Learning by doing – Getting some hands-on experience on realizing the principles of task-based learning in designing a learning module in English

29th March, 2014

Speaker: Ms Wong Kit Mei, Gladys (SBCDP, EDB)
Facilitators:
Ms Germaine Wu & Ms Ida Chiu (CCC Kei Tsz Primary School)
Ms April Yang (Ho Ming Primary School, sponsored by Sik Sik Yuen)
Ms Mina Hui (TWGHs Yiu Dak Chi Memorial Primary School)
Ms So Man Yee (Conservative Baptist Lui Ming Choi Primary School)
Task-based Approach (CG)

- Aims to allow learners to experiment with and explore English through learning activities
- To engage learners in the authentic, practical and functional use of language for meaningful purposes
- Learners are encouraged to activate and use whatever language they already have
- The tasks provide a purposeful context for teaching and learning of grammar
- Role of TBLT is to stimulate a natural desire in learners to improve language competence by completing meaningful tasks
David Nunan (2004)

Task-based Language Learning

A pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end.
Principles of TBLT

- Scaffolding
- Task dependency
  - receptive-to-productive; reproductive-to-creative-language
- Recycling
- Active learning
  - high student participation
- Integration of form and function
- Reproduction to creation
- Reflection
  - why are we (both teachers and students) doing this?
A framework of TBLT

Real world/target tasks

Pedagogical tasks

Rehearsal tasks

Activation tasks

Language exercises

Enabling skills

Communicative activities

A framework of TBLT (Nunan, 2004)
An example

A P.6 Module - Jobs
What are the skills and knowledge we want our students to learn?

**Reading skills**
- Locate specific information
- Get the main idea
- Make inferences
- Guess meaning of unknown words
- Problem solving

**Writing skills**
- Genre: information text
- Write about students’ future job

**Language focus**
- Vocab: jobs & adjectives of personalities
- Ask and talk about jobs (*what do you want to be when you grow up? I want to be a/an ...*)
- Use the first conditionals to talk about what students will do if they become a/an ...
- Use ‘need to’ to talk about duties of a job
- Use ‘so that’ to tell how students prepare for their future job
Principles of adaptation

Four evaluative processes:

CARS
- Changing
- Adding
- Selection
- Rejection
Backward planning

What are the learning outcomes?

usually the product students need to produce

Here in this module – the write-up on students’ future job success criteria?
The writing task

A challenge for students to recycle the use of simple past tense & skills of narrative writing

Enable students to enrich their writing

Recycle previously learnt vocab & language structures

Enable students to use newly learnt vocab & language structures

Hints for writing:
1. How many paragraphs should I write?
2. What should I put in each paragraph?
3. How do I end my writing?
<table>
<thead>
<tr>
<th>Task</th>
<th>Skills / knowledge</th>
<th>The flow of scaffolding</th>
<th>CARS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Jobs &amp; duties</td>
<td>Reading</td>
<td>Recycle and learn new knowledge about jobs</td>
<td>Adding + Selection</td>
</tr>
<tr>
<td>2. Vocab learning - Jobs</td>
<td>Vocab building skills</td>
<td>Form jobs by adding various suffixes to the base words</td>
<td>Adding + Selection</td>
</tr>
<tr>
<td>3. Talk about jobs</td>
<td>Grammar – 1st conditionals; Speaking &amp; writing</td>
<td>Use the sentence structures to ask and respond to questions about jobs</td>
<td>Changing</td>
</tr>
<tr>
<td>4. Why do you want to be a/an ...?</td>
<td>Reading</td>
<td>Learn to elaborate on the reasons for the choice of career</td>
<td>Selection + adding</td>
</tr>
<tr>
<td>5. Vocab learning - adjectives</td>
<td>Vocab building skills</td>
<td>Form adjectives by adding various suffixes to the base words</td>
<td>Adding + Changing</td>
</tr>
<tr>
<td>6. Jobs &amp; duties</td>
<td>Grammar – ‘need to’</td>
<td>Learn to use ‘need to’ to talk the duties of jobs</td>
<td>Changing</td>
</tr>
<tr>
<td>Task</td>
<td>Skills / knowledge</td>
<td>The flow of scaffolding</td>
<td>CARS</td>
</tr>
<tr>
<td>------------------------------</td>
<td>-------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>7. Career quiz</td>
<td>Reading</td>
<td>Enrich students’ vocabulary on adjectives of personalities</td>
<td>Adding</td>
</tr>
<tr>
<td>8. Get prepared for</td>
<td>Grammar – ‘so’ v.</td>
<td>Learn to use ‘so that’ to tell ways to prepare for future career</td>
<td>Adding + Selection</td>
</tr>
<tr>
<td>future career</td>
<td>‘so that’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Hunt for a job</td>
<td>Reading</td>
<td>Familiarize with the features of and language used in job advertisement &amp; resume</td>
<td>Adding</td>
</tr>
<tr>
<td>10. Jobs in TSA</td>
<td>Reading</td>
<td>Reading strategies training</td>
<td>adding</td>
</tr>
<tr>
<td>11. My dream job</td>
<td>Writing</td>
<td>Learn to use the vocab and structures learnt to form a piece of information text on</td>
<td>Changing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>dream jobs</td>
<td></td>
</tr>
</tbody>
</table>
### Jobs & duties

#### 1. Reading

**Read the following paragraph and fill in the table below.**

Tiffany Wong is a primary six student in St Mary’s International School. Tiffany is a creative and artistic girl. She is talented in art. She just got distinction in her grade 8 piano examination two weeks ago. She can not only play good music but also draw wonderful pictures. She has got a lot of prizes in many drawing competitions throughout her primary school life. Tiffany has an elder brother, Adam. He is studying translation. Tiffany has an elder sister too. Her name is **Bess**. She is a clerk in C. B. Lui Ming Choi Primary School. She handles a lot of paper work in the office every day. She is hard-working and efficient. All of her colleagues love her very much because she is reliable and friendly. Tiffany’s mother is a nurse. She takes care of sick people in Queen Elizabeth Hospital. She is kind and caring. Tiffany’s father is an electrical engineer. He fixes all technology that runs on electricity in Super Wonderland Limited Company. Lights, televisions, air-conditioners are cited as examples. He is skillful and patient. He looks cool with his tracksuit uniform. His job is tough and he always needs to go to work even on weekends. The Wong family has a domestic helper called **Maria**. She is a Filipino. She has served in the Wong family since 1998. She is a happy and energetic lady. She keeps the flat clean and cooks for the family every day.

<table>
<thead>
<tr>
<th>Tiffany</th>
<th>Adam</th>
<th>Bess</th>
<th>Mrs. Wong</th>
<th>Mr. Wong</th>
<th>Maria</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is he/she?</td>
<td>a P.6 student</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the name of his/her working place/school?</td>
<td>St Mary’s International School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does he/she wear uniform?</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is his/her job nature?</td>
<td>study</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are the adjective(s) to describe him/her?</td>
<td>creative, artistic, talented</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Recycle the job labels, dress code, workplace, job nature and character required.**

---

Adding + Selection
<table>
<thead>
<tr>
<th>2. Vocab learning - Jobs</th>
<th>Vocab building skills</th>
<th>Form jobs by adding various suffixes to the base words</th>
<th>Adding + Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Talk about jobs</td>
<td>Grammar – 1\textsuperscript{st} conditionals; Speaking &amp; writing</td>
<td>Use the sentence structures to ask and respond to questions about jobs</td>
<td>Changing</td>
</tr>
</tbody>
</table>

friends about the future careers after graduation. Help them list out as many occupations as possible in different boxes under different suffixes.

<table>
<thead>
<tr>
<th>-man</th>
<th>-woman</th>
<th>-ist</th>
<th>-er</th>
<th>-ing</th>
<th>others</th>
</tr>
</thead>
</table>

Tiffany knows that his brother Adam is hunting for a job. They are chatting after dinner. Read their dialogues below.

- What do you want to be after you graduate?
- I want to be a translator.
- Don't change the verb after 'to'.
- What do you want to do when you grow up?
- I want to be a music teacher in a primary school when I grow up.
- Why?
- It's because I love music and children. I want to sing songs with them.

Integration of form and function

Encourage more active student participation & recycle the use of because

Enable enhanced student participation

Vocab building skills
Tiffany asks her mum the reason why she becomes a nurse. Her mum shows her the scar on her back and tells Tiffany about the unforgettable experience she had when she was 12 years old. Here is the story.

When I was 12 years old, I experienced a car accident. One day, I went to Kowloon Bay Chic Salon to have my haircut. After my haircut, I went back home by bus. Unluckily, it struck a tree. My injury was so severe. I had a big gash on my back that needed stitches and my shoulder was separated from the joint.

I kept moaning as I felt extremely painful. After surgery, a kind lady with a sweet smile was walking towards my bed. Her smile calmed me down and I stopped crying. She was a nurse in the ward. Her name is Jenny Fong. She gave me a glass of warm water. She asked me some questions with her sweet voice about my condition after surgery. She took my temperature and checked my blood pressure carefully and patiently. And that, she comforted me by giving a little yellow teddy bear to me. She was as beautiful as an angel. My fear just fled away after she took care of me.

I stayed in the hospital for 1 week. Miss Fong visited me every day in this period of time. She made me happy with her jokes. She even prayed for me when I felt painful and sad after I cleaned the wound. I felt so touched.

From then on, I decided to be a nurse. I studied very well and read a lot of books about medicine. Finally, my dream came true: I am happy with my job. Miss Fong is still my angel. She is so kind that I want to become a nurse like her.

---

Answer the following questions in **complete sentences**.

1. **Why did Mrs Wong show the scar to Tiffany?**

2. Read line 3. ‘Unluckily, it struck a tree.’ What does ‘it’ refer to?

3. **What did Mrs Wong suffer after the car accident?**

4. **What was the treatment for Mrs Wong’s injury?**

5. **Why did Mrs Wong stop crying in the ward?**
## Vocab learning - adjectives

**Vocab building skills**

Form adjectives by adding various suffixes to the base words

<table>
<thead>
<tr>
<th>Adding + Changing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changing</td>
</tr>
</tbody>
</table>

### Jobs & duties

**Grammar – ‘need to’**

Learn to use ‘need to’ to tell the duties of jobs

<table>
<thead>
<tr>
<th>Changing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change</td>
</tr>
</tbody>
</table>

### Vocab learnt in textbooks

Adam and his friends in university are hunting for jobs. They are thinking about what the people should be like in different occupations. Can you think of some adjectives for describing people? Look at the pictures and make sentences. (You can read task book page 2 to get some ideas for the adjectives.)

**e.g.**

- Nurses need to **take care of the patients**.
  - They need to be **patient and caring**.

1. Social workers need to ____________________.
   - They need to be ____________________.

2. Reporters ____________________
   - They need to be ____________________.

3. ____________________
   - ____________________

4. ____________________
   - ____________________

5. ____________________
   - ____________________
7. Career quiz

Understand yourself is the first step of selecting a job. You must clearly understand your interests, personalities and skills, as it can benefit on finding a suitable job. Adam has just done the following aptitude test and found it very accurate. Hey, let’s try to do it now!

Answer the following career interest survey carefully. Blacken the circle.

<table>
<thead>
<tr>
<th>Do you agree with the following statements?</th>
<th>very disagree</th>
<th>disagree</th>
<th>agree</th>
<th>very agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I like reading scientific books or magazines.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>2. I like taking an Art course.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>3. I like to work as an entertainer.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>4. I always help others to solve problems.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>5. I like meeting people.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>6. I prefer to work alone.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>7. I am a talkative person.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>8. I can study for over three hours a day.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>9. I like day-dreaming very much.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>10. I work better with people than with things or ideas.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>11. I always fix the final decision in my group.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>12. People think that I am shy and passive.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

Total: (Write the numbers)

After calculation, the total score is ______

Reading

Enrich students’ vocabulary on adjectives of personalities

Adding

Exposure to authentic texts

Introduce more adjectives of personalities in context

Enhance students’ interest
Introduction of the use of ‘so that’ in textbooks

From knowing what to what not

8. Get prepared for future career
Grammar – ‘so’ v. ‘so that’
Learn to use ‘so that’ to tell ways to prepare for future career
Adding + Selection

Grammar focus:

Adam reads a lot of recruitment advertisements in the newspaper so that he can hunt for his desired job.

Be careful when we use ‘so that’ to make sentences. Sometimes, we simply use ‘so’ to join one clause to another and to add a resulting action to the first clause. However, when we apply ‘so that’, we must emphasize the source of a particular effect.

Now, have a little quiz. Tick ✓ for the correct sentences and put crosses ✗ for the wrong ones.

1. Mr. Wong spoke slowly so that the students could write everything down.
2. The computer was very expensive so that I didn’t buy it.
3. It was raining so that I took an umbrella with me.
4. I wrote the telephone number down so that I wouldn’t forget it.
5. They made the test very easy so that everyone would pass.
6. Mary broke her arm so that she was sent to the hospital.
7. Peter sets his alarm clock so that he will not be late for school tomorrow.
8. Henry is ill so that he doesn’t go to school.
9. Jim forgot to bring his homework so that he was punished by his class teacher.
10. Please open the windows so that we can breathe fresh air.

Make 2 sentences with ‘so that’.

________________________________________________________________________

2. ______________________________________________________________________

________________________________________________________________________
Enable students to have a broader consideration in choosing their future career.
Exposure to more authentic texts

Invite more active student participation
Integrating reading strategies training into the module using TSA past papers

1. Tiffany is reading a ________________.
   ○ A. play
   ○ B. story
   ○ C. poster
   ○ D. telephone conversation

2. Mr. Chan is ________________.
   ○ A. a cook
   ○ B. a driver
   ○ C. a teacher
   ○ D. an astronaut

3. Martin and Mr. Chan are talking about ________________.
   ○ A. why Martin cannot stay at school
   ○ B. Martin’s school results
   ○ C. the school’s future
   ○ D. Martin’s future

4. Which is NOT the reason why Martin wants to be an astronaut?
   ○ A. visiting planets
   ○ B. flying spaceships
   ○ C. looking for new life
   ○ D. sleeping under the stars

TSA 2010

Tiffany is reading in the library.

Read the passage.

(In a teachers’ room)

Martin: Good afternoon, Mr. Chan. You asked me to come and see you.

Mr. Chan: That’s right. I want to talk to you about your future plans. Have you thought about what you want to be when you leave school?

Martin: Umm...yes, Mr. Chan. I have thought about it. I’d like to be an astronaut.

Mr. Chan: An astronaut!

Martin: I dream of stars, travelling to new worlds, finding life on other planets...I would love to fly a rocket above the Earth and...

Mr. Chan: Martin! Do you think you will become an astronaut with your school results? Why don’t you think about a job in a restaurant or a hotel? Maybe a cook?

Martin: A cook...yes, I’ll be a famous cook, and the rich and famous will beg to eat my super creamy chocolate cheesecake...

Mr. Chan: Eh, Martin...perhaps you’d like to be a driver. A taxi driver, a bus driver or a lorry driver?

Martin: A driver, yes, yes! I will drive a race car and be the fastest driver on the race track!

Mr. Chan: Martin! Be serious!

Martin: Mr. Chan, I have a dream - if I work hard, I can be anything I want to be!
A challenge for students to recycle the use of simple past tense & skills of narrative writing

Enable students to enrich their writing

Recycle previously learnt vocab & language structures

Enable students to use newly learnt vocab & language structures

11. My dream job

Writing

Learn to use the vocab and structures learnt to form a piece of information text on dream jobs

Hints for writing:
1. How many paragraphs should I write?
2. What should I put in each paragraph?
3. How do I end my writing?
Enable more active student participation in the post-writing editing-revising activities
Time for interaction
Thank you!

For professional sharing and exchange, please contact

Wong Kit Mei, Gladys
School–based Curriculum Development
(Primary) Section at
kitmeiwong@edb.gov.hk
Phone: 2158 4902