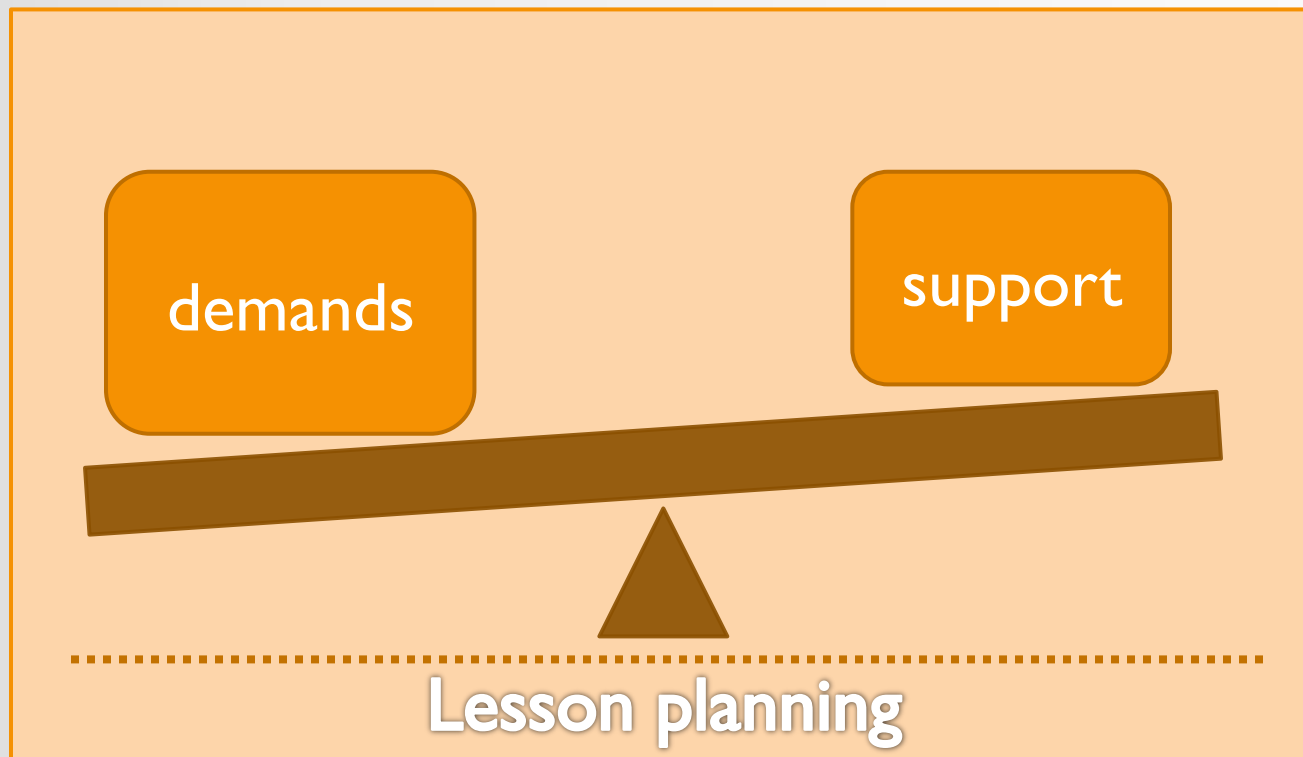
- ▶ The three magic Ps of TBLT:
 1. Purpose
 2. Procedure
 3. Pay-Off (Outcome)



1. The notions of 'task' and 'task dependency'

Tasks

- ▶ Tasks like the *Fashion Show* can be approached from three perspectives



1. The notions of 'task' and 'task dependency'

Task demands

► with a focus on speaking skills

Pragmatic level

Linguistic level

Level of fluency

Level of performance

Demands as
can-do
statements

1. The notions of 'task' and 'task dependency'

Task support



1. The notions of 'task' and 'task dependency'

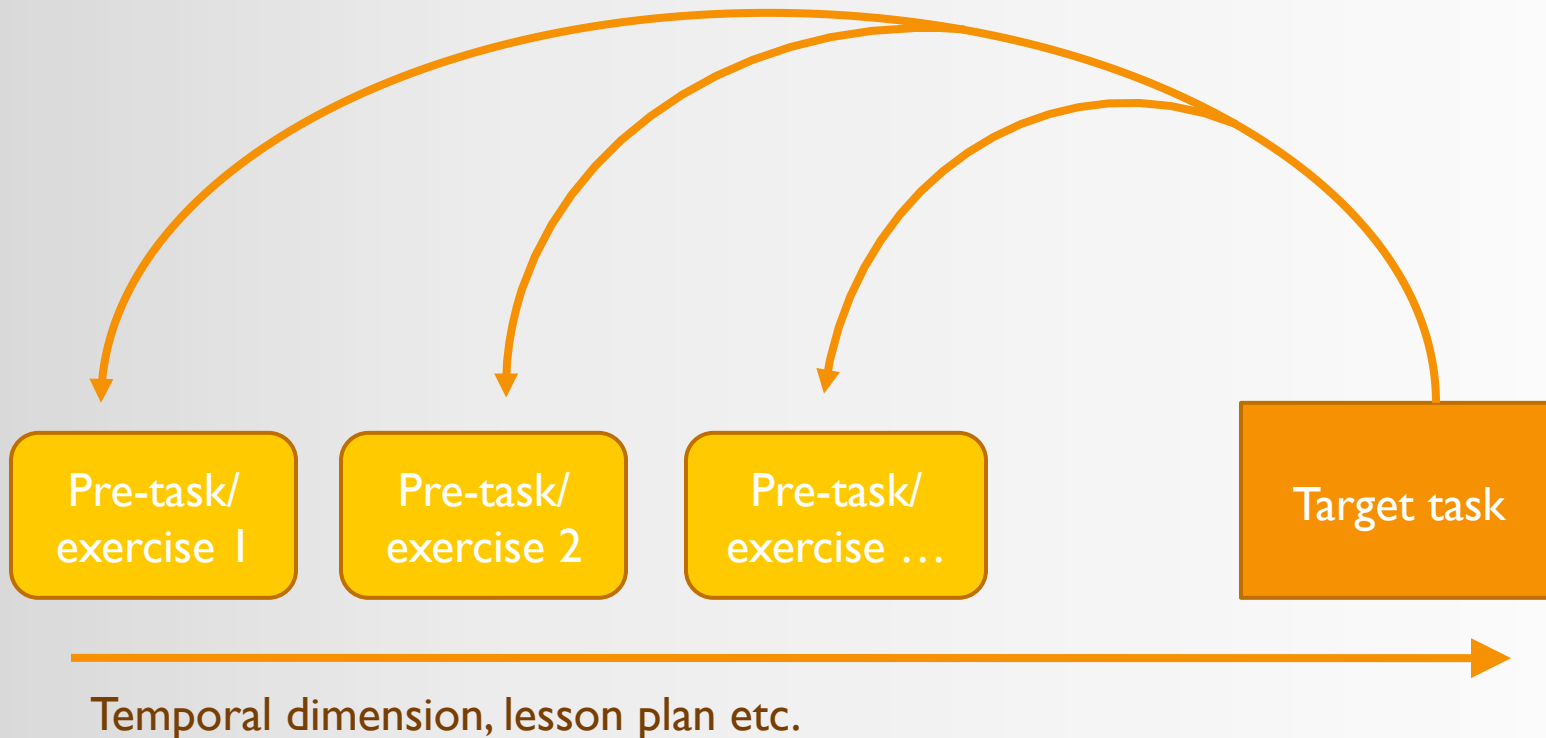
The *Fashion Show* as target task



1. The notions of 'task' and 'task dependency'

Backward planning and task coherence

► pre-task, task sequences and backward planning



1. The notions of 'task' and 'task dependency'

The first part of my definition

- ▶ A CLC requires the presence of carefully integrated and meaningful tasks.



2. The function of learner texts

The *Fashion Show* as learner text



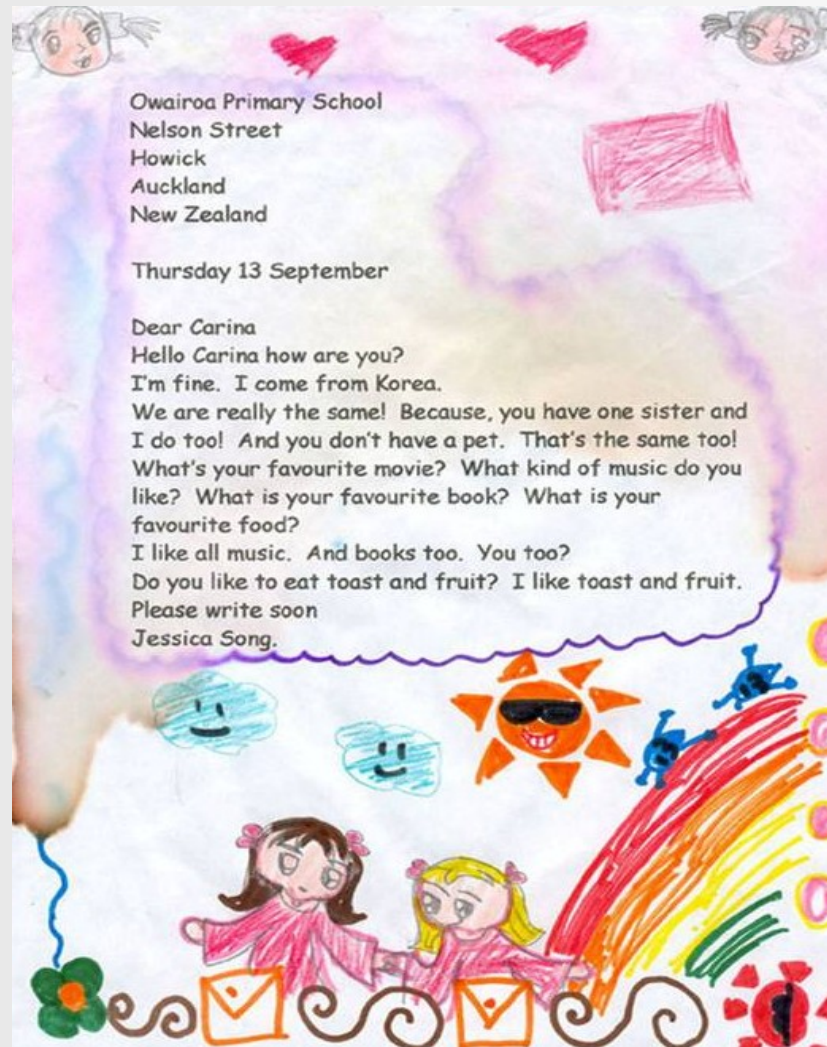
2. The function of learner texts

The *Fashion Show* as learner text

- ▶ Definition
- ▶ Genres



2. The function of learner texts



Learner texts

- ▶ Learner texts are the fuel that drives learning and motivation forward. They are a necessary feature of a CLC.

Seven functions of learner texts

- ▶ Identification
- ▶ Expression of individuality
- ▶ Expression of meaning
- ▶ Audience
- ▶ Creativity
- ▶ Experiment
- ▶ Assessment: self- and teacher assessment

The second part of my definition

- ▶ Communicative language classrooms provide the necessary space for learner texts to emerge.

3. The relationship between tasks and projects

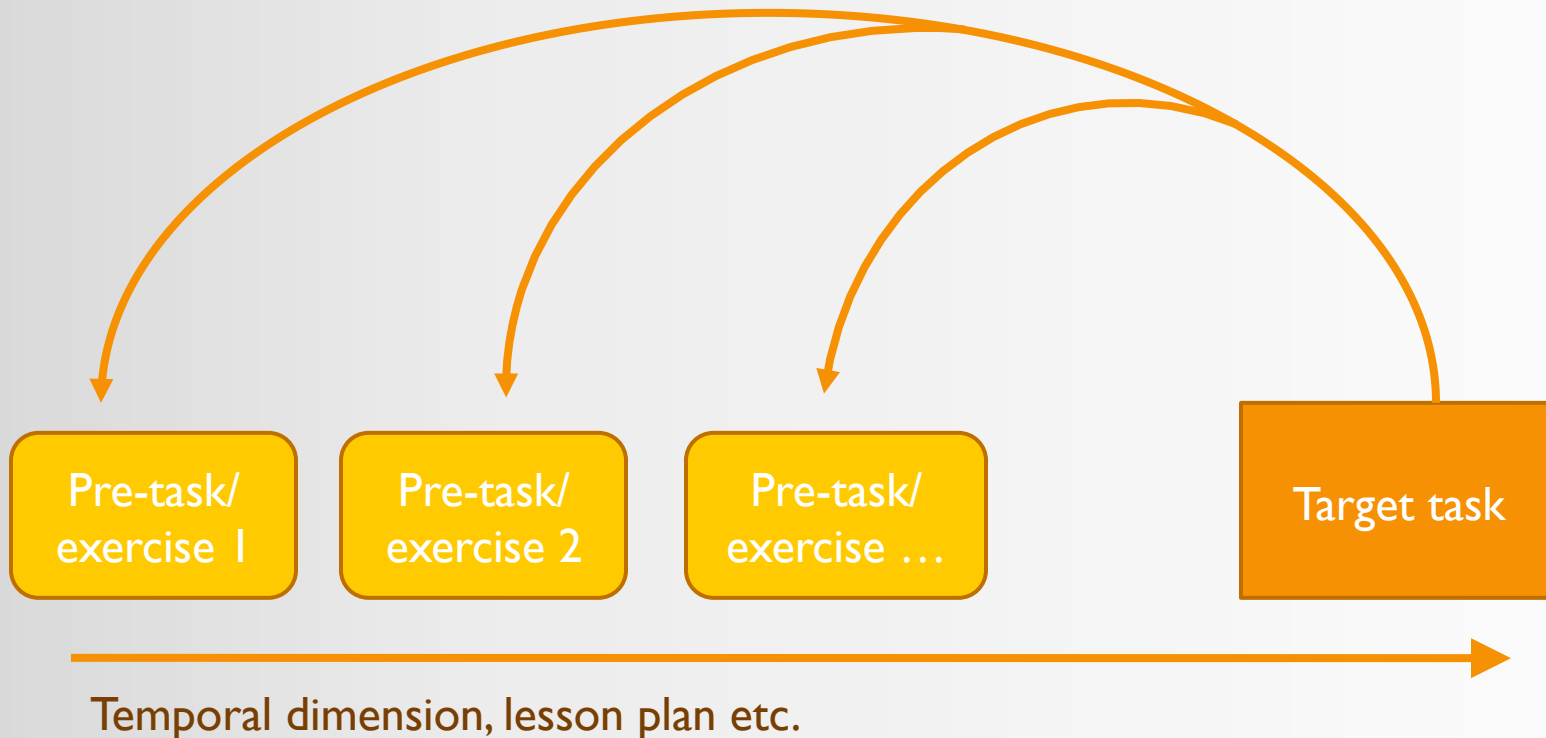
From target task to project



3. The relationship between tasks and projects

Backward planning and task coherence

► pre-task, task sequences and backward planning



3. The relationship between tasks and projects

Project AIRPORT: the interview task



3. The relationship between tasks and projects

Project AIRPORT: the interview task

Demands:

- ▶ Cooperate in groups, divide labor
- ▶ Find and approach interview partner
- ▶ Explain purpose of interview
- ▶ Indicate difficulties
- ▶ Work autonomously
- ▶ Record interviews



3. The relationship between tasks and projects

Typical target tasks of projects

- ▶ Change a short story into a film script.
- ▶ Stage a talk show based on a current event.
- ▶ Produce a book of student poetry.
- ▶ Give a presentation on one of the U.S. states.
- ▶ Develop a blue print for a dream school.
- ▶ Present your city to a partner school.
- ▶ ...



4. The key role of the teacher

Managing the CLC: the role of the teacher



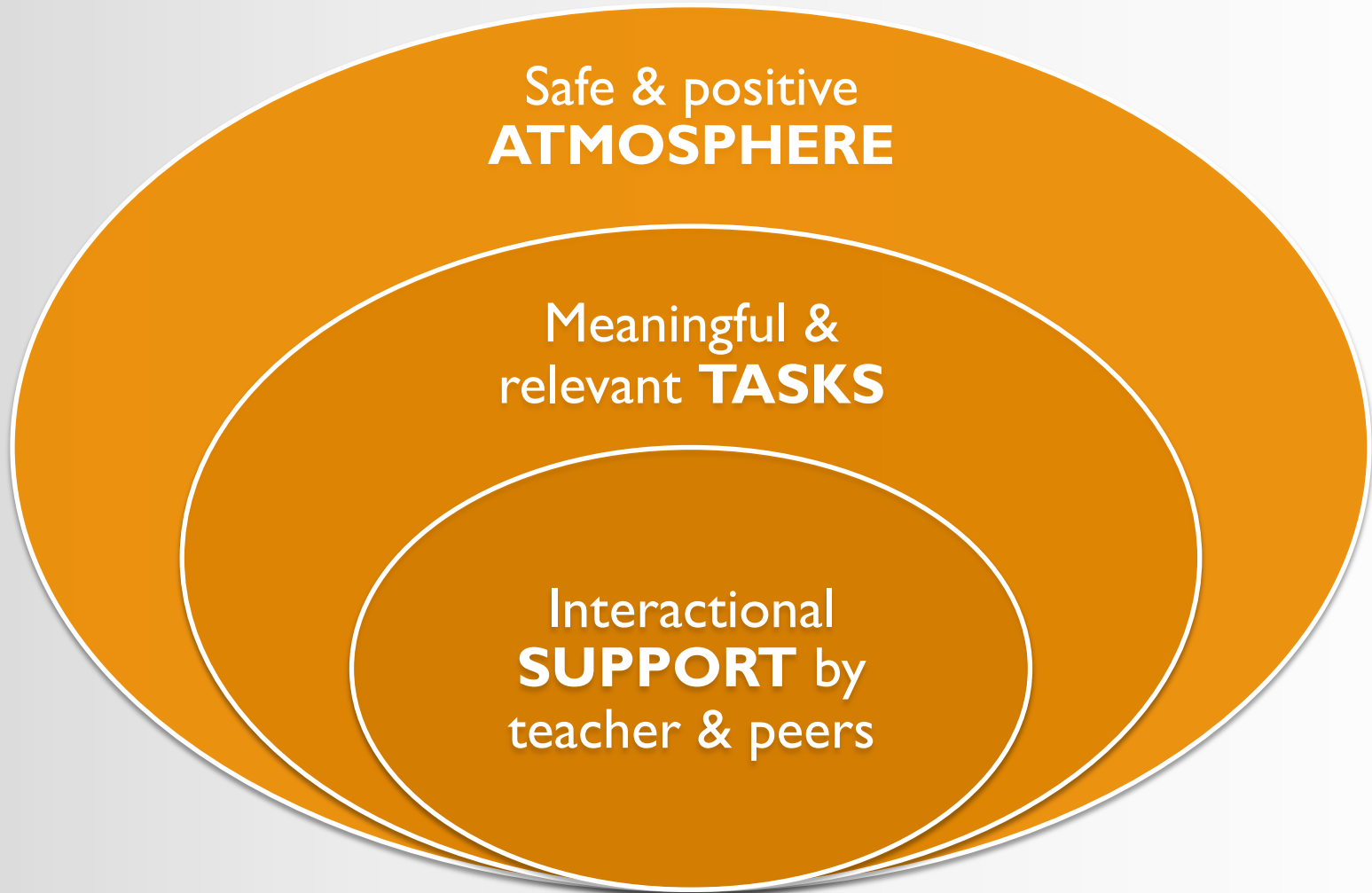
The key role of the teacher

It is the teacher who matters in

- ▶ maintaining & safeguarding safety and motivation;
- ▶ keeping the learners' focus on the task;
- ▶ supporting language comprehension & production;
- ▶ focus on form when appropriate;
- ▶ reflecting upon task output & process afterwards;
- ▶ ...

4. The key role of the teacher

Managing the CLC



Conclusion

Communicative language classrooms depend on...

1. meaningful tasks and task sequences;
2. learner texts as task outcomes (spoken, written, multimodal);
3. a well-managed task-based pedagogy.



References

► see handout

Michael K. Legutke, Justus-Liebig-Universität Gießen

Insights into the Communicative EFL Classroom – From Task-Based Language Learning to Project Work

0. What do we mean by "CLC"?

1.1 *The Fashion Show*: a task in action
a. The show (a classroom document)

b. Task demands

c. Task support

1.2. *The Fashion Show* as target task

2. *The Fashion Show* as learner text
a. Genres and text types

b. Functions of learner texts

3. From target tasks to project work

4. Managing the communicative language classroom

Summary

Michael K. Legutke, Justus-Liebig-Universität Gießen

Suggestions for further reading

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Thank you for your attention!

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