

The Value of Task Sheet

Hiroki AOYAMA

Odate Kokusai Joho Gakuin SHS

• EXAMPLES OF TASK①

As you can see, using task sheets is very useful because students can understand what they are going to do.

Teachers can give the students the instructions even if they don't understand what teachers say.

Some tasks are from textbook, but most tasks are original and full of activities.

The topic of this lesson is "tour plan". There are 3 tour plans in textbook, so in this task ⑦, students pick the plan which they want to join, and tell the reason why they choose that plan.

They write down their original ideas and make speeches in front of the class. Students try to memorize as much as possible.

LESSON 1 Tour Plans Part 1		DATE No. Name: _____
TASK1	Vocabulary Check.	
TASK2	Listening.	
TASK3	Test Grammar Item = SECTION 1.3.	
TASK4	Comprehension Question in English. Answer them in English.	
	1. What is a wonderful World Heritage Site?.	_____
	2. What is Yellowstone like?.	_____
TASK5	Reading Aloud.	
TASK6	Speaking. Match each tour plan (Tour plan 1, 2, 3) with A or B or C. And then, tell your reasons <u>logically</u> in English.	
	<input type="checkbox"/> You can enjoy watching animals in a natural environment in Africa.	Tour Plan 1
	<input type="checkbox"/> You can enjoy seeing old European buildings.	Tour Plan 2
	<input type="checkbox"/> You can enjoy beautiful views in a northern area.	Tour Plan 3
Tips for speaking:		
I think Ⓒ is "Tour Plan 2" because of <u>three</u> reasons. <u>Firstly</u> , you can find words for animals: "elephants", "hippopotamuses" and "lions". <u>Secondly</u> , there are words for a natural environment: "rivers" and "the sun". <u>Lastly</u> , you can find a word for Africa: "Botswana".		
TASK7	Writing. If you travel, which tour do you want to take part in? Write a tour number you choose and then explain the reasons <u>logically</u> why you want to participate in the tour in English.	

• EXAMPLES OF TASK③

TASK⑥ Reading & Speaking: Arrange the alphabets (the sentences) in (good) order by reading the text. Tell the story line in English to your partner.

- A So, plans are being made to protect the nature.
- B Among others(とりわけ), the island is the most famous for the ancient cedar trees.
- C This can damage the trees.
- D A lot of people have wandered about Yakushima's cedar forests for a long time.
- E The island of Yakushima has gotten more and more people's attention.

The Answer: 1. →2. →3. →4. →5.

Hints for Speaking:

※You don't have to use the words in the textbook. You can use the words you like, such as the words in the choices in TASK6, or use the words of your choice!

1. After checking the answer with your partner and the teacher, memorize the story line.
2. Pick up keywords, which help you remember the story line.

Keywords↓

1. _____
2. _____
3. _____
4. _____
5. _____

3. Practice telling the story line with keywords with your partner.
4. Practice telling the story line without looking at keywords.
5. Some students tell the story line to the class!!

Speaking Level

Gold Medal: I can tell the story line in English without reading anything.

Silver Medal: I can tell the story line in English only by reading your memos.

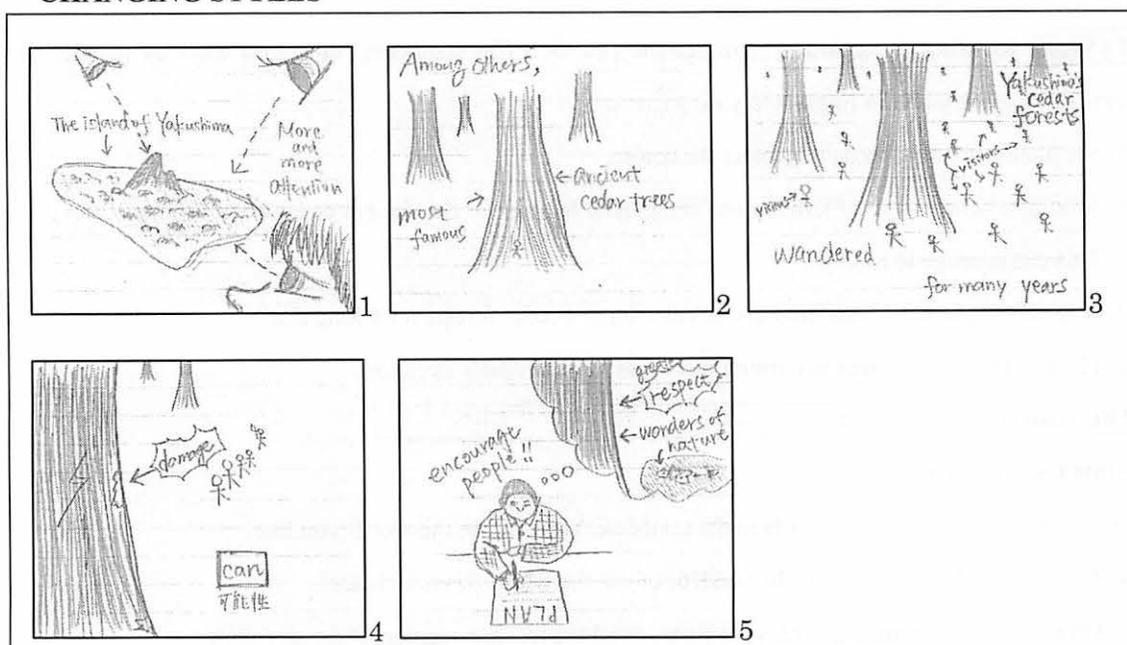
Bronze Medal: I can tell the story line in English by reading everything.

↑The LESSON about "YAKUSHIMA"

• PROBLEM

At the end of this task sheet, students retell the story. When they started retelling, I found that the students tried to recall the sentences that they made. This means that they don't follow the story line and just recite the sentences. In other words, telling the story is one thing, and making sentences is another thing.

• CHANGING STYLES



We made some pictures, so that students have to follow the story line, point out the pictures, and make the sentences to complete the story. Students must have been confused and had difficulties in retelling the story in front of the class. But we believe these difficulties make the students get more skilled when they are in a situation where they have to speak English.

• Task-based instruction / language teaching

学習者のニーズに基づいてタスク (task) を選定し、タスクを中心にシラバス (syllabus) を編制する教授法。タスクに取り組むことによって、学習者が目標言語を教室内で積極的に使用することを主眼とする。(中略)

タスク中心教授法の問題点として、タスクの多くが語彙項目を並べることによって方略的に解決できてしまうことがあげられている。この結果として、タスクが必ずしも文法能力 (grammatical competence) の伸長につながらなくなる可能性がある。このような問題点を踏まえ、意味伝達中心のコミュニケーション・タスク (communication task) を行う前や後に、タスクの遂行に必要な言語表現や文法項目についての説明を行うことが重要であると指摘されている。(大修館 英語教育用語事典より)

• focus on form

意味の伝達を中心とした言語活動において、教師が必要に応じて学習者の注意を文法などの言語形式 (form) に向けさせる指導。focus on form とは、意味重視のコミュニケーション活動に文法指導を効果的に組み込もうとする指導理念であって、文法だけを集中的に教えようとするものとは異なる。