METHODOLOGY IN LANGUAGE LEARNING

T-KIT
No.2

METHODOLOGY IN LANGUAGE LEARNING

PARTNERSHIP
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Methodology
in Language Learning
T-kit

Welcome to the T-Kit series

Some of you may have wondered: what does T-kit mean? We can offer at least two answers. The first is as simple as the full version in English: "Training Kit". The second has more to do with the sound of the word that may easily recall "Ticket", one of the travelling documents we usually need to go on a journey. So, on the cover, the little figure called "Spiffy" holds a train ticket to go on a journey to discover new ideas. In our imagination, this T-kit is a tool that each of us can use in our work. More specifically, we would like to address youth workers and trainers and offer them theoretical and practical tools to work with and use when training young people.

The T-kit series has been the result of a one-year collective effort involving people from different cultural, professional and organisational backgrounds. Youth trainers, youth leaders in NGOs and professional writers have worked together in order to create high quality publications which would address the needs of the target group while recognising the diversity of approaches across Europe to each subject.

This T-kit is part of a series of 4 titles first published in the year 2000, to be followed by more in subsequent years. It is one of the products of the Partnership Programme on Youth Worker Training run by the European Commission and the Council of Europe. Besides the T-kits, the partnership between the two institutions has resulted in other areas of co-operation such as training courses, the magazine "Coyote" and a dynamic internet site.

To find out more about developments in the Partnership (new publications, training course announcements, etc.) or to download the electronic version of the T-kits, visit the Partnership web site: **www.training-youth.net.**

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Directorate of Youth and Sport

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DG Education and Culture
Unit D5: Youth Policy and Programme

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Introduction

Language skills and intercultural awareness are essential in the organisation of international events. More and more youth organisations now need to be able to provide their members or European volunteers with the necessary skills to communicate in international settings (international events or volunteering in a host country). This T-Kit presents a methodology for learning language and developing communicative ability in a target language.

It is not a language method but rather a global methodology inspired by the 'Task Based Learning' approach and approaches based on intercultural learning. The authors (language teachers experienced in training European youth leaders) have chosen this methodology because it simulates authentic communication situations, providing learners with the necessary vocabulary to realise successfully, in the target language, an activity close to their own reality. The methodology has proved to be particularly suited to youth work and non-formal education contexts. It has been chosen amongst many other language teaching/learning methodologies because it can be adapted to different target languages, to different learning environments and to different learning needs. Furthermore, this methodology requires active participation, initiative and the involvement of the learner.

The T-Kit has been produced for the benefit of:
- language trainers/teachers looking for an innovative approach to language learning in a non-formal education context
- all those helping others in the acquisition of language (language facilitators)

The T-Kit is divided into six main sections from the theoretical to the practical.

The authors also wanted to give the user an opportunity to develop their own comptencies to implement the methodology.

At the end of the T-Kit there is a self-training section with exercises and some suggestions for their use with learners.

Section 1 begins with a general introduction to language learning and teaching; it describes the evolution of language teaching and language learning approaches, and considers the roles of learners and facilitators (trainers).

Sections 2, 3 and 4 present the theory of Task Based Learning and provide some concrete examples of the methodology applied in the context of non-formal education.

Section 5 is the training part of the T-Kit. In this part there are guided exercises to try out the methodology, and some feedback.

The French version will be slightly different from the English T-Kit particularly in Section 3, since the examples chosen in the English version are not adaptable to the French language. But, as regards the content,the two versions are similar.

We hope you will enjoy reading and using the T-Kit for your training and we look forward to receiving feedback from **you** about **your** experiences.

1. Reflections on language learning

All teachers and learners bring with them a philosophy of what teaching and learning is. This philosophy is more likely to be implicitly rather than explicitly held, especially by learners, and so taken for granted. Such philosophies are formed by our own experiences of education and learning from the earliest days of childhood onwards. We all accept as being the norm those educational experiences which are part of our socio-cultural context. Only when we are able to experience other approaches, are we able to question and evaluate our own.

Pedagogic principles and practice are instilled in trainee teachers and they carry these into the classroom with them. Very rarely are the roles of teachers and learners examined and questioned. In spite of efforts to encourage learner development, learner independence and even autonomous learning, most classroom situations are still teacher-centred. This is not a criticism, simply a reporting of reality from several observational studies. It's not surprising. Traditional approaches provide security for all concerned. However, the richest learning environment will be created by teachers with the range of knowledge and skills to vary their approach to suit individuals and specific groups and contexts.

It is also difficult to measure language learning qualitatively. Language is not a body of knowledge, a set of facts, which can be memorised and regurgitated for the purposes of tests and examinations. It is an innate human ability and as such organic. It grows and develops in favourable environments, shrivels with neglect and is affected by emotional factors. There are various levels of competencies which can be measured but each performance of language will be different from the next. Spoken competence is the most immediate but also the most fragile and volatile. We all know how articulate, erudite and focussed we can be when sitting in a relaxed group of friends and putting the world to rights. But can we do the same in front of an audience? Or at a job interview? Or in the courtroom? Or when we're tired, unwell, in or out of love? Every human factor affects our ability to use even our mother tongue competently and all these factors are carried over into second language contexts.

So, what to do about it? It is paramount to bear in mind the aims and purposes of any teaching situation. Why are people learning the language? By and large, most people learn a second and subsequent languages for one of the following broad purposes:

• Work
• Leisure
• Social Integration
• Academic Purposes

In the context of European youth work, needs will probably cover all these aspects but with less emphasis on academic purposes.

We would guess that many qualified language teachers started their careers as non-experts. Finding themselves abroad and being asked to *teach* someone their language they just did it – and enjoyed it! Sometimes simply while on holiday, in the bar, at the disco – anywhere! They would be asked *'How do you say this in your language?' 'Tell me what your name is in …..?' 'What does this expression mean?'* etc. Some of the best teaching and learning has taken place in such non-formal contexts.

Another level of non-formal learning contexts is where youth workers need to prepare themselves or others for international work, or when they have to go into a situation where they need another language to participate in local youth projects.

Moreover, there will always be many learning contexts where trained teachers are not available, and teaching and learning will be carried out much more naturalistically. We would suggest that most people would manage to teach their native language to a willing and motivated learner. The purpose of this T-Kit is to give such *non-teachers* both the tools and the confidence to maximise the situation.

Here we would like to describe the example of a new tri-lateral programme involving Sweden-Italy-UK. The programme is called Work Away (in the UK) and Breaking Barriers in Sweden and Italy. The project managers in the UK are the Prince's Trust, a charitable organisation set up in 1976 by Prince Charles to help young people who have not had the usual pathways to follow in life or who have screwed up in one way or another (crime, drugs, disastrous

relationships etc). The Scheme is targeted at 18-24 year olds *'at risk of being excluded from long-term employment'*. The project identifies such young people locally, provides work experience pre-departure, a pre-departure training week (usually residential); on-arrival training for two weeks; job placements in those countries before returning home with enhanced employment possibilities. An interesting project in its pilot year (1999/2000) and running as a demonstration project.

Edwards Language School is the training partner in Britain and provides both pre-departure training for outgoing UK young people and on-arrival training for incoming people from Sweden and Italy.

During the pre-departure training, there are activities to raise awareness of the reality of living and working abroad, intercultural awareness workshops, and language input.

For the language input, native speaker informants in their mid to late 20s were chosen precisely because they were not trained teachers. These *informants* were briefed about their role by a qualified and experienced language teacher. They were provided with frameworks for four input sessions, broadly covering the "*Waystage level*"* of language. They had timetabled input sessions but everything was negotiable. It was observed that the learners themselves chose to make these sessions quite school-like, even though they took place in rooms which were not classrooms. Each was offered a learner file and most of them used them diligently and in the manner of real students. They asked for, and were provided with, the language they felt they needed. Punctuality and attendance were excellent.

As the course was residential, the informants spent social time with participants and so input and learning continued at all times.

Although the pre-departure training took place over only five or six days, with many other issues to be addressed apart from language, we felt it was an excellent example of how learning takes place in a non-formal context. Learners' needs and interests were paramount; *teachers* were not authority figures; and fear, which is the most negative emotion for a language classroom, was totally absent.

An essential ingredient, when using *non-qualified* informants, however, is the background preparation of a professional and experienced teacher, who prepares worksheets, provides frameworks and suggestions of functional tasks and is there in the background to monitor the learning process.

This publication is intended to be the background teacher for the many native speaker informants or facilitators who find themselves called upon to teach their own language in non-formal contexts. Section 1.2 on "the roles of learners and facilitators" gives more information for further reflection.

1.1 Language learning and language teaching

A background to modern language learning
The roots of modern language teaching and learning grew and developed in the twentieth century. The century saw travel by land, sea and air become ever more accessible to greater numbers of people, initially in Europe and North America but eventually on a global level encompassing all continents. No longer was foreign travel the domain of pious pilgrims and missionaries, intrepid explorers and conquerors, and the rich and leisured who travelled with an entourage of servants. Increasingly, foreign travel became accessible to the majority in the developed world. Alongside this, the discovery of electricity and the birth of the age of wire-less communication enabled peoples to have contact with each other, wherever they lived or worked.

In previous centuries only the classical languages of Latin and Greek had been studied as foreign languages by the minority who had access to formal education. Later, French, which had been the language of the upper classes in, for example, Russia and England, was included. Native speaker nannies and teachers were employed to tutor children in their own home.

In the 20th Century, Europe was the arena for two world wars. In addition, and maybe as a result, other sociological phenomena took place. Women became more equal citizens, claiming

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Waystage level ('Threshold level' Vantage level) corresponds to a scaling of communication skills in a target foreign language set up by the Modern Language Project from the Council of Europe. The waystage level corresponds to the basic communication skills.

their right to education and suffrage; the need for peaceful co-habitation instead of barbaric territorial battles became paramount. By the end of the century most countries in Europe had developed democratic systems of government.

Provision of universal basic education became a reality. Working conditions were improved alongside social benefits for the poor, sick and underprivileged. By the second half of the century, widespread travel for work and leisure became the norm. With greater life expectancy, even people in the third-age were able to travel in a way that had been denied them in their youth.

In the wake of these sociological, political and economic changes, education policies developed to include modern languages in state school curricula. The transition of language teaching and learning from classic, dead languages (which had been studied as a means to enter higher education and the professions) to modern *vivant* languages is set out in the overview below.

Grammar translation method

In Europe, the 16th century saw the foundation of grammar schools, where pupils were given a rigorous introduction to Latin grammar rules, study of declensions and conjugations, translation and practice in writing model sentences, mainly by using parallel bilingual texts and dialogue. After a grasp of the basics of the language pupils went on to study advanced grammar and rhetoric. This discipline was seen as the necessary mental gymnastics to equip pupils with the mental agility for all forms of higher education. No wonder, then, that when modern languages entered the curriculum of European schools from the 18th Century onwards they followed the same method of teaching and learning.

This grammar-translation approach to modern language teaching remained the only one in use well into the 20th century and is still prevalent in modified forms in many contexts around the world. This approach works well enough when the purpose of knowledge of the language is to have access to literary texts, which need to be discussed only in mother tongue. However, in the main, what worked for the study of a dead language, where no oral interaction was needed, imposed severe limitations for modern language learning. Pupils acquired a knowledge of the syntax and rhetoric of the target language and until the

20th century were hardly ever called upon to actually use it for spoken interaction. The focus of learning was on reading and writing, with little or no attention given to listening and speaking. Critics of this method believe that learners finish up knowing *about* the language rather than knowing the language itself; in other words, the old argument about theory and practice.

The direct method

This method evolved around the end of the 19th and beginning of the 20th centuries and followed on from the ideas of the Reform Movement led by French and German linguists in the mid 1800s. The approach also became known as the Natural Method and its principles were to use only the target language, to speak slowly and clearly to learners, to see learning as the four skills of listening, speaking, reading and writing; language should be heard first and seen later; grammar rules were given only after practice of them; translation should be avoided.

This method is still widely used today, most notably by the worldwide Berlitz Schools. Critics of the method say that it is too limiting, boring for teachers and learners, and can only work well for those whose learning style exactly matches this approach. It also leaves little space for meaningful exchanges, or going off at a tangent, which happens all the time in natural language interaction.

The situational approach

This method contains elements of the Direct Method and evolved from it. Language is taught in situations *at the station, in the restaurant* and so on. New language is drilled orally in sentence patterns. Vocabulary needed for the situation is taught and tested. Most modern language textbooks for secondary schools still contain elements of this approach. It uses the tried and tested PPP methodology (Presentation, Practice, Production). The teacher presents new language, learners try it out in controlled practice, such as mechanical drills, followed by so-called free production, when learners produce their own sentences using the model initially presented. This will be the approach and methodology most recognised by teachers and learners of modern languages.

The audio lingual method

This method was developed for military purposes by the USA during World War II. It consists

of listening to dialogues on tape and responding accordingly. The aim was to enable espionage personnel to assimilate spoken language and be able to infiltrate enemy offices and pass themselves off as native speakers. Native speaker informants were also used to provide models of the language and linguist *coaches* advised individuals on how to learn and assimilate. The method worked for the linguistically able and motivated who went on to become top spies and infiltrators. It might be said that if your life were in danger, you too could very quickly become fluent in Russian, French or even Martian!

This method spawned the use of language laboratories where learners sit with headphones and 'listen and repeat to their hearts' content – often just waiting for the bell to sound the end of the lesson!

The communicative approach

This approach arose out of the needs within the member countries of the Council of Europe to find an approach to teaching and learning the major European languages, so that adult learners could take advantage of the many opportunities open to them in the new European Union and Council of Europe countries. As the name suggests, this approach emphasised learning language for mainly spoken communication.

Using the approaches which preceded it, communicative language teaching (CLT) encouraged oral competence without too much attention to the teaching of structures (grammar rules) and vocabulary. It was felt that these would be implicit and learnt by osmosis, much in the way that children learn their mother tongue. Naom Chomsky's belief that he had discovered an area of the brain containing a Language Acquisition Device (LAD) and his theories on a Universal Grammar gave rise to a confidence that everyone who wanted to learn another language would do so.

Included in this broad and somewhat difficult to define approach is Wilkins' *Notional Syllabus* which was used to develop the European Framework for modern language learning, which now defines six distinct levels from the survival Waystage level upwards. Foreign language learning in Europe was quite carried away by CLT for much of the 1970s and 80s. It was seen as being the way to learn *French without tears*. Communicative competence was the aim of the method – it did not encompass

academic rigour and examination success. The classroom was to be a rehearsal room for real-life oral interactions and CLT undoubtedly underpinned some very creative teaching materials and classroom practices.

However, it was not the answer to all language learning problems. Many teachers and learners felt uncomfortable at the lack of any formal, structured, step-by-step, *bricklaying* elements to CLT. As with the Direct Method, CLT suited only those learners whose learning style matched this approach.

Total physical response (TPR)

This approach was developed by James Asher in California. The method uses imperatives and requires learners to be listeners and performers. Asher based his approach on the observation of child language learning, where he saw adults using imperatives to young children, who them reacted to them. Critics might say that it is like training a dog! The teacher gives a command e.g. *'Stand up!' 'Walk to the door!' 'Give the book to John!'* etc and learners obey!

The Silent Way

This is another humanistic approach developed by Gattegno in New York in the 1970s. Like TRP it claims to be non-threatening and stress-free and enables basic learners to feel confidence from the beginning. Learners simply listen to the native speakers conversing and only speak when they feel ready and moved to do so. The US Peace Corps, which provided native-speaker volunteers to give language instruction, mainly in Eastern Europe and South East Asia, from the 1970s onwards, used this approach extensively, but little is documented about their experiences.

Task-Based Learning

This approach puts the task to be completed at the centre of the language learning session. Learners are given problems to solve, using the target language, and tasks to complete, individually and collaboratively. The teacher supplies whatever language is needed to facilitate the successful outcome of the task. Learners need to actively seek the language and practise the skills they need to achieve a successful outcome. This approach pre-supposes confident, adventurous language learners, willing to take risks with language and to take responsibility for their own learning. It is intended to be far removed from traditional teacher-centred approaches, where control (supposedly) resides

with the teacher for all facets of the learning process. Learner independence is encouraged and successful task achievement the only reward.

Topic-Driven approaches
With this approach, the topic is paramount. Learners select (or the teacher offers) a range of topics which are of interest and relevant to them. The language around this topic is provided by the teacher. This would include structures and lexis, consideration of style and register as appropriate. The essence of topic-driven approaches is that they contextualise language. In addition, if learners have a choice of topics, learning is more motivated.

Intercultural Language Learning (ICLL)
This approach believes that language learning and intercultural learning are integral parts of a whole. It is impossible to learn a language thoroughly without being aware of intercultural issues. Conversely, it is impossible to be aware of intercultural issues without being aware of the intrinsic linguistic elements at play. These ideas are supported by the *chicken and egg* arguments about concepts and language. Does a concept produce the language or does language spur the concept? It is undoubtedly true that although all humans come with the innate power of language, concepts are by no means universal. So we can never assume that what I mean by a word that I use will match what *you* mean by a word when *you* use it!

Intercultural language learning explores language interculturally. The approach involves exploration of cultural concepts, stereotypes, generalisations, assumptions and the murky depths beneath surface language. It involves confrontation, and the aim is to clear the air interculturally so that we can truly live tolerantly, contentedly, and constructively in a *'vive la difference'* Europe!

This T-Kit concentrates on the latter three approaches, as they are the most appropriate for non-formal contexts. However, as with all approaches to teaching and learning, these have grown organically from those that have gone before. The emphasis is on the learner and learning, rather than the teacher and teaching. Thus, we are able to go forward into the 21st century using the skills and knowledge of past centuries, choosing eclectically the approaches most suitable for our time and place.

1.2 Roles of learners and facilitators

This section will consider the roles of teachers and learners and how each side of the teaching/learning equation may need to examine and re-evaluate their roles and behaviour in order to maximise learning opportunities. This is particularly relevant in the context of non-formal education.

During the Seminar on ICL in Language Learning held in Strasbourg in November 1998 this subject was examined and four broad classroom cultures were defined. These were the ultra-didactic, didactic, learner-centred, ultra-informal. Pages 47-49 in the Report [CEJ/TC ICLL (98) 2] of the Workshop summarise the activities and the chart below describes the main features of four classroom cultures.

Classroom 1 : *Ultra-didactic*

Formal classroom layout ; authoritarian teacher, strict hierarchical system, no opportunity for learner initiatives ; learners as empty-vessels ; teacher as source of all knowledge ; passive learners essential ; all power resides with the teacher.

Classroom 2 : *Didactic*

Teacher-centred classroom layout ; teacher in control ; lip-service only to learner participation ; fairly rigid hierarchical system ; control lies with the teacher ; passive learners preferred.

Classroom 3 : *Learner-centred*

Task-based learning ; classroom layout flexible – teacher to set up classroom according to the task in hand ; learners encouraged to work collaboratively ; learners encouraged to find out for themselves first and use the teacher as a final arbiter ; varied activities to suit all learning styles ; active learners preferred ; relaxed hierarchical system.

Classroom 4 : Ultra-informal

Haphazard approach ; anything goes ; teacher as fellow-sufferer in life ; learners usually dictate classroom practice ; teacher needs students to boost own morale ; affected friendships ; no hierarchical systems ; anarchy rules – OK ?!

The classroom culture that is required for the context of non-formal education necessitates a collaborative approach to teaching and learning. The teacher has the role of facilitator – helping and encouraging learning to happen. He/she will not feel that learning can only happen as and when specific items are taught.

Learners, too, must acknowledge that theirs is the more active role; they have to do the learning! They need to be aware of their own learning style and be willing to adapt and expand their learning strategies.

There are as many teaching styles as there are teachers and likewise as many learning styles as there are learners! The most important resource that teachers and learners bring into the language learning environment is themselves. From now onwards we shall refer to facilitators and learners as this best describes their roles in our context.

Roles of facilitators and learners might be considered as follows:

The Facilitator's Role	The Learner's Role
• To raise awareness of different learning styles	• To become aware of learning styles and be willing to try new learning strategies
• To supply accurate and appropriate models of the language as needed for the activities and tasks in hand	• To be an *adventurous* learner, willing to take risks, be a good *guesser*, and take every opportunity to learn, using the facilitator and all other sources available.
• To encourage learners to adopt adventurous learning strategies	• To work both independently and collaboratively to achieve good language and task outcomes
• To help create a good learning environment, without fear or inhibition	
• To monitor learners' use of the language and correct errors when appropriate	• To monitor their own and others' language progress and become aware of common errors
• To be positive and encouraging about outcomes and see all outcomes as successes	• To keep records of learning and review them constantly
• To see learning as a collaborative process with constant negotiation between facilitators and learners to define aims and working methods	• To acknowledge their active role as learner and be willing to negotiate aims and working methods with the facilitator

From this we can perhaps draw up a list of 'dos' and 'don'ts' for facilitators and learners in non-formal contexts. We have indicated who we think these *do's* and *don'ts* are for, using L for the Learner; F for the Facilitator. Most of the time they apply to both sides of the learning equation.

DO :

- Acknowledge your role in the learning adventure (L & F)
- See your role as *expedition guide and leader* or the person who has the *language map* (F)
- Be willing to experiment with new learning strategies (L & F)
- Work as a team, using each person's strengths and helping them with their weaknesses (L & F)
- Encourage your leader to give of their best (L)
- Recognise that everyone learns differently at different rates (L & F)
- Be patient and let learning happen! (L & F)
- Enjoy the adventure! (L & F)

DON'T :

- Put previous negative learning experiences in your rucksack when you pack for this journey! (L)
- Think 'teachers' and 'learners' (L & F)
- Blame the facilitator if you don't learn! (L)
- Blame yourself if you get it wrong! (L & F)
- Be competitive about achievements (L & F)
- Feel superior or inferior! (L & F)
- Panic and give up! (L & F)

1.3 What are learning styles?

Learning styles are partly innate and partly learnt. We are all born with abilities and aptitudes and then we are exposed to education in all its forms, at home, in society, in formal education and in non-formal education. The biggest influences will probably be home and formal education. In the family we are patterned into the childhood role assigned to us – *'eldest' 'youngest' 'only' 'late' 'difficult' 'wilful' 'beautiful' 'ugly' 'sporting' 'gifted' 'lazy'* and so on. In school we imbibe the learning norms of our cultural context. We will learn to respect, obey, fear, hate, question or rebel against authority. Authority comes in the form of teachers and School hierarchies. During these formative years we will learn to be more or less competitive; to think in terms of success and failure; to experience fear in the classroom; to know what we can and can't do; to accept our limitations; to try to reach our potential; to enjoy or hate tests and exams (depending on our ability to do well or badly in them!) to learn how to cheat the system; to avoid doing things we dislike or find difficult; to shine and be a star; to work with or against our peers – this is the process of formal education. The roots of the word *education* seem so often to be forgotten. They are the Latin *ex* and *ducare* which means *to lead out* – not to cram in!

When we finish with this stage of life, as we reach official adulthood, we can take control of what and how we learn. Non-formal learning contexts provide us with opportunities for lifelong learning. Long ago, Freire (The Pedagogy of the Oppressed – 1972) spoke about *de-schooling*. His seminal work still has value. A more recent series of essays on these themes can be found in Power, Pedagogy and Practice (ed. Hodge and Whiting, 1996). But the message is optimistic – we can empower ourselves as learners, take responsibility and stop blaming other people, systems and circumstances for our lacks.

The graphic below shows the Learning Style Spectrum with an explanation of styles. We can reflect on where we fit along that line at the moment and know that the best learner is one who converges towards the middle, combining abilities to learn studially with abilities to learn experientially, and the flexibility to adapt style to situation.

The Learning Style Spectrum

Experiental ← → Studial

Experiential language learners learn best when they can learn by doing; can ask questions and get quick answers; are not required to display their knowledge in tests and exams; do not have to record their learning; can take risks and go at their own pace; are not expected to learn grammar rules or read and write the language too much; can practise speaking the language as much as possible; are not too worried about their mistakes and achieve their aims of fluency.

Studial language learners learn best when they are presented with language in written form; are given rules for everything; can write everything down to record their learning; are given regular tests to confirm their progress; do not need to speak the language in unrehearsed situations; are required to read the language and write answers to questions about the text; are constantly corrected and achieve their aims of accuracy.

Obviously, those are the two extremes and the best learner, of languages or anything else, is the one who can experiment with styles from both ends of the spectrum and reach a style somewhere in the middle to maximise their learning.

1.4 Errors!

Accuracy and fluency in spoken language

Most learning situations (that is, any context with teachers and learners) include a clear concept of errors and error-correction. At its most extreme errors can be seen as *crimes* and error-correction as *punishment*!

Teachers are trained to monitor learning and apply correctional procedures. Teachers know, learners don't so they make mistakes and have to be corrected! Error correction in language learning has a long history of debate with clearly defined and justified pedagogical reasons for one methodology or another. However, for the purposes of this publication, let's

create our own approach to errors and corrections. (See also Bartram & Walton 1991) for further commonsense procedures.

Errors will always occur in language learning. Learning is done by trial and error. You try something, if it achieves the outcome you need, it is considered correct and if it doesn't, it's obviously incorrect! If you ask for a newspaper when you need a ticket, you will get a newspaper. You will then realise your mistake and try to remedy it. If you are lucky, there will be someone around who can tell you that the word you need is ticket. In the process you will also have learnt how to buy a newspaper!

This trial and error approach, being adventurous, not being afraid to take risks and appear stupid are essential ingredients for language learning in a non-formal context. The role of the learner is to behave as above; to learn from mistakes made; to share this learning with others; to monitor their own and others' mistakes; and to enjoy the adventure.

The role of a facilitator in error correction is to observe mistakes being made and to correct them at the appropriate time and in the appropriate way. That's the tricky bit! If the aim of learning is to achieve communication, error correction must keep a low profile and only be seen by both sides as a means to negotiate meaning.

> **Look at the following dialogue and then reflect on the 'error-correction'**
> **L = learner and F = facilitator.**
>
> L. 'One paper please.'
>
> F. 'One piece of paper?' (*Offering a sheet of paper to write on.*)
>
> L. 'No, one paper for London.'
>
> F. 'The Times?' (*Offering the newspaper.*)
>
> L. 'No, no, no.. One paper go London.'
>
> F. 'Oh! You need an application form to apply for a visa to go to London!'
>
> L. 'Yes, thank you!'
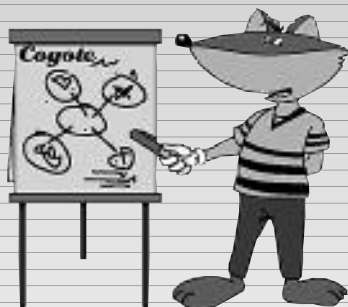
The facilitator helped the learner to negotiate a successful outcome. The learner took risks, carried on until he/she achieved the successful outcome he/she had in mind. Errors occurred on both sides and were dealt with *implicitly*. In a learning context, it would probably be beneficial to deal with the learner's specific errors *explicitly* at a separate time. This can be done by rehearsing conversations in the form of contextualised role-plays so that the learner pre-plans and pre-learns language necessary for the exchange. This is pre-emptive error correction or avoidance.

If we reflect on our language learning experiences, error correcting by teachers has usually occurred during tests which usually reveal how much we *haven't* learnt during lessons, which just shows us how silly we are.

In non-formal contexts learners are encouraged to monitor and self-correct or peer-correct whenever they can. The best learning takes place when the learner is aware that the error has been made.

When asked, most language learners put *correcting my mistakes* as one of the most important attributes for a good teacher. However, if we followed this through, we would do little else in life!

In any case, when the main aim of using language is for spoken communication, constant interruptions to correct errors, great and small, will simply create a barrier to communication, rather than facilitate it. Statesmen and spokespeople representing various international organisations are often interviewed in English on radio and television. I am always full of admiration for the fluency with which most of them manage to communicate their messages. If I wanted to be pedantic, I could find errors in almost every utterance, either errors of pronunciation, stress or usage. However, the only errors that would need to be dealt with would be those which create a barrier to communication – which are usually very few. Communication of ideas and information is also a two-sided affair. If you do not want to understand, you won't and if you do, you will! The English saying *'there's none so deaf as he who doesn't wish to hear'* encapsulates this phenomenon. (Do you have such a saying in your language?)

The facilitator in our non-formal contexts should always correct sensitively, clarifying meaning and providing correct forms only as necessary; monitoring and noting common errors and dealing with them in a group at a later stage; monitoring and noting errors specific to an individual and enlisting the help of the group in assisting that learner to use the correct forms; fluency will always be paramount but accuracy must not be neglected.

The importance of accuracy in written language

Error correction for written English is different. Writing is a higher form of language and a more advanced, academically learnt skill. All human beings use spoken forms of language but globally, only a minority achieve literacy, that is the skills to read and write. Writing requires higher levels of accuracy. It is necessary to think of purpose and audience when writing. Reasons for writing are, broadly speaking, for

- Work
- Study
- Pleasure

Those who write for pleasure are authors, dramatists and poets, although sometimes this overlaps with work!

Work and study purposes are the main reasons for writing. Writing tasks around work include filling in forms, applying for jobs, written communications in the form of letters, memos, reports, proposals and, increasingly, all of these in e-mail format. Writing tasks for study include form filling, note taking, summary writing, essay writing and dissertations.

The main difference between written and spoken communication is that the former requires a much higher degree of accuracy to be truly effective. Spoken language is ephemeral and, unless it is recorded and analysed, mistakes in spoken language pass unnoticed much of the time. Written language is a permanent form and there in black and white for everyone to see. You cannot retract the written word, or deny having said it or use any of the other disclaimers which we rely on when we simply speak.

When communication is spoken there is always the possibility that the hearer got it wrong, or simply misunderstood, and nobody can do anything about it. That is why, for legal purposes, you are asked to 'put it in writing'!

Some contrasting features of spoken and written language are shown below:

Spoken language	Written language
• Spontaneous and unrehearsed (unless a pre-planned speech or lecture, which is usually reading a written form of language)	• Planned and able to be revised before use
• Ephemeral (unless recorded!)	• A permanent record (unless destroyed!)
• Full of false starts and uncompleted sentences, half-said allusions etc so no need to think and speak syntactically	• Needs awareness of style, register and rhetorical patterns of written communication
• No problems with spelling and handwriting!	• Can encounter problems of spelling
• Meaning conveyed with voice quality (pitch, intonation, volume etc)	• Has the added dimension of legibility if handwritten
• If face-to-face, has advantages of body language, eye-contact and other paralinguistic features to aid communication (this is why telephone conversations are usually more difficult)	• Requires knowledge of syntax and its accurate use
• Needs no special materials	• Needs more time and effort to produce
• Betrays emotions	• Needs writing materials (pen, paper or computer and printer)
• Needs to be aware of pronunciation and prosodic features of spoken language	• Can only be effective in a context of literacy
	• Can mask emotions

A corollary to this table would be to say that fluency is more important in spoken language and accuracy is paramount in written language, therefore more error-correction is necessary for written language. But in non-formal contexts we certainly do not want the 'red-pen approach' to correcting written forms of the language.

Formal written communications are generally quite formulaic. This means that model examples can be adapted for specific use. Form filling is usually standard; letter-writing has certain conventions – forms of address, set phrases, closing sentences and salutations and so on – and can be learnt as a set of possible sentences. Report writing can also follow a formulaic structure using headings to divide it into sections. Minutes of a meeting are very formulaic in English and can be learnt this way.

The facilitator's role should be to produce model examples of these standard written communications and then assist learners to personalise them for their specific needs.

The planning stage is the most important when writing. At this stage, the facilitator will help writers find the language for their ideas; help with putting ideas into logical order; help with suggestions for overall form, e.g. – introduction, main ideas, summary/conclusion/ recommendations – check spelling or encourage use of dictionaries if available.

The facilitator needs to be around to answer queries during the drafting stage too in order to produce immediate assistance.

Then finally, the facilitator will check the first draft, make suggestions for improvement and ensure that the final form is accurate, succinct and ready for the reader.

A good way to deal with writing is to build up a bank of commonly needed written communications to use as models. This task will belong to the facilitator, who should rely on their own native speaker skills to produce simple and accurate pieces of writing. In time, these examples of good practice will become a useful resource for the learning context concerned and can be added to by subsequent learners and facilitators.

Informal types of writing do not usually cause problems. These include letters and postcards to friends and so on. Here, the rules of formal writing simply do not apply as they are just *write-as-you speak* communications. The recipient or reader will forgive you all transgressions, which makes them more manageable and pleasurable for the writer to produce!

We would add a note about e-mail communication. This form of written communication seems to be liberating us from the conventions of writing inasmuch as it tolerates inaccuracies. In its electronic wisdom it allows even quite formal communications to be delivered in informal style, without causing offence.

This can only be a good thing and should encourage people to write more freely. However, it would be a pity to lose the richness of traditional written forms, which are able to influence, persuade and inspire the reader.

2. Task-Based Learning (TBL)

2.1 Introduction and clarification of terms

This section provides the theoretical background to Task-Based Language Learning (TBLL); a framework for TBLL with explanations; factors to consider when implementing task-based language learning; and finally, a concrete example of a task.

It shows how adapted versions of task-based approaches to language learning are well suited to the non-formal context of learning in the framework of European language programmes. This method relies heavily on learners' involvement and their world knowledge. It places emphasis on the value of the information and experiences which participants bring to the language learning sessions. As participants share their knowledge, experience and opinions, they will also be using their existing language, be exposed to new language and develop a variety of strategies for improving their language skills.

TBLL also allows the facilitator to use authentic topic material, which is relevant to the participants' needs and encourages the development of skills necessary for the successful completion of real-life tasks.

Clarification of terms

Linguistic jargon is notorious for its ambiguity. Different terms mean different things to different people. So for clarification, some of the key terms used in this publication are listed below, together with an explanation.

- **Activity** Doing something which can be seen as a step towards achieving the task; one part of the process; work in progress.
- **Collaborative learning** Working together and supporting each other to maximise learning and task outcomes. It is the opposite of competitive learning where each learner is trying to be better than his companions.
- **Language facilitator** The person who has a native speaker competence in the language being learnt and can provide all the necessary linguistic input to facilitate the activities and task achievement.
- **Learner–centred** Describes an approach to classroom methodology which puts learners' needs and interests at the centre of the learning programme.
- **Learning styles/strategies** A range of ways of studying and learning, along the spectrum from experiential to studial. (See Section 1.2 Roles of learners and facilitators).
- **Materials** Anything which is used to form the basis of a language learning activity or task.
- **Task** The end product to a planned process; a completed piece of work
- **Topic** Any subject which provides contextualised language learning.

2.2 Task-Based Language Learning (TBLL)

2.2.1 Background to Task-Based Language Learning

Language acquisition and learning: How is it done?

There is no definitive model for learning a language or indeed for the acquisition of language by children. Research has suggested that human beings are born with a device which enables them to organise the language they are exposed to (their mother tongue) and form rules which can be used to generate more language and be applied in different situations (LAD: language acquisition device and Universal Grammar, Chomsky 1965). Yet there is also research to show that even *without* the stimuli of exposure to a language, deaf children develop language which displays similar features of a formal language structure (Goldin-Meadow 1990). This has also been shown through the study of Pidgin languages – languages that are formed by people who have no common mother tongue but who need to communicate among themselves and so form another language. The first intrepid explorers and international traders relied on pidgin communication. When pidgins are used as a native language by the next generation, they develop into a Creole language (Bickerton 1984) and a new language is formed by people who were exposed to a language which

did not display a full range of structures. This is known as *poverty of stimulus* (Gleason and Ratner 1998). Some theories also relate the cognitive development of children to their language acquisition. This is another major difference between mother-tongue acquisition and learning a second language which is usually undertaken after childhood cognitive development is complete. (Bates 1979, Piaget 1926).

This is a very cursory dip into this area to demonstrate that nothing is finite in language learning or acquisition theory. Also, it must be remembered that we are attempting to develop ideas for language learning not language acquisition. It is therefore important to bear in mind the difference between language acquisition of mother tongue and second language learning later in life. As mentioned in Section 1.1 Language learning and language teaching, there have also been many theories of language learning, which have been reflected in approaches and methodologies in language teaching.

Learner-centred approaches

Learner-centred approaches draw knowledge from the learner, working through their needs and interests and selecting materials, activities and tasks accordingly. At all stages, negotiation between facilitators and learners is encouraged. Learning is seen as a collaborative enterprise. Any approach must consider the context in which it is to be used and consequently the possible reaction of learners to the methodology. Are learners going to accept the choice of methodology with open arms? If the proposed methodology is unfamiliar or greeted with foreboding, facilitators will need to negotiate with learners to ensure that they are motivated and happy to learn in that way. The learners will then be stakeholders in the approach. Of primary concern therefore is that facilitators take into account the learning environment they are working in and manage new approaches sensitively. (See Section 1.2 Roles of learners and facilitators.)

2.2.2 Task-Based Language Learning

In Task-Based Language Learning (TBLL), learning is fostered through performing a series of activities as steps towards successful task realisation. The focus is away from learning language items in a non-contextualised vacuum to using language as a vehicle for authentic, real-world needs. By working towards task realisation, the language is used immediately in the real-world context of the learner, making learning authentic. In a TBLL framework the language needed is not pre-selected and given to the learners who then practise it but rather it is drawn from the learners with help from the facilitator, to meet the demands of the activities and task.

TBLL relies heavily on learners actively experimenting with their store of knowledge and using skills of deduction and independent language analysis to exploit the situation fully. (See Section 2.4 Concrete example of task – Preparing a meal.) In this example, the aim of the session is to work together to prepare a meal where everyone can contribute. By doing this, a great deal of language will be activated under the theme of food. As can be seen by the example, menus have to be discussed, food has to be bought and jobs allocated. The participants are prepared for the task, so that they will be aware of the language they need in order to carry it out successfully.

In this approach, motivation for communication becomes the primary driving force. It places the emphasis on communicative fluency rather than the hesitancy borne of the pressure in more didactic approaches to produce unflawed utterances. Exposure to the target language should be in a naturally occurring context. This means that, if materials are used, they are not prepared especially for the language classroom, but are selected and adapted from authentic sources. (See Section 4 Selecting and using materials.)

The Task-Based Learning Framework shown below has been adapted from the Willis framework (1996). In the adapted framework, the focus of attention is upon a final task. This task is defined as an undertaking that is authentic to the needs of the learners.

In the case of European youth work programmes, these tasks will relate to the work of participants and will reflect the tasks and situations they find themselves involved in. An explanation of this framework follows the diagram.

2.2.3 Task-Based Methodology

Task-Based Methodology Framework

*(Adapted from Willis, Jane 1996
A Framework for Task-Based Learning,
Oxford: Longman)*

DEFINITION OF THE TASK

PRE-TASK

Willis suggests that the teacher (facilitator) *'explores the topic with the group and highlights useful words and phrases'.* For facilitators wishing to exploit materials, it is at this stage that the chosen material will need to relate to the task. In preparing for the task fulfilment the facilitator will need to consider how the chosen piece of material will be exploited. Exploring the topic with the group could be by exploitation of a picture (see Section 3.2), by watching a video clip, (see Section 4) or by looking at a text (see Section 3.3). The material to be exploited can be used for topic content as a springboard or to highlight useful words and phrases. It is up to the facilitator to decide how much language work he/she thinks will be needed by the learners but it is necessary to remember that the purpose of using a piece of material is as a pre-task lead-in.

e.g.:

- material exploitation: using a picture/text etc. to lead into the topic

- brainstorming: making a list; comparing ideas; sharing experiences

- activating language: eliciting and providing vocabulary

PRE-TASK

TASK PREPARATION

TASK REALISATION

POST-TASK

2

TASK PREPARATION

This has been separated from the Pre-Task phase used by Willis to highlight the importance of preparing learners thoroughly, where necessary rehearsing the task in order to recycle the language and familiarise learners with the context as much as possible. If the previous stage involved brainstorming words connected with the topic, this stage could involve learners in a discussion of their attitudes to it, and preparing their arguments for a debate, or their ideas for a leaflet to draw peoples' attention to the issue

Learners prepare own input for tasks

e.g.

- planning a report

- practising role-play

- writing a questionnaire to be administered

- thinking of issues in a debate

- brainstorming necessary language

- activating language : eliciting and providing the necessary language

PRE-TASK
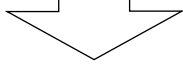
TASK PREPARATION
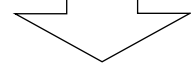
TASK REALISATION

POST-TASK
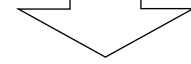
TASK REALISATION

The two previous stages will have been leading up to this stage by fully preparing learners both ideologically and linguistically for the task. This part of the task cycle will mirror as closely as possible an authentic undertaking which participants in European youth work will have to carry out. Whether the task is performed, displayed, recorded, conducted as a group, or carried out in small groups the focus will be on successful realisation of the task.

Learners produce/perform/present their tasks

e.g:

• Producing a poster

• Performing a role-play

• Having a debate

• Producing a leaflet

• Giving a presentation

PRE-TASK

TASK
PREPARATION

TASK
REALISATION

POST-TASK

POST TASK

Post-Task options

Language focus
While the task is being carried out, the facilitator may wish to make notes on the language : could any vocabulary be added ? Were there any structures that caused misunderstanding or confusion ? Were there any phrases which could have been expressed differently ? Could any of the language have been used to better effect e.g. made less abrupt, more persuasive etc.? After the task has been completed, participants may wish to look at the material again to gain a better understanding of the language : to look at structures, difficult/unusual vocabulary etc.

Feedback and evaluation
The facilitator may wish to conduct a feedback session to discuss the success of the task and consider suggestions for improving it. Participants may wish to discuss such issues as working together, performing in a group, reactions to the topic, amount of language input, things they enjoyed doing, things they didn't enjoy and so on. Evaluation of the task will provide useful information for facilitators when planning further tasks.

Reflection upon task realisation

- Was it useful ?

- Was it enjoyable ?

Language reflection, possible further input

- Further exploitation of material for language

- Error correction

- Reflection by learners

Peer suggestions : *'could you explain…?' 'could you repeat…?'*

PRE-TASK

TASK
PREPARATION

TASK
REALISATION

POST-TASK

2.2.4 Language ability and learning styles

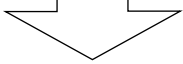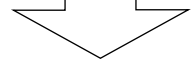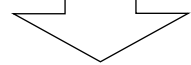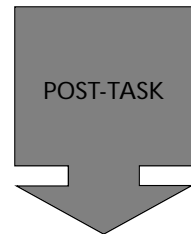When asked to use 'all the language they can muster to express themselves' (Willis 1996), participants who are unfamiliar with this learning context may not feel comfortable or productive in this learning environment. This is not to say that it should be rejected if this is the case, but that facilitators must be aware that they may need to allow time for adjustment, encouragement and confidence building. Some participants may feel they are being thrown in at the deep end and may find they are unable to swim, especially if they are working with people much more confident than themselves. The psychological dynamics of the group will have a great influence on the success of working groups in this respect. If a hesitant participant is working with a supportive group he/she will gain considerable experience even if he/she is not ready to fulfil his/her potential to the full. As was stated in the introduction, (Section 1.2) these approaches require adventurous learners, prepared to take risks, so a spirit of adventure must be fostered by facilitators.

In cases where the participants' language level does not enable them to carry out the task preparation, adaptations will have to be made where more language is fed in as the situation demands. In keeping with the ethos of these approaches to language learning, however, it must be remembered that the language input should be related to the task. A functional approach to language learning would ensure that the learners are aware of the contextual use of the language and that they are going to use it for real-world situations. It is essential that materials developed on a task-based framework should include variations to meet the needs of beginner and lower level learners.

The TBLL approach can be adapted to suit beginner level language learners as long as facilitators are aware of learners' needs and able to adapt. The language input during the pre-task and task preparation stages will have to be suitably adapted. At his level, there may be more call from the participants for *stop and explain* sessions with further examples of the language structures being used. The focus, however, remains the same: the overall aim is on the accomplishment of a real-life task and real-life activities leading to this.

2.3 Factors to consider

When using TBLL approaches many different factors have to be taken into consideration and some of these are explored below.

2.3.1 Learners' profile

If you are preparing materials before your group arrives, it is advisable to draw up a likely profile of the group. Even if the profile is not exact it will be a framework to start from. It is helpful to aim your materials at a defined group and fine tune later as necessary. You will rarely be faced with a homogeneous group even if the participants are of the same nationality.

Although participants will all be involved in European youth work and may have similar concerns and interests, their learning backgrounds are likely to have been very different. It is important to be aware that there may well be as many different learning backgrounds as there are participants. Each person will come with their own experiences, feelings and attitudes, which are likely to surface during a course. Some participants may not be willing or used to discussing issues. People may have come from a learning environment which is very didactic where they are not asked to provide the information, but to absorb it. They may not be used to giving a controversial opinion or exercising self-expression in a mixed group. An appropriate course of action will need to be negotiated if a task specifically requiring a certain method is to succeed. Participants may not want to practise their language with other participants, having been used to giving answers only to a teacher. Some learners may expect

the facilitator to provide all the answers and may be unused to interacting with other participants during language lessons.

A key element in any language course is a strong learning to learn component. This could include discussions and even demonstrations of different learning styles and explanations of the methods. This is important in the development of participants' learning strategies and, if employed near the beginning of a course, can ease the way for the introduction of new methodologies such as task-based learning.

Some factors for facilitators to consider: participants' ages and any special requirements; their roles in European youth work; their reason for learning the language; various social realities; how participants are used to learning; their previous language learning experiences; ways of encouraging participants to be confident and adventurous learners. (See 1.2 Roles of learners and facilitators).

2.3.2 Negotiating course content

An over-riding influence in choosing your tasks will be the wishes of the participants. There is little point in pursuing a course of action if participants are unwilling to carry it out. They may each have a different agenda: this will need to be managed and negotiated as a group. If participants are asked about their expectations, requirements and wishes, a course can be negotiated which can address most plausible requirements of the participants. In the choice of methodology, it must be remembered that an unfamiliar methodology cannot be foisted upon a group without negotiation. Facilitators may need to adapt decisions and methodologies according to the wishes of the group and in response to on-going evaluation during a course. If however, the facilitator feels it necessary to introduce the participants to a new methodology, this will have to be discussed with them. Participants are sometimes surprised, however, at how much they *enjoy* methods which were previously unfamiliar to them.

2.3.3 Location of course and resources available

The location of the course will inevitably affect the availability and choice of tasks and materials. The following points need to be considered: will materials to support activities and tasks be freely available? If not, what can you do in advance to obtain suitable material? Will you have to adapt or change planned tasks in this location? Will participants contribute materials? How can you manage with minimal materials? How can you use other resources as well as language-based materials? (See Section 4 Selecting and using materials.)

You may be in a situation where you and the participants are the only resources available: this might seem a daunting challenge, but is a stimulating call for your resourcefulness! In case you find yourself in such a situation, we have provided an example to inspire you!. If there are few conventional teaching materials available, look within and around you, draw on the experiences/feelings/observations... etc of the participants. Once your task has been decided upon, the materials can be created from what is available: people, geography, buildings and so on. (See Section 3.1 Tasks from No Materials).

2.3.4 The intercultural dimension

When considering suggestions for language course activities and materials, the desire to increase participants' cultural awareness is paramount. Rather than provide a platform to expound the glories of high culture, it is hoped that by learning the language, participants will also be encouraged to consider aspects of daily living which may be different to what they are familiar with. In this way, it is hoped to provoke participants' self-awareness and awareness of others, and to examine certain cultural aspects which may have been taken for granted. Activities and tasks should attempt to challenge pre-conceived stereotypes and stimulate enquiry, which it is hoped will lead to better mutual understanding.

The cultural and linguistic make-up of the group will also need to be considered. If it is a mono-cultural group in the target language country, will the intercultural dimension be just two way between the host country and country of origin? Will there be a micro-intercultural dimension between one nationality which is seemingly homogenous? This can be a very rewarding exercise in self-awareness among participants, especially in breaking down stereotypes: even within a mono-national group, people can be asked to consider different experiences, lifestyles or social realities

and beliefs. Participants will be encouraged to see themselves and those around them as individuals with their own values and beliefs. Intercultural understanding can be very enriching when bonds are formed through beliefs and attitudes rather than only national boundaries. If it is a multi-cultural group, there may be one nationality which is conspicuously larger than others; will this have any bearing on activities and group dynamics? Might some participants feel excluded if they are not part of the dominant language sub-group? (Consideration of this may need to be given when organising sub-groups.) Will participants themselves decide who they form sub-groups with, or will the facilitator form the groups with an intercultural balance? Facilitators may also need to consider any tensions which may already exist or arise between nationalities and to be aware of possible sensitivities.

The material you find may not seem to have an intercultural perspective to it, yet you may be able to create intercultural tasks from it. Often, something very specific to a certain environment can lead very well into comparisons and reflections about the differences in experiences. For example even an article about something as seemingly banal as dog–walking may lead to reflections on animals: the way people treat them, people's attitudes to them, vivisection, animal rights groups, working animals and so on. An article was recently used about a strand of Bill Clinton's hair which was auctioned for almost £500! As you can imagine, the reflections upon this can take many paths. Even shopping receipts picked up off the floor can lead to tasks on shopping habits/food consumption/consumerism. Observing the way different countries organise addresses can also lead to interesting comparisons of people's views of housing and civic matters.

This Section ends with a concrete example of a worked through task. The task is preparing and eating a meal together. The only materials are the participants, facilitator and course locality. This means it is a task from no materials. (See also 3.1 Task from No Materials.) At each stage of the framework there are step-by-step guidelines indicating what to do and how to do it. Successful realisation of this task should be a most enjoyable experience!

2.4 Concrete example of a task

Context: with a multicultural group you decide to prepare a meal and to use this activity to learn the language.

TASK: preparing a meal

PRE-TASK

What to do

Discuss:

- Possible menus/dishes
- Food likes/dislikes
- Available budget
- Available ingredients
- Available utensils
- ……

How to do it

Explain specialities from different countries; gather promotional material from different stores; study special offers; examine available budget; check available ingredients, utensils, etc; put together a menu. Important language points: vocabulary of cooking and food, numbers, etc …

TASK PREPARATION

What to do

- Select the menu to be prepared
- Divide it into stages
- Find out what each person is able to do
- Decide each person's responsibility
- Collect money
- Go shopping

How to do it

Express likes and dislikes; decide who is to do what; decide where to shop; go shopping; make a list of things to be bought with their prices; check receipts; … Important language points: making comparisons, negotiating, decision-making, communication activities (buying things, asking for information, prices, etc).

TASK REALISATION

What to do

- Cook the meal
- Set and decorate the table
- Resolve any disputes
- Eat and chat
- Wash up

How to do it

Decide where everyone is to sit; settle any disputes; talk about individual preferences, the role of women and men, eating habits in different countries, etc; write out menus; Important language points: negotiating, conversation gambits, giving commands, requesting things, prepositions of place etc.

POST-TASK

What to do

- Comment on and discuss the meal and its preparation, human relationships, any disputes that may have arisen
- Exchange recipes, etc
- Write a letter to a friend describing the evening, etc
- Invent a new (intercultural?) recipe
- ......

How to do it

Share views, feelings and sensations; organise a debate on different food habits (vegetarian/non-vegetarian); put together an international menu; write an account in the past tense; etc …

Important language points: expressing the past, expressing subtleties, agreeing and disagreeing, etc.

3. Examples of Task-Based Learning

This Section contains further concrete examples of TBLL. Firstly, there is a task from no-materials; secondly, six different tasks generated from one piece of material, a photograph; and thirdly, six different tasks using a newspaper article as material input (See also 101 ways of making the most of what you've got – Section 5.4.) Each task demonstrates the flexibility of TBLL. Focus is always on the activities at each stage of the framework (the process) with language being elicited and supplied at the appropriate times to facilitate successful task realisation (the end product). In this way, language used should be authentic to the needs of the learners, in their quest to realise the task.

The choice of task will be dictated by the profile of participants. Some indications of levels and group sizes are given as guidelines for certain tasks, but facilitators will learn to modify and adapt activities and tasks to suit individuals and groups. TBLL is not prescriptive and most tasks can be adapted for all levels, mixed levels, mono-lingual groups and multilingual groups. The essential point is to focus on the task, the activities needed to realise the task and provide language as it is needed. A well-chosen piece of material will help this process, but tasks from no-materials are equally valid. (See Section 4 "Selecting and using materials".)

All the examples given in this Section should work if followed to the letter, but we hope facilitators will experiment with them, finding different activities, cutting out parts which seem less authentic to a specific context and so on. Above all, we hope you will enjoy facilitating TBLL!

3.1 Task from 'No Materials'

This task demonstrates that it is possible to create meaningful activities and tasks using only the context and people as resources.

Context: "I'm a language facilitator working with a monolingual group in Romania. I have no materials! What can I do? You've just arrived; you know nothing about Romania, so ask the group to produce a leaflet to help you while you're here!"

Materials: None (apart from Stationery)
Group Size: Any (if very large numbers, divide into working groups of 4/6)
Level: Lower levels

Task: Producing a poster with useful information for a first-time visitor to Romania

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PRE-TASK

- What do your senses tell you? What do we have to do? Identify things which might be strange to a visitor. How do we do it? Use your senses and common sense!
- In the group. Close your eyes and listen. What can you hear? Open your eyes and compare with others (draw what you heard and the facilitator will give the words).

- Walk around the locality and use your nose! What smells can you identify? Find the words from the facilitator.
- Stand still and look around. Identify five things which mean *home* to you (for the visitor five things which are *not* home).

TASK PREPARATION

- What shall we put on the poster?

- Selecting, sharing, comparing, negotiating, deciding (can be done in mother tongue if appropriate).

- What will we need to make the poster?

This phase should generate language around the areas selected for the poster and will probably include modes of transport, times and prices, words for shops and services, designing a poster – layout, spatial language and so on.

TASK REALISATION

- Gather the materials necessary to produce the poster(s). (This should generate the language of stationery and craft materials)

- Produce the poster and display
- Comment on the poster

POST-TASK

The facilitator looks at the poster and talks about its usefulness. The facilitator's role at this stage is to be the visitor and help participants to express themselves as they present their completed task. Some practice of the target language can occur with small conversations around the information on the poster.

In addition some exchange of language can take place, for example *'in my language we say'…'and in your language you say'* … These exchanges may identify linguistic similarities or differences, for example: agreement of adjectives, word order, use of articles, capital letters and so on.

Comments

- A follow-up task could be for the facilitator to produce a poster for visitors to his/her country. This could be used to re-enforce the language and encourage further intercultural awareness.
- The same task used   with intermediate and higher levels would be equally valid. It would generate more advanced language and lead to more in-depth exchanges in the target language. It could also be very useful for mixed level groups.

NB. The task in Section 2.4 Preparing a meal is a further example of a task from nothing.

3.2 Exploitation of a Photograph
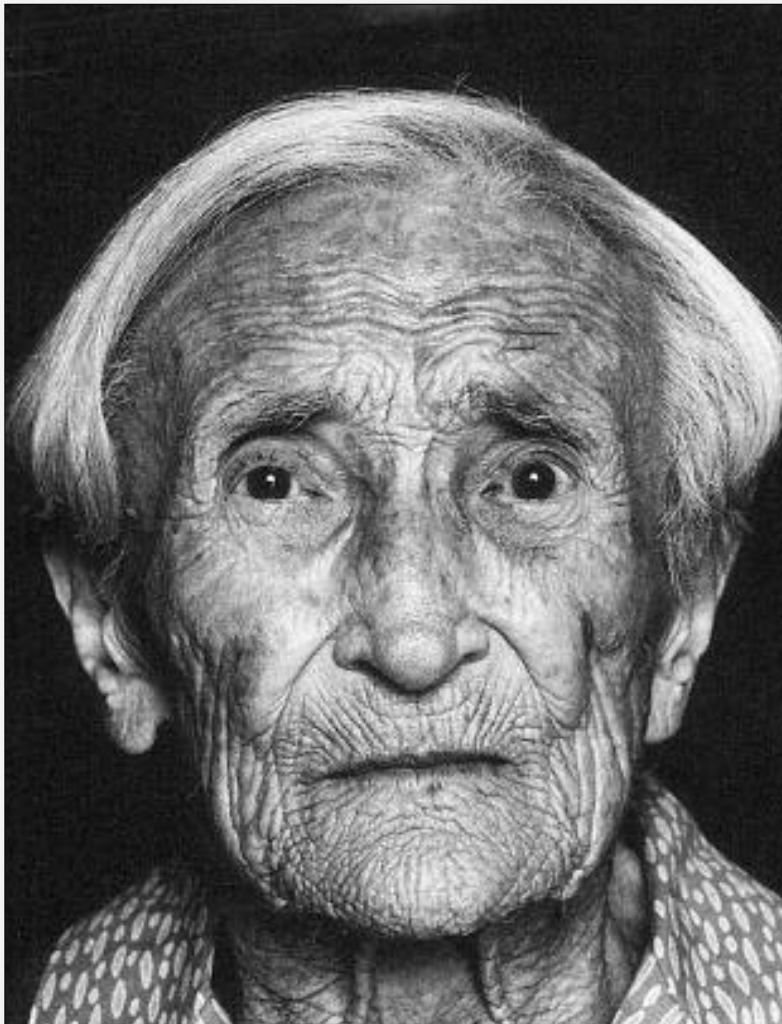
3

*Task 1: Producing posters for an exhibition
on the theme of 'Youth and old age'*

Material: Copies of the photograph of the elderly person
Other Material: Old magazines and newspapers; stationery
Group: Four +
Level: Intermediate and Higher

PRE-TASK

- Show participants the photo and ask them to brainstorm all the words that come into their heads when they look at the photo – someone writes all the words up in one column.

- The group then thinks of all the opposites they can to the words they have written – someone writes this up in a second column.
- Make sure the words 'young' and 'old' are clearly displayed.

TASK PREPARATION

- Divide the group into two sub-groups (*not* according to ages!) and label them either 'old' or 'young'.

- Give the groups a selection of magazines and newspapers.

- Ask the participants to pick out a picture which they think relates to their topic, i.e. old or young.

- Encourage them to discuss with each other why they have chosen the pictures.

TASK REALISATION

- Participants put their pictures onto a poster and display the posters.
- Half the participants walk around the exhibition while the other half

stay by their posters and explain why they chose the pictures.
- After a while, swap the groups over so the other half has a chance to walk around the exhibition.

POST-TASK

- The group can reflect upon the words they chose at the beginning and discuss what they feel are prejudices

surrounding the young and old: do people have any first-hand experiences of these prejudices?

Comments
This can be adapted to lower levels where the language input would be more in the nature of single items of vocabulary and simple constructions.

Task 2 : Presenting a case history of a person to Social Services

Material: Copies of the photograph of the elderly person
Other Material: Stationery
Group: Eight +
Level: All levels including mixed

PRE-TASK

- Either as a whole group, or in smaller sub-groups : Describe the person in the photo ; give him/her a name, social situation, a profession, typical daily activities, preferred diet etc.

- Write up the suggestions in note form for everyone to see, or, after about 5 – 10 minutes, ask someone in the group to make notes on the description.

TASK PREPARATION

- Tell the groups that this person has just been referred to Social Services. He/she needs to be re-housed in an old people's home. The community he/she is going into is different from the one he/she is leaving.

- In their presentation, they should make Social Services aware of what will be different for the person entering the new situation and give any advice on helping him/her to adapt.

- Each group is going to make a presentation to Social Services describing this person's situation (way of life, including any religious convictions, diet etc.).

- In the sub-groups, participants plan their presentation, making notes only.

TASK REALISATION

- Groups give their presentations to the rest of the participants

- This could be arranged as if the rest of the participants were a committee from Social Services.

Comments

This could be done with a lower group if more language was provided during the preparation stage: e.g.: he likes/he doesn't like etc. She is Jewish/Christian/Muslim etc.

Task 3 : Role-play : suggesting housing options for the elderly person

Material: Copies of the photograph of the elderly person
Other Material: Role-cards (see task preparation)
Group: Any
Level: Intermediate - Higher

PRE-TASK

- Brainstorm possible housing options for this person, assuming he/she could no longer live independently.

- Make comparisons between different countries : what are the possibilities/common practices for elderly people in this situation ?

- Display the list of alternatives.

TASK PREPARATION

- Divide participants into sub-groups – one group for each role-card. (See role cards below.)

- Distribute the role-cards so that the members of each group have the same roles, e.g. doctors, social workers etc.

- Tell the participants that they are going to take part in a meeting with other people to decide the best housing option for the elderly person.

- The groups who have to give an opinion brainstorm the arguments for their case. Each group may want to make notes.

- Groups of chairpersons can decide how they will chair the meeting, and how they will make a decision. Do they have any criteria which might affect their decision ? E.g. how will the idea be financed ?

- The facilitator provides language for persuasive arguing.

- After 10 – 15 minutes, stop the groups and divide the participants into new groups of mixed characters.

TASK REALISATION

- Each of the groups has their discussion.

- The facilitator monitors, but does not interact at this stage.

POST-TASK

- Participants come together into one group. The chairpersons come to the front of the group and discuss their decisions. The others may wish to comment, but the chair people will be able

to compare their discussions and the group can discuss the main arguments.

The facilitator gives feedback on language used and its effectiveness.

ROLE CARDS

A	A
You are the chairman at a meeting of people deciding the best housing option for the elderly person.	
A	A

B	B
You are a relative of the elderly person who thinks that he/she should come and live with you.	
B	B

C	C
You are a relative of the elderly person who thinks that he/she should remain in his/her own house but should be provided with a full-time carer by Social Services.	
C	C

D	D
You are the elderly person's doctor. You think that he/she should be put in an old people's home, paid for partly by Social Services and partly by the family.	
D	D

E	E
You are the elderly person's social worker. You think he/she would prefer to live alone, with a part-time carer visiting daily.	
E	E

F	F
Other?	
F	F

Task 4 : Presenting a summary of interviews with elderly people

Material: Copies of the photograph of the elderly person
Other Material: (elderly people to interview!); stationery
Group: Six +
Level: Intermediate - Higher

PRE-TASK

- Show the participants the photo, and ask them to describe the person : what kind of character do they think he/she might have? What kind of life do they think he/she might lead?

TASK PREPARATION

- Ask the participants : if you were going to interview this person, what would you like to ask him/her?

- The participants individually interview some elderly people. If the course is not taking place in the target language country, the interviews can be done in the local language, and the presentations in the target language.

TASK REALISATION

- Participants present a summary of their interviews to the rest of the group.

POST-TASK

- Ask the participants what they learnt from this : what were their reactions to the elderly people's answers?

Comments

- Lower level participants can be involved by interviewing people together with someone of a slightly higher level: the questions could be decided upon together.

- If there are no elderly people available to be interviewed, some participants can play the part of an elderly person: invent things the person has done; the kind of life he/she has led etc.

- This can be a fun activity regardless of whether the interviews are carried out with real elderly people, especially if the group is creative: they can think up adventures the person has had etc.

- The task would then be the conducting of interviews, which could be video taped.

Task 5 : Giving a description
of a person to the police

Material: Copies of the photograph of the elderly person
Other Material: A Police From to complete
Group: Four +
Level: All

PRE-TASK

- Elicit physical descriptions of people in the group.

With higher levels, make sure the descriptions are in-depth.

TASK PREPARATION

- Give participants the photo.

- Tell participants that this person has gone missing and they are going to have to give a detailed description of him/her to the police. They could invent mannerisms e.g. the way he/she walks.

- Participants work in pairs and make notes around the photo about what they will say to the police.

TASK REALISATION

- Participants work in different pairs.
- The Police man/woman interviews the person giving the description and fills in his/her form.

- One person has the photo, the other has the police form.
- Participants swap roles and partners, and repeat the interviews.

POST-TASK

- Police forms can be displayed and compared ; any extra language can be added where necessary.

Comments
This can be extended to a more literary description of someone they know, where the physical description leads on to a detailed 'story' of this person's life in narrative form. This can be very interesting when participants share information about people who are very special to them.

POLICE FORM

Description of the missing person:

Name of the missing person: ....

....

....

Physical description of the person:...

....

....

Any distinguishing features:..

....

....

Comments: ....

....

....

Name and contact details of the person giving information:

....

....

....

Task 6: Role-plays: an elderly person interacting with other members of the community

Material: Copies of the photograph of the elderly person
Other Material: Stationery; lots of magazines with pictures
Group: Four +
Level: Lower Intermediate

PRE-TASK

- Look at the photo.
- From the magazines, find pictures which could represent these people.

- Brainstorm and think about all the people he/she may come across during the course of a typical day.

TASK PREPARATION

- Divide the participants into groups of four or five.

- Participants prepare and rehearse the sketches.

- Each person in the group must be given a role to play. The sketch

can take the form of a story; it could be one event or a series of events/role-plays.

- Tell them they are going to present a short sketch of *'A day in the life of ….......(the elderly person)'*.

TASK REALISATION

- Participants perform their sketch to the rest of the group.

POST-TASK

- Participants discuss each of the situations remarking on the differences and similarities in their various societies: what would be the same/different activities carried out by elderly people in different countries?

- Language focus – the different functions used in the role-plays: was

their language affected by the person they were talking to?

- This could lead to the way elderly people are spoken to/treated in societies: does your language have a respectful form of address (*Vous* in French and *Lei* in Italian) which is used for the elderly?

3

3.3 Exploitation of a Newspaper Article

'I regret having sex but I love my Georgia' from The Mirror of 2nd September 1999. *(Reproduced with permission from Rosie Dunn and Mirror Syndication International)*

This text was chosen by participants on an Intercultural Language Learning Course for European Youth Leaders at Edwards Language School in September 1999. The participants were very surprised by the article and were keen to discuss the issues surrounding it. The picture shows a girl (Kathleen) aged 13 holding the baby she gave birth to when she was 12. The article introduces Kathleen's situation and contains an open letter written by her. In the letter she gives advice to young girls who may find themselves in a similar situation. The style of the article is informal and includes many examples of colloquial language.

KATHLEEN Moss was just 12 when she gave birth to her daughter a year ago.

She celebrated her child's first birthday in June – just after she'd celebrated her own 13th. Today she gives her advice to the two Yorkshire girls who face the same shocking dilemma as she did.

She also gives an insight into an epidemic of childhood pregnancies in Britain.

I regret having sex but I love my Georgia

Photograph

of Kathleen

and her baby

I WASN'T surprised when I heard that two more girls are having babies as young as I was.

It's happening everywhere, but the only thing I can tell them is that they will just have to get on with it.

That's what everyone told me, because they said there was no point in crying over spilt milk.

Having a baby at 12 definitely makes you grow up quicker, because you have to face the responsibilities of looking after a baby of your own.

Lots of people said it would ruin my life, but I don't believe it has. I love my baby and I will look after her the best I can.

Hopefully, these two girls will have the support of their families. My family were behind me all the way and I couldn't have coped without them helping me.

They still help me now and I've gone back to school and take Georgia with me every day.

It's strange at first to believe that it's your baby – it took a long time for it to sink in that Georgia was my child.

I'm sure these girls will feel a bit weird about it at first, but I promise it gets easier.

My family were shocked, and I hid it from everyone right up until three weeks before I gave birth. I was really frightened to be having a baby, but I didn't really understand it.

Scared

When you're a kid you just try and hide it however you can, because you think you're going to be in a lot of trouble.

But of the worst bit of it all was being scared of what people say about you in the street. I hated being called names in the beginning, but it doesn't last. That's all stopped now and I just go out as normal.

I think these girls should just stick with their families and they will be OK.

They shouldn't take any notice if people call them bad names – there's worse things you can do than have a baby.

I can guarantee them that in time all the fuss will die down, just like it did with me. I don't even think about it any more.

Giving birth wasn't as bad as I thought it would be, but then by that stage you don't have any choice anyway.

I don't why so many young girls are having babies early now. I know I didn't think about my future.

When I had sex I didn't understand it - it was just something to do at the time.

A lot of kids are bored and they're growing up a lot quicker these days. But these girls will have to change their lives now.

Having a baby means a lot of responsibility, and they will have to learn to change nappies and fix bottles like I did. They might not like it at first, but they'll just have to get used to it.

They'll also have to get used to getting up in the night when their baby cries.

I know some people say I don't have a normal life for a 13-year-old, but it's normal to me. It's the only life I know.

I'm sure these girls feel a bit scared about what will happen next, but they'll soon get settled into a routine with their baby, especially if their own mums are there to give them a hand. Georgia is lovely and she's all mine. If I could turn the clock back I wouldn't do the same again, but on the other hand I wouldn't want to be without Georgia for anything.

I regret having sex, but I don't regret having her. I want nice things for her

when I grow up. That's why I've gone back to school.

These girls will realise how important that is as their babies start to grow up. It was only having Georgia that made me realise I needed to go back to school. Just because the girls are going to have children of their own doesn't mean they cant get an education for themselves.

I would say that going back to school is one of the most important things for them so they can get a job later on and look after their child.

I know you probably think you can't cope with all of this right now, but you can. I used to think the same when I first had Georgia.

If anything, I think my life has improved. I used to run away from school and played truant before I had Georgia.

"Now I am down to study eight GCSEs when I go back to school this week. I'm very proud of myself and my baby. I'm lucky up go to a mother – and-baby unit, but even if that's not available for them they should just try and get the best education they can.

Laugh

It's also important to still have time to have a laugh with your mates. Some of the girls I mix with have babies of their own, so we have lots in common.

I'm not with Georgia's father any more, and despite what everyone says I can look after her properly with my family.

I never thought about contraception before because I was too young to know about that sort of stuff. I'm sure these girls are exactly the same as me.

Maybe kids should be taught about it earlier in school, but it would have been no use for me anyway because I never used to go to school before I had Georgia.

People still get shocked by the fact that I had a baby at 12, but it doesn't shock me. It just happens.

I was terrified of my mum finding out, but she has stood by me all the way.

There's no point in wishing it hadn't happened – it's too late for that. Having a baby may not be what these girls expected at their age, but just because you're a young mum it doesn't mean you're too young to love your own child.

I'd say hang on in there and you will get by. You don't have to give up or miss out on pop music and clothes for yourself.

You just have to change things around a little to make sure you put your baby first.

At the end of the day, if you love your babies as much as I love Georgia, it will all be all right in the end.

Love and care are the best things you can give your child, and the rest will work itself out. Good luck!

Kathleen was talking to ROSIE DUNN

Task 1: Producing posters for an exhibition on the theme of 'Youth and old age'

Material: Copies of the photograph only (of Kathleen and her baby)
Other Material: Stationery
Group: Any size
Level: All

PRE-TASK

- Give out the photograph to sub-groups of two or three.
- Ask participants to guess who the people are; what is the relationship? (It may be necessary to draw a family tree for very low levels).
- Ask participants to guess the ages.
- Bring the groups together to compare ideas.

TASK PREPARATION

- Tell participants they are going to imagine they are Kathleen and are going to write a letter to her friend saying how she feels.
- Elicit or introduce language to express Kathleen's emotions e.g. happy/frightened/depressed etc.
- Ask participants to comment on how *they* think Kathleen may be feeling: you may need to introduce some basic language for giving opinions.
- Note down all the possible feelings that are suggested and display them.

TASK REALISATION

- Participants can work in pairs or alone.
- They write Kathleen's letter, describing her feelings during pregnancy and now.
- The letters can then be sent to other members of the group and displayed as a '*Dear Friend*' or '*Agony Aunt*' page of a magazine.

POST-TASK

- Where the language level is appropriate, the text can be shown to participants who can compare what they thought Kathleen would feel with what she actually wrote.
- Where the language level is appropriate, participants can discuss each other's letters and give feedback on their impressions

*Task 2 : Producing a leaflet on guidelines
for 'Sex education in schools'*

Material: Copies of the article; separate copies of the photo; separate copies of
the headline
Other Material: Stationery
Group: Any Size
Level: Intermediate +

PRE-TASK

- Give the picture to sub-groups of two or three participants and ask them to guess the relationship between the girl and the baby.

- Ask the groups to give feedback to each other to compare each group's suggestions.

- Give participants the headline only and ask for their reactions. Does this statement surprise you? Can you understand (empathize with) Kathleen's feelings?

- Ask the participants to predict what the article will say : do they think Kathleen will be frightened/upset /worried etc.?

- Participants read the article to see if their predictions were accurate.

- They compare their reactions with each other.

TASK PREPARATION

- Ask the participants to consider what advice could have been given to Kathleen so that this situation could have been avoided.

- Tell participants they are going to produce a leaflet giving guidelines on sex education in schools. The aim of this leaflet is to focus on the value of relationships and personal development rather than biological knowledge alone.

- Participants pick out statements in the text which would help them

e.g. what Kathleen thinks was wrong with her education and the reasons why she thinks this happened.

- Then they compare each other's experiences of sex education at school noting down any differences and how effective it was.

- In groups of two or three, participants then decide what elements they would like to include in their leaflet and how they want to arrange it.

TASK REALISATION

- Participants produce their leaflets in groups of two or three.

- Leaflets can then be displayed for others to read and comment on.

POST-TASK

- Any extra language work can be carried out on the text. In this particular text, there are a lot of idioms and colloquial language phrases.

  The functional language is also useful, e.g. expressing regret.

- Reflections on comments made in each other's leaflets. How valid are the suggestions?

- How could these comments be relevant in participants' youth work? E.g. do any of the participants work in this area, or related areas?

Comments

– This can be a very sensitive issue which needs to be treated carefully. The sharing of experiences should be done as informally as possible with participants offering information only if they wish, as this may be an issue that is not usually openly discussed.

– This provides a very good chance for a wide range of experiences to be shared on a topic which often turns out to be both culturally and individually very specific. Discussions on educational issues often provide interesting insights into the values and behaviour of different societies, since people can relate their educational experiences to their current values and attitudes.

Task 3: Role-play: giving Kathleen advice

Material: Copies of the article; role cards; copies of the grid (see below)
Other Material: Stationery
Group: Any Size
Level: Intermediate +

PRE-TASK

- Ask participants if they remember being given advice when they were younger, and how they felt about it. Did they have a strict upbringing, or was it more liberal?

- Feedback from the group

- Tell participants they are going to read the article, and to think about what kind of advice they would give to Kathleen.

- When they have read the article, they should fill in the grid in pairs;

Person A	Person B
– Why did Kathleen become pregnant?	– What does she think of her situation now?
– What does she regret?	– What advice does she give to others in her situation?

TASK PREPARATION

- In sub-groups of three or four, participants discuss what they would say to Kathleen.

- After a few minutes, ask participants to sit next to someone from a different group.

- As a group, brainstorm the functional language for giving advice and persuading.

- Display the language, and discuss possible modifications for different strengths of opinion.

- Participants form pairs. Give out the role cards to each pair and give them a few minutes to read their role.

TASK REALISATION

- Participants converse for about 5 minutes.
- Facilitator walks around and monitors the language, noting down any suggestions for the post-task phase.

POST-TASK

- Participants come together as a group and discuss their advice: did they think it was useful?
- Feedback can be given on language used.

Comments

Role cards can be swapped so that people can try different roles.

Person A	Person B
• You are Kathleen's aunt/uncle.	• You are Kathleen Moss.
• Decide whether you want to persuade Kathleen to have the baby or terminate the pregnancy. Think about your arguments and how you're going to express them, then begin your conversation.	• Your aunt/uncle has come to talk to you about whether you should have your baby or terminate the pregnancy. Think about how you might react to different suggestions. Then begin your conversation.
• You are Kathleen Moss's good friend and you've come to cheer her up. Make positive suggestions for her future.	• You are Kathleen Moss. Your best friend has come to visit you to help you make plans for your future.
• You are Kathleen Moss. You want to join a local youth group, so you've arranged a meeting with the youth leader. Think of some questions to ask and say why you would like to join.	• You are the leader of a local youth group. Kathleen has come to you about joining your group, Think of some advice you could give her, then answer her questions.

Task 4 : Presenting the results
of research on teenage issues

Material: Copies of the article
Other Material: A collection of teenage magazines
Group: Any Size
Level: Intermediate and higher

PRE-TASK

- Ask participants to scan the article to find out what concerns Kathleen has as a teenager.

- Participants divide into groups and compare their suggestions.

- If the group is not large enough for sub-groups, they can stay as one group, and one of the participants can chair the discussion.

- Participants then share and compare information about teenagers in their different countries.

TASK PREPARATION

- Spread the teenage magazines out where everyone can see.

- Looking at the covers only, participants discuss what they think are the main interests of teenagers.

- Participants divide into groups of three or four, with some magazines per group.

- Tell the participants they are going to take one or two magazines per group (these can be the same in each group) and prepare a poster on the main interests and concerns of teenagers.

- They look through the magazines, skim reading some of the relevant articles.

- Participants then prepare and design a poster depicting the interests of teenagers.

TASK REALISATION

- Participants present their posters to the rest of the group.

POST-TASK

- Participants can continue their previous discussion about issues concerning teenagers in different countries.

- Were they surprised by any of their findings?

- What do they think of the magazines?

Comments

There is a lot of scope to expand on this topic; the search can be extended to the Internet. Participants can prepare questions and interview teenagers if they are available, then report back to the group.

Task 5 : Making a presentation for a bid for funding

Material: Copies of the article
Other Material: Stationery; (overhead projector if available)
Group: Any Size
Level: Intermediate - higher

PRE-TASK

- Participants read the article to find out why Kathleen says this happened to her and how she feels it has changed her.

- Participants share their reactions.

TASK PREPARATION

- Explain that participants will prepare presentations as bids for funding for a workshop on teenage issues.

- Brainstorm what should be included in the presentations e.g. the aims, the plan, the money required and allocated etc.

- Participants should divide into sub-groups and discuss ideas for a workshop.

- They then prepare a presentation as a bid for funding for the workshop.

TASK REALISATION

- Sub-groups present their workshop bids to the rest of the participants.

POST-TASK

- Discussion :
  which bid was the strongest ?
- Further exploitation of language in the text

- Feedback from facilitator on language used in presentations

Comments

This is a good chance for higher-level participants to develop their presentation skills. The presentations can be videoed and played back for further discussion. This could lead to a written application for funding. (See Section 5 DIY Workshop, and Appendix 3 feedback)

Task 6 : Writing a letter to the editor of The Mirror

Material: Copies of the article
Other Material: Newspapers
Group: Any Size
Level: Intermediate +

PRE-TASK

Participants collect examples of '*letters to the editor*' from a variety of newspapers.

The facilitator can collect suitable newspapers and give them to the participants to find the letters to the editor.

If these are not available, e-mails from a website chat room can be used.

This material should contain examples of giving and responding to opinions.

- Participants choose one or two example letters and share the information with others in sub-groups. They discuss whether they agree with the opinions stated in the letters.

- Bring the groups together and ask for examples (from the letters) of language used to state opinions. Display the examples.

TASK PREPARATION

- Give a copy of the article to each participant.
- Participants read the article and think of three comprehension questions.
- In pairs, participants ask and answer each other's questions.
- The facilitator can monitor the questions and answers and help with any language problems.
- Explain to the group that they are going to write a letter to the editor of The Mirror.
- In one group, or sub-groups, participants discuss their reactions to the article.

- Ask participants to pick out language from the text which is used for giving opinion.
- Elicit and provide language and conventions for letter writing.

TASK REALISATION

- Participants write their letters either alone or in pairs.
- When participants have finished, the letters can be swapped.
- Participants can then write a reply to a letter of their choice.

POST-TASK

Letters can be sorted according to the opinions expressed.

Comments

Letters to the Editor can be written in response to any article which is controversial.

In one newspaper in Britain, there is a regular feature based on controversial issues. This format could be used as a task-based approach: two people are asked to write letters to each other in reply to a controversial statement referring to an issue which has been in the news. The two people are from strictly opposing sides. The correspondence continues for about four or five letters which are then published in the newspaper alongside each other. This could work in a similar way with a group of participants. When the participants have written their letters to the editor, they could have a debate, as their language for this subject will have been well activated.

A controversial statement can be read out. Participants would form two groups with opposing opinions. A debate could be held and a vote taken at the end on the original statement.

4. Selecting and using materials

This Section offers ideas on how to select materials to use as tools for language learning. All the material sources suggested should lend themselves to a wide variety of activities and tasks.

4.1 General considerations

Reasons for choosing materials to use as tools for language learning will usually include the following considerations:

- You find something which is interesting, curious or topical and would like to incorporate it into a lesson. The material would be relevant and stimulating for learners and would create a good basis for discussion.

- You find materials which you feel would provide a good model for something which participants would like to produce themselves.

- You have an idea of what you would like to do with a group and keep an eye out for anything which would serve as materials for your ideas.

What to do when you first find a piece of interesting material? As with any creative exercise, you need to spend time just thinking and throwing ideas around. You will not arrive at the perfect lesson plan immediately. Neither do you have to be a creative whizz-kid. When you use your own materials, you can pick and choose from various approaches and use them for your purposes in your context. It is, however, important to be clear about the reasons and ideas for having chosen the material and the people who will be using them. For example, what vocabulary can be related to, or elicited from, this material? If this were a real situation, what would I say to this person? What language would need to be known in order to do this? What other use would this be in the context of youth work training, besides language learning? What information does it provide about cultural norms or attitudes? Although it may be an interesting piece of material, what are learners going to do with it? What task(s) will result from using this material?

Tasks must be authentic to the needs of learners: what are they going to do which will imitate something they do either in their everyday life or in their work roles? There is no reason for them to do something purely for the sake of learning some language without it being a means-to-an-end task. The material will be the precursor to the task, so how will the piece of material facilitate the carrying out of the task? At this stage, the facilitator may have an idea which could be focussed on: a topic for discussion or a subject to work on. This does not necessarily have to be explicit: the issue could be approached from a different angle. The facilitator or participants could use the material to lead into certain issues. A personal story or piece of information could lead to a broader issue concerning that learner such as gender issues or their status within society. For example, a video clip on Swedish attitudes to health has been used to lead on to a wide variety of health issues and lifestyle considerations relevant to specific groups of learners.

In this way, by approaching an issue from the micro scale rather than the macro or global perspective, learners may be able to relate better to a topic and piece of material. Instead of saying 'Let's discuss attitudes to sex', facilitators could approach the subject through a role play or simulation where participants may express more of their opinions than they would had they been discussing the topic in abstraction (See Section 3.3 Exploitation of a newspaper article.)

Whichever method you choose, you should think carefully about the purpose of using the piece of material: What will the learners do during the learning session? Will the material serve as a model or example of something? Do you want the material to be used for vocabulary expansion – or to focus on language points? Will a picture be used to provoke a reaction? Is it to be used as a spring-board for a role play? Or simply to stimulate interest? Materials can be used for any or all of these reasons and will undoubtedly also result in purposes which you have not pre-planned, but should be recorded in the feedback and evaluation phase of the task cycle.

4

4.2 Various sources of materials

4.2.1 Materials from the learners

The most learner-centred materials will be those chosen by learners. Something brought in by a participant will automatically have relevance, bring new energy and show that the facilitator doesn't have to control the situation. (See Section 1.2 Roles of learners and facilitators.) Learners should be encouraged to read newspapers and choose articles which interest them. This could lead to discussions of questions posed in response to the article. Participants can be asked to choose short news items which are strange or unusual to them. If learners are not able to read newspaper articles, they can bring a piece of material in their own language, or pictures. They can find leaflets that interest or surprise them. They could also bring in an object they wish to talk about: unusual food/plants; their favourite things. Photographs from participants can provide a very interesting way for them to share their experiences with other members of the group. Most participants in European youth work contexts enjoy sharing information brought with them about their organisations or roles. Materials brought in could be displayed as an exhibition in the form of an information market.

The range of tasks which can be generated by learners' materials is infinite.

4.2.2 Materials from television

There are many programmes on television which lend themselves to being used as material to stimulate task-based learning. Early language learners in particular are provided with plenty of visual material which helps them to understand.

Programmes which provide an insight into ordinary life, which is difficult to capture fully in other ways, are particularly popular with learners. One category of television programme which is generally found in all countries, is **soap opera**. Although the characters and situations are often exaggerated and based on stereotypes, they do portray everyday life and can provoke much intercultural discussion.

After watching such programmes participants could perform a short scene from their own soap operas reflecting issues they believe are of common concern. In Britain, pressure groups work alongside soap opera producers to provide realistic input when a story-line deals with a topical and, possibly sensitive or controversial issue. Soaps can also be used for their fun, action-packed elements: what's going to happen next? What would you have done in that situation? What is your impression of him/her? What would have happened if…?

Advertisements can be used with or without dialogue with a variety of levels. They can be fun and although the images may be stereotypical, they can also be very revealing of a country's cultural norms. Producing an advertisement can be an excellent task involving everyone. Even a beginner is able to mime the ecstasy which comes from using a certain shampoo or deodorant or driving a certain make of car! More advanced language learners can play about with the language of hyperbole (hype), which is so common in the world of advertising.

Short news items provide excellent formal models. These are often self-contained and topic-based. There may be short reports of local interest or something topical. News reports can be watched without the sound for participants to guess the information, or put words into mouths by guessing the script. Facilitators or learners can write short summaries of items, which can then be given to other participants to match to the item when they view the programme. Focussing on key vocabulary that helps learners to understand the gist of the news is a good way of facilitating learners' general understanding of the language. News also expands the area of experience to a global platform, which is especially interesting if an international event is in the news at the time. If a video camera is available, tasks can include encouraging participants to create their own television news programmes to include common elements such as weather forecasts, political items, sports items and so on.

Extracts from **films** are an interesting way to discuss issues from the standpoint of other people: for example, participants' reactions to events in films, their opinions of characters' behaviour and judgements, whether participants have had similar experiences and so on.

Detective films can also create excitement and a whodunnit search for the culprit. Care should be taken, however, to choose the extract carefully, to avoid learners becoming overwhelmed with having to concentrate for a long time or if they are unable to follow the thread. Film extracts can also be watched without the sound; dialogues can be written for the scenes. Participants can guess what was happening and make up their own version of events.

4.2.3 Pictures

There is such a huge variety of pictures that can be used for materials that it is difficult to suggest usages without categorising pictures. For example, pictures of people could be used to imagine different life-styles; what the people may be thinking/feeling; what they are wearing/what effect this has on the person looking at the picture; what they might be saying and so on. The person's life story can be made up – this is especially fun with several people who can weave a web of relationships and events! (See 3.2 Exploitation of a photograph.)

Pictures can be used to describe places, make suggestions or comments about places: pretend to be a tourist promoter and promote the place. It could be someone's ideal place to live. A photograph of a scene could be used to describe a place to someone else, or to pretend to write a postcard from this place. The picture could represent a problem; land use or abuse; a danger of some sort; the subject of a planning application and so on. A role-play could take place based on the picture as if it was being used as a piece of evidence. For lower language levels, pictures can be displayed and one can be described for someone else to identify.

A picture can be described for another person to draw and then compare with the original. Learners can just point to their favourite picture, say why they like it, or say how it affects them? Do they know any similar scenes?

Pictures from **catalogues** can be used to make lists of items for sale to classify essential or luxury items. Guessing games about items and their prices can be played in a group. Shopping catalogues can be used to select an appropriate gift for an imaginary person or relative, colleague, lover, friend and so on with justification of why it was selected. Pictures can be partially hidden and people can try to figure out what the picture is. Pictures can be used to build up a lifestyle for an imaginary person. (See Section 3.2 Exploitation of a photograph.)

Magazine advertisements are produced to be eye catching, appealing and often amusing; they can provide a light-hearted 'look at pictures'. Discussions about advertisements, their effect on the reader, the use of puns and colloquialisms can be very useful. This will lead to questions about the message, and how effectively it is conveyed. A popular task is for participants to create their own advertisements. With lower language levels, advertisements provide an interesting 'point and name' session: What is this? How do they feel? What are they saying? Enact a dialogue between characters in the pictures. Adverts can be a useful stepping stone to intercultural considerations: how relevant are the adverts to different people? What do they reveal about the people they are aimed at? What do they reveal about consumerism? What are the reactions of different people to the adverts? Are the same adverts published in various countries? Advertisements for supermarkets and other stores can be used successfully with lower level learners as they provide good examples of everyday items and number practice.

It will be clear from the above ideas that access to pictures is an essential resource for facilitators and learners. It should be the aim of all facilitators and learners to build up a picture library for on-going use in TBLL.

4.2.4 Objects as materials

A collection of items can be put in a basket or in the middle of the table and used to spur many fruitful activities. Participants choose an item and supply the information about where it comes from, what it's made of, its value, what it's used for, why it's precious to that person, how they would feel if they lost it etc. Make an argument for this object to be the 'best invention of the 20th Century'. Explain how this object was made. Is it unusual to you? Do you have these in your country? Is the name unusual? Could you live without it? Do you enjoy using it? Do you think it is useful? Useless? What do you carry around with you? What would you never be without? And much, much more!

4

4.2.5 Leaflets

There is a plethora of possible tasks that can be generated by using materials in the form of leaflets. However, leaflets may need selecting carefully to avoid overkill. 'How to …' leaflets always seems to be available to help people to do things. Learners can consider the effectiveness of these information providers: they can try and carry out the task described. They can produce their own leaflets on anything from: 'How to survive in a new country' (see 3.1 Tasks from No Materials) to 'How to make a cup of tea'. Authentic leaflets found locally provide models for participants to use when creating their own leaflets. They can also be considered from a design point of view: how effective is the leaflet? What effect does it have on you? What would you like to change? At a lower level, participants can collect leaflets and group them into categories: food/clothing/information etc. A task for them could be to establish information centres where participants wander around information stalls asking for and giving information in leaflet form, which they have produced. Tourist leaflets usually contain information about attractions with directions, opening times, costs and so on. Participants could plan a visit and telephone to find out specific information such as group or student discounts etc. This could be a simulated or real task.

4.2.6 Games

Games provide excellent material for TBLL. Tasks could include inventing a game with rules; explain it to others and play it! This could be a card game, a board game or an outdoor game. Creating a new game could be collaborative, with one group starting it off then passing it on to another group, until a final product is produced by consensus (this could involve some heated negotiations!). Another task could be to attend a local sporting event and write a report of the occasion, or to carry out a survey of attitudes to sport and games and their role in various societies. There is endless potential for fun with games!

4.2.7 Songs and sounds

Songs have always been used as a tool for language learning but here we offer some ideas for using songs in TBLL. Songs in any language can be brought in by participants and used as the basis of tasks for the group. If in the target language, the lyrics can be used as an activity leading to a task evaluating the power of words in society, in advertising, propaganda and so on. Participants can reflect on the emotions stirred by melodies as part of a task, making comparisons between different social or national groups. Pop songs can be used to lead into a task comparing incomes and the relative earnings of different people in society – pop-stars are paid handsomely – are they worth it? etc. With the consensus of participants, music of any kind can be used to provide background in the learning space while activities are in progress.

Facilitators can make audio tapes of different sounds and noises. Learners can identify the sounds and guess their provenance. Sound effects can be provided by learners to accompany any task which is in the form of a story or sketch. Participants could produce their own tapes of unusual or enjoyable/unpleasant sounds, which could be shared with the rest of the group. These could be used to reflect upon individual feelings and connections between people's home life and those of other countries as part of a task to generate intercultural awareness. The simple comparison of animal noises in a multi-cultural group is a fun way in to intercultural activities.

4.2.8 The locality of the course

The locality itself will provide plenty of material to be exploited to generate tasks. If the environment is foreign to learners, intercultural observations can be made by comparisons with the locality and learners' home contexts. (See 3.1 Tasks from No Materials.)

Local people can be used as a source of authentic language input: they can be interviewed or just observed! Local people may be willing to come to talk to a group and provide some input about the locality. Participants can go out to visit their counterparts in the host country. They can visit local institutions of their choice such as the Police, the Town Hall, local places of worship and so on.

4.2.9 Information technology

Both the Internet and published CD Roms can provide a wealth of on-going and authentic information for learners. The Internet in particular is ideal for courses taking place away

from the target language in that it can provide immediate access to authentic materials. It is also a tool that participants will be able to use after the course, to continue their learning.

As the Internet works for a global audience, this also raises interesting questions on globalisation and the blurring of cultural identities. Participants can use it to focus on different interest groups across the world. Learners can be encouraged to complete tasks using information from the Internet as their source material. They can use it to provide their own information to share with other participants. They could take part in on-line discussions via chat rooms. They can use e-mails as practice for correspondence and to widen their communication skills. When it is possible to establish a working website, participants find it useful to continue their links with the group and continue to share ideas, or to work on continuing projects.

5. DIY Section

5.1 Introduction

The growth of DIY or Do It Yourself came about in Britain for two reasons. Firstly, from the 1950s onwards, people began to have more leisure time and chose to spend it improving their homes and gardens. This growth in DIY home maintenance served to give credence to the well-known adage that '*an Englishman's home is his castle*'.

The second reason for the growth of DIY was that it became increasingly more difficult and increasingly more expensive to find and hire skilled or even unskilled workers to carry out the painting, decorating and general renovating tasks necessary for home maintenance and improvement.

So there was a boom in DIY with every home-owner becoming an *expert* and DIY centres stocked with all the necessary tools and materials for any job, large or small. In addition, these centres provide expertise in the form of knowledgeable sales people and leaflets explaining how to tackle the job with handy hints and easy to follow diagrams. Furniture is sold in kit form and all you have to do is assemble and paint it.

The concept of a DIY section in this publication was born out of these practices. We have given you the tools and materials, we have shown you some examples with step-by-step instructions and now you can be a 'creative expert' yourself!

We offer you a workshop in DIY language teaching. We are providing authentic materials and suggest some tasks you can develop using these materials. You should follow the same standard format which is used throughout this publication. You will find a blank planning sheet overleaf to help you. Think about your learners and plan accordingly.
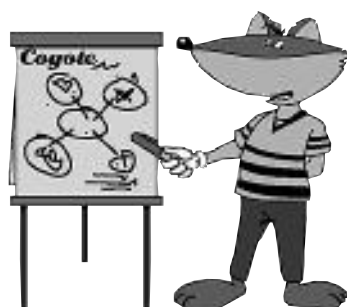
The first piece of material we have selected for this DIY section is taken from a European Youth Foundation Application Form for funding. The material is authentic and we feel it could generate some very authentic tasks.

When you have worked through the format, using activities to lead up to a successful realisation of the chosen task, you can turn to Appendix 3 Feedback. Here you will find how we approached the material. You will see the tasks we chose and the activities leading to the task.

The second piece of material is a general interest newspaper article, with photograph, which we think is fun and lends itself to extensive exploitation. In the Feedback Section we offer '101 ways to make the most of what you've got!' We hope you will be able to use the suggestions and adapt them from any materials (text, photograph, objects etc.) which you choose to use.

In both cases you may find you have done something similar or something entirely different. Don't worry! Whatever you have done, if you feel it is suitable, it will be OK. There is no right or wrong – you are the expert now! Our approaches will give you something to measure your own work against. If you would like more personal feedback, you can contact us on the website address and we will be glad to have a chat.

Enjoy your DIY facilitating!

5.2 Material

DJS/FEJ (99) 1

HOW TO APPLY FOR A GRANT
FROM THE EYF

EUROPEAN YOUTH FOUNDATION

DIRECTORATE OF YOUTH AND SPORT

Strasbourg 1999

European Youth Foundation
Financial assistance for a meeting

Organisation *(first-time applicants should also attach details of the aims, structure and membership of their organisation):*

Subject of the meeting:

Where and when will the meeting be held:

Number of working days:

Working languages:

Aims of the meeting:

Main programme elements, their contents / working methods:

Please briefly describe the purpose of the meeting in your organisation's short and long-term programme:

I. THE EUROPEAN YOUTH FOUNDATION: ITS AIMS AND HOW IT WORKS

Set up in 1972, the European Youth Foundation (EYF) is an institution of the Council of Europe. Its purpose is to encourage co-operation among young people in Europe by providing financial support to such European youth activities which serve the promotion of peace, understanding and co-operation in a spirit of respect for the Council of Europe's fundamental values such as human rights, democracy, tolerance and solidarity.

The EYF thus provides financial support to the following types of activity undertaken by non-governmental youth organisations or networks or by other non-governmental structures involved in areas of youth work relevant to the Council of Europe's youth policies and work:

a. educational, social, cultural and humanitarian activities of a European character;
b. activities aiming at strengthening peace and co-operation in Europe;
c. activities designed to promote closer co-operation and better understanding among young people in Europe, particularly by developing the exchange of information;
d. activities intended to stimulate mutual aid in Europe and in the developing countries for cultural, educational and social purposes;
e. studies, research and documentation on youth matters.

II. OPERATIONS WHICH COULD BE FINANCED BY THE EYF

The European Youth Foundation may contribute to the financing of the following operations:

A. International youth meetings

The EYF may provide financial support for organising international youth meetings for youth leaders, including seminars, conferences, workshops, camps, festivals, etc.

Any meeting for which EYF support is sought must be proposed and organised by:

a. an **international** non-governmental youth organisation or network, acting alone or together with one or more international or national youth organisations or networks;
b. **or** a **national or local** non-governmental youth organisation or network; in this case, the meeting must be organised in co-operation with an international organisation or network;
c. another non-governmental structure involved in areas of youth work relevant to the Council of Europe's youth policies and work; in this case, the meeting must be organised by and from different countries or with an international organisation or network;

In order to qualify for EYF support, a meeting must:

– meet the Council of Europe's work priorities, particularly those of its youth sector;

– be likely to make a useful contribution to the objectives and work of the Council of Europe's youth sector;
– be attended, in appropriate proportions, by nationals of at least four member states of the Foundation. It may also include participants from states which are not members of the Foundation;
– be likely to have a multiplying effect;
– be run in accordance with the educational principles of the Council of Europe's youth participation as well as intercultural learning; and, in particular, promote education for youth participation as well as intercultural learning;
– be, at least for **one-third** of its total cost, financed from sources other than the Foundation; for example, participation fees, the applicant organisation's own funds, or other grants;
– be attended by participants **of whom at least 75% are under the age of 30**; applicant organisations are required to justify a choice of venue in a non-member state. member states: applicant organisations
– (as a general rule) be held in one of the Foundation's member states.

B. Youth activities other than meetings

Apart from meetings, the types of youth activities eligible for EYF financial support are studies, research projects and the production of information and documentation on youth issues. In this category the Foundation may support, for example:

– specialised publications (such as training manuals);
– newsletters or magazines produced by international youth organisations or networks;
– information campaigns;
– exhibitions and the production of audio-visual materials etc;
– the development of websites or the production of CD-ROMs;
– the production of posters, badges and stickers;
– research projects on youth-related issues.

In the same category, the EYF can also grant study visits enabling youth organisations and networks to make new contacts in Europe and thus extend partnerships and develop co-operation.

To be eligible for support under category **B**, projects must be proposed and organised by youth organisations, networks or bodies that meet the conditions set out in paragraphs a, b and c of **A** above, and must have an international dimension.

The EYF contribution may not exceed **75%** of the total cost of projects financed in category **B**.

5.3 Blank Planning Sheet

Task

Material:
Other Material:
Group:
Level:

PRE-TASK

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TASK PREPARATION

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TASK REALISATION

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POST-TASK

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Comments

5.4 Materials exploitation

101 ways to make the most of what you've got !

Materials can and should be exploited endlessly. Below are some of the ways we've used, or seen used, or heard about or dreamt about. The list is not definitive or finite! Although these suggestions were produced to go with the **'Leaping Lettuce'(from "The Daily Mail", Thursday, October 1, 1998)**, most of them can be applied to other materials such as photographs, video and so on. Be imaginative and have fun!

SLIMY STOWAWAY IN THE GREENS LEAVES A SUPERMARKET RED-FACED

The leaping lettuce

Mother's terror as a giant toad hops from her Sainsbury's salad bag

Toad: The creature in the salad survived a weekend in the fridge

Terror at tea: Mrs Henderson ran screaming to the garage

5

a. General use

- Pictures first to elicit content/headlines for prediction/setting scene activities
- Selected vocabulary for understanding
- Text chopped up for jig-saw activities: detailed study of small sections individually, in pairs or groups, with help as necessary from the facilitator – then 'expert' students explain their bit to the rest of the group (including pronunciation features and cultural references)
- underline words containing the sound / / (choose one!)
- mark sentence stress as preparation for reading aloud
- Awareness of text style (which words or expressions show formality/informality?)
- Topic used for discussion/reaction

b. Language awareness

- Question forms – students make questions about part or all of the text, to be used as student-generated comprehension check
- Identify tense usage. Consider form and function
- Underline all irregular verbs
- Identify passive forms – can they be made active? Which is better and why?
- Identify direct speech and change into indirect speech – focus on good reporting words, summary reported speech etc.
- Identify indirect speech and put into direct speech (could be basis for role-play)
- Reflect on use of articles
- Reflect on use of prepositions/ expressions with dependent prepositions
- Find phrasal verbs and idiomatic language

c. Lexical development

- Identify words and chunks of language specific to topic
- Word sets according to suitable criteria (depending on level/type of learners etc.) Beyond elementary level, learners can choose own classifications e.g. words related to emotions/food/relationships etc.
- Find rhyming words! (also under pronunciation)
- Find x number of words you don't know (set a limit per student) and find out meaning
- Lists (see writing)

d. Skills development

Reading
- Skimming and scanning exercises. (Tell me in 10 seconds what this text is about) (How

many times can you find the word 'lettuce' in the text? – 30 seconds!)
- Find the word ……….
- *Prepared* reading aloud of small section of text (unprepared is always painful!)

Writing
- Letters, memos, postcards, reports generated by the situation – endless possibilities and fun!
- Dialogue or small sketch based on text situation, which can then be enacted
- Summary of text in one/two sentences
- Change style – from formal /informal, tabloid /broadsheet, newspaper/radio bulletin, etc
- Advanced learners re-write for elementary learners (good challenge)
- Make lists inspired by text (related to lexical exploitation)
- Dictation (facilitator or learner can do the dictating!)
- Write a report of the incident for the Health and Safety Officer

e. Listening/Speaking

- Role-play/Situational sketches
- Telephone calls
- Discussions/reactions/issues arising
- Intercultural comparisons
- Focus on pronunciation: individual sounds, word stress, sentence stress etc
- Imagined extension situations – what happens next?

f. Cultural and intercultural awareness

- Find culturally specific references e.g 'Sainsbury's'; flowers as a peace-offering etc.
- Eating habits, fresh/pre-packed food; home produced/imported products; who shops/ plans/prepares meals etc.
- Cultural connotations e.g. frog/toad!
- Extent of shock/horror/repulsion to various creatures
- Phobias
- Other intercultural issues e.g. fairy-tale/folk/ magic connotations (the frog prince!)

g. Other activities

- Surveys e.g. supermarket shelves, leading to world-map display of where food is imported from – good if learners collect labels/other packaging for display
- Wall-displays of all sorts
- Project on morality/desirability of international trade/globalisation etc
- Etc, etc, etc ………………

Appendix 1

Methodology in language learning T-Kit – Evaluation form

We hope you have found this first version of the *Methodology in language learning T-Kit* helpful and useful. This is the first time that such a publication has been produced within the Partnership Programme and we would welcome your feedback and suggestions for future editions. Your answers will also be used to analyse the impact of this publication. Thank you for completing this questionnaire, your comments will be read with great attention.

You are…
(You may tick more than one option)

☐ A Teacher
- ○ With multicultural groups,
- ○ In international youth programmes
- ○ With monocultural groups
- ○ In a language school

☐ A Trainer / language facilitator
- ○ With multicultural groups,
- ○ With individuals
- ○ With monocultural groups

☐ None of the above – Please specify ....

1 - How far did this T-Kit help you to find theoretical foundations and practical applications of language learning methodologies?

From 0% .... to 100%

2 - Did you use the T-kit for any of your language courses activities?   Yes ☐   No ☐

If yes…

In what context or situation? ....

....

In which setting? (multicultural groups, monocultural groups, language school …) ....

....

Which ideas did you use or adapt? ....

....

....

....

Which ideas did you find least useful? ....

....

....

....

What did you miss? ....

....

● ———

3 - What was the main difficulty to adapt the methodology to your own context and language?

....

....

....

In what situation? ....

....

In which setting? (multicultural groups, monocultural groups, language school …) ....

....

4 - How do you evaluate this T-Kit?

What do you think of the overall structure?..

....

....

What do you think about the layout? ....

Where did you obtain your copy of this *Methodology in language learning* T-kit? ....

....

What recommendations or suggestions do you have for future editions? ....

....

....

....

....

Name: ....

Title: ....

Organisation/establishment (if applicable)...

Your address: ....

....

Phone number: ....

E-mail: ....

Please return this questionnaire by surface mail or e-mail from: www.training-youth.net

Methodology in language learning T-kit
Directorate of Youth & Sports
Council of Europe – F-67075 Strasbourg Cedex
E-mail: info@training-youth.net

Appendix 2

References and further reading

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Practical examples and support for facilitators

The sector of teaching English as a Foreign Language is well established and there is a wealth of published materials in the form of course-books, supplementary materials and grammar books – all at various levels. However, the best materials are those created and tailored for the needs and interests of specific groups and this is what we hope users of this T-Kit will be able to do. But we all need inspiration to start us off! The books below should provide this as they give many practical ideas which are in line with the approaches in this T-Kit. Most facilitators will probably also feel the need for a good reference grammar just for their own security, together with a good learners' dictionary which contains a wealth of information. All major publishers produce grammar books and dictionaries and it is up to the individual to choose one that suits their own purposes and cognitive style.

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Correction – A Positive Approach to Language Mistakes, Hove: Language Teaching Publications.

Davis, P. & Rinvolucri, M. (1990)
The Confidence Book – Building Trust in the Language classroom, Harlow: Longman Group UK Limited.

Deller, S. (1990)
Lessons from the Learner – Student-generated Activities for the Language Classroom, Harlow: Longman Group UK Limited.

Lewis, M. and Hill, J. (1992)

> *Practical Techniques For Language Teaching*, Hove: Language Teaching Publications.

Lindstromberg, S. (ed.) (1990)

> *The Recipe Book – Practical Ideas for the Language Classroom,* Harlow: Longman Group UK Limited.

Marsland, B. (1998)

> *Lessons from Nothing,* Cambridge: Cambridge University Press.

Other publications from the Directorate of Youth and Sport

Heather Miletto and Philip Curran (1996)

> *Learning to learn*, (Language course tool box, no. 1). Strasbourg: Council of Europe, Youth Directorate. CEJ/Langue(96)3

John O'Regan and Rose Clark (1996)

> *Texts as a cultural resource in language learning*, (Language course tool box, no. 2). Strasbourg: Council of Europe, Youth Directorate. CEJ/Langue(96)4

Nick Andon and Rose Clark (1996)

> *Using the community as a resource in language learning*, (Language course tool box, no. 3). Strasbourg: Council of Europe, Youth Directorate. CEJ/Langue(96)5

Geneviève Koechlin, Paolo Stratta, Marie Tikova (1996)

> *The use of Drama in language courses*, (Language course tool box, no. 4). Strasbourg: Council of Europe, Youth Directorate. CEJ/Langue(96)6Eng

Michael Berman (1996)

> *Guided visualisations for English language teaching*, (Language course tool box, no. 5). Strasbourg: Council of Europe, Youth Directorate. CEJ/Langue(96)7

Günter Waldeck, Philip Curran, Dara Hogan (1996)

> *Using songs in language learning*, (Language course tool box, no. 6). Strasbourg: Council of Europe, Youth Directorate. CEJ/Langue(96)8

Muriel Moliné (1996)

> *Atelier d'écriture*, (Stages de langue boîte à outils, no. 7). Strasbourg: Conseil de l'Europe, Direction de la jeunesse. CEJ/Langue(96)9

Paola Stratta (1998)

> *Glossary (youth work) French, Italian, German, English, Spanish, Portuguese*, (Language course tool box, no. 9). Strasbourg: Council of Europe, Youth Directorate. DJ/Langue(98)2

John Waterman and John O'Regan (1999)

> *Information and communication technology in language learning*, (Language course tool box, no. 10). Strasbourg: Council of Europe, Youth Directorate. DJ/Langue(99)1

John Waterman and John O'Regan (1999)

> *Task based learning in language learning*, (Language course tool box, no. 11). Strasbourg: Council of Europe, Youth Directorate. DJ/Langue(99)2

Esther Hookway (1999)

> *Language course preparation and programme design*, (Language course tool box, no. 12). Strasbourg: Council of Europe, Youth Directorate. DJ/Langue(99)3

Sandrine Deguent (1999)

> *L'apprentissage des langues en petits groupes*, (Stages de langue boîte à outils , no. 13). Strasbourg: Conseil de l'Europe, Direction de la jeunesse. DJ/Langue(99)4

Philip Curran, Rainer Eberhardt, Yvonne Le Goïc, Esther Hookway, Heather Miletto, John O'Regan, Odile Raffner, Paolo Stratta, Carla Van der Straeten, (1997)

> *Learning a language differently*: *30 years of EYC experience.* Strasbourg: Council of Europe, Youth Directorate.

Philip Curran, Rainer Eberhardt,Yvonne Le Goïc, Esther Hookway, Heather Miletto, John O'Regan, Odile Raffner, Paolo Stratta, Carla Van der Straeten, (1997)

> *Apprendre une langue différemment: 30 années d'expérience du CEJ.* Strasbourg : Conseil de l'Europe, Direction de la jeunesse.

CEJ/ TC ICLL (1998)

> *Report of the training on intercultural language learning* 1998. Strasbourg: Council of Europe
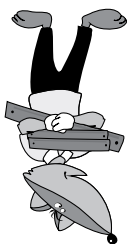
Feedback to DIY section

Task 1 : Simplifying the document for lower levels

Material: Copies of 'How to Apply for a Grant from the EYF' Sections I- and II-A and Application Form.

Other Material: Stationery; dictionaries of definitions; dictionaries of synonyms

Group: Any Size

Level: Advanced

PRE-TASK

- Ask participants to form sub-groups and tell each other about the activities in their youth work.
- Participants read section I of 'How to apply for a grant', and compare the aims of the activities referred to there with those raised during their preliminary brainstorming.

- Return to the main group, where a spokesperson from each sub-group presents a summary of the main elements of the discussion.
- Afterwards, ask them what elements of these activities reflect a European dimension. As language facilitator, your role is to help the learners express themselves and understand the key vocabulary in the text.

TASK PREPARATION

- Ask each participant to work alone and to read section II of 'How to apply for a grant', and take notes (key words, main ideas, etc) which can be used to write a summary.
- The sub-groups combine and compare their respective lists, bringing them into line where necessary.

- The facilitator's role is to help with the learners' comprehension (not to take part in the discussion or the list of main ideas).
- In sub-groups, learners compare notes and map out the main ideas in section II. They should refer to the text to resolve any disagreement.
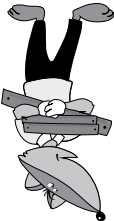
TASK REALISATION

- The sub-groups use the final list of main ideas to re-word the first two sections of 'How to apply for a grant', bearing in mind that their text is to be read by learners at lower levels. Vocabulary and syntax must be simple, concrete and easy to understand.

- They role-play presenting the two sections to the target (lower-level) groups and replying to any questions.
- The sub-groups may confer with each other if anything is unclear.
- Additionally, they could write out the new text.

POST-TASK

- Each advanced-level sub-group explains the first two sections of 'How to apply for a grant', to a lower-level sub-group. Each member must speak and be prepared to answer requests for clarification.
- If time is short, the written text can be given to lower-level learners with the comment that members

- of the advanced group can be approached for explanations.
- Alternatively, each member of the advanced group helps a member of a lower group (or sub-group) to fill out an 'Application Form for European Financial Assistance', for a project. This assumes that the lower groups will have put together a project during a previous session.

Comments

Important language points: differences between language levels (vocabulary, complexity of syntax).
Communication activities: discussion, negotiation, agreement/non-agreement, making a list, etc.

Task 2 : Making a written application for funding for an international youth meeting

Material: Copies of 'How to apply for a grant from the EYF' Sections I- and II-A and application form.

Other Material: Stationery
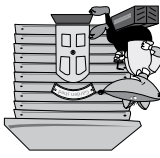**Group:** Any Size
Level: Intermediate +

PRE-TASK

- Divide the participants into sub-groups of three or four and give each group a large piece of paper and thick coloured pens.
- As a group, brainstorm participants' knowledge of how to apply for funding ; share experiences and tips.
- Facilitator can write and display useful information, alongside the other posters.

- Each group brainstorms the aims and purpose of the EYF and writes key words and phrases in bullet points on the paper.
- Participants read the text Part I to see if their aims match the ones in the text.
- Elicit and provide the vocabulary necessary for making an application.
- Each group then presents their poster to the rest of the participants.

TASK PREPARATION

- Tell the participants they are going to prepare an application for funding using the aims above and the application form provided.
- Participants could divide into sub-groups according to the similarities of their organisations. If there is no connection between their real organisations, the participants will have to invent organisations and meetings. This could be based on their actual work, but adapted.
- Before giving out the form, ask participants to divide into sub-groups and plan their applications to include the following areas of information :

  Decide on profile of organisation, Identify partners, What are the objectives?, What area of youth work does it deal with?, How will you meet the total cost?, Decide on profile of participants. What are the working languages?, Dates of meeting, Programme elements, Location of meeting

- Leave plenty of time for this stage, as a lot of information is required.
- When participants feel they have sufficient information, ask them to read Part II A : *operations which could be financed by the eyf.*
- At this stage, the role of the facilitator will be vital in helping the participants meet the requirements of the EYF and making sure they are familiar with the language and jargon phrases which will be useful in the application form.
- If any of their plans do not fit the criteria i.e. they have not identified international partners to work with, they should be encouraged to modify their plans.
- While reading the section, they should check that their plans fit the criteria.

TASK REALISATION

- Participants can stay in their groups and fill in an enlarged version of the application form or work individually using the same

- Participants fill in a draft application form. (See comments, below.) notes from the task preparation.

POST-TASK

- Sub-groups exchange drafts.

- Participants read through some of the other groups' applications and comment.

- The groups can come together and share good ideas.

- At this point any common language concerns and good examples can be highlighted by the facilitator. These can be displayed. Participants could be invited to suggest changes where necessary.

Comments

- A task which could follow the completion of the application form would be making a presentation of a bid for funding. Once the participants have filled in their application forms and displayed/read each other's forms, each group can give a presentation of their plans – possibly using an OHP. The other groups can then listen and the whole group can vote for the best bid.

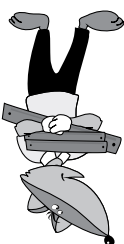- The presentations could also be video taped.

Task 3 : Producing an application form
for participation in a youth meeting

Material: Copies of 'How to apply for a grant from the EYF' Sections I-
and II-A and application form
Other Material: Stationery
Group: Any
Level: Intermediate +

PRE-TASK

- Distribute copies of the application form for financial assistance for an EYF meeting and ask participants to explain what it is about and what information is required in order to be able to complete it.

- Brainstorming : what other types of form are there – in general and more specifically in the context of youth work? Logically, someone should mention application forms for participation in a project. Focus on this and tell them that this is what they are going to produce.

TASK PREPARATION

- Participants are split into groups of 4 or 5. Each group creates a fictitious organisation: Name? Members? Aims? Activities? Etc. They should also decide together on the operating methods? General responsibilities of each member : chair? secretary? treasurer?

- Once the organisation has been clearly identified, participants should devise a concrete project (meeting, training course, visit, etc) to be carried out by this organisation. What? When? Where? Who for? Why? What is the programme (in general terms)? Contribution towards expenses? Etc.

- They decide on the participation selection criteria for this project (in line with the organisation's aims).

- On the basis of these criteria, they think up the questions which would have to be asked to provide them with the information needed to select participants.

- They decide on the presentation of the form and how it should be disseminated (paper copies? Internet?).

TASK REALISATION

- Participants draft, produce and illustrate the form. As this is a written task, the facilitator should offer advice to the participants and suggest corrections so that they can produce a document which is as close as possible to the genuine article.

POST-TASK

- Each participant sees the different forms produced and comments on them.

- The forum : each group presents its project orally (trying to sell it, possibly by promoting it via leaflets, posters, radio adverts, Internet site, etc). Participants choose the project which appeals to them most, ask for a form (they can also find out more about the selection criteria from the 'organisers') and complete it. The participants who are the 'project organisers', decide together who will be accepted. This stage could possibly be carried out with lower-level participants acting as 'candidates'.

Comments

Important linguistic points: when the advanced group is preparing the task the facilitator can insist on the text being grammatically correct; questions should be formulated precisely; each person's responsibilities should be described. Communication activities: persuasion, marketing, advertising, etc.
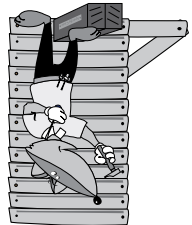
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Esther Hookway is a communications person with her own company called ReadyWriters which does editorial, writing and design and layout. She was the co-ordinator of Lingua Franca, a language and leadership training project in Central and Eastern Europe set up in 1991 by the European branch of the World Student Christian Federation and the Ecumenical Youth Council in Europe. She is now working as Administrator at a newly established Institute for Orthodox Christian Studies in Cambridge.

For further information, or if you have any comments, feel free to contact the authors of the T-Kit.

The T-kit series – year 2000 *(available in English and French)*

T-kit 1:
Organisational Management

T-kit 2:
Methodology in Language Learning

T-kit 3:
Intercultural Learning

T-kit 4:
Project Management

Planned for the year 2001:
(provisional titles)

T-kit 5:
How to organise a Training Course

T-kit 6:
Voluntary Service

T-kit 7:
Citizenship Education

Internet versions can be found on
www.training-youth.net

METHODOLOGY IN LANGUAGE LEARNING

T-KIT No.2

In 1998, The Council of Europe and the European Commission decided to take common action in the field of European Youth Worker Training, and therefore initiated a Partnership Agreement. The aim of the Agreement, which is laid down in several covenants, is "to promote active European citizenship and civil society by giving impetus to the training of youth leaders and youth workers working within a European dimension".

The co-operation between the two institutions covers a wide spectrum of activities and publications, as well as developing tools for further networking.

Three main components govern the partnership: a training offer (long term training for trainers and training on European Citizenship), publications (both paper and electronic versions of training materials and magazine) and networking tools (trainers pool and exchange possibilities). The ultimate goal is to raise standards in youth worker training at a European level and define quality criteria for such training.

European Commission

2000

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THE BIG FAMILY, STRASBOURG