A SYSTEM OF TASKS FOR LANGUAGE LEARNING

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This paper looks at learning goals for learners of another language and

Another's (C.S. Kuo) language. 57
much difficultly and with a reading of success.

The goal of the lesson is to familiarize students with the topic and to prepare them for the upcoming reading. This is achieved through the use of guided reading, which allows students to read the text at their own pace and with support. The table below provides a summary of the skills and goals that will be covered during the lesson:

**Table 1: Learning Goals**

<table>
<thead>
<tr>
<th>Task (Decompose)</th>
<th>Text Selection of Topic Type Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Comprehension</td>
<td>Focus on specific details and ideas</td>
</tr>
<tr>
<td>Language Proficiency</td>
<td>Practice speaking and writing skills</td>
</tr>
<tr>
<td>Content Goals</td>
<td>Understand the main ideas and details</td>
</tr>
</tbody>
</table>

**Learning Goals**

- **Task (Decompose)**: Students will be able to break down the text into smaller, more manageable parts.
- **Text Selection**: Students will be able to select appropriate texts for reading and discussion.
- **Reading Comprehension**: Students will improve their ability to understand and interpret the text.
- **Language Proficiency**: Students will practice their speaking and writing skills.
- **Content Goals**: Students will develop a deeper understanding of the main ideas and details presented in the text.

Additional learning activities include:

- **Review of Concepts**: Students will review key concepts and vocabulary from previous lessons.
- **Discussion Questions**: Students will engage in group discussions to explore the text and its implications.
- **Reflection Writing**: Students will write reflections on their reading experiences and what they learned.

By the end of the lesson, students should be able to:

- **Understand**: The main ideas and details of the text.
- **Interpret**: The implications and significance of the text.
- **Communicate**: Their thoughts and understanding of the text through speaking and writing.

**Tasks 3-5**

- **Task 3**: Students will practice identifying and summarizing the main ideas of the text.
- **Task 4**: Students will engage in a discussion about the text and its relevance to their lives.
- **Task 5**: Students will write a short essay reflecting on the text and its impact on them.

More details on the lesson plan are provided in the attached documents.
When experience feeds on language, the experience of the teacher is necessary to have a

Checking Experience Tests:

1. The teacher explains a vocabulary list that will occur in the text.
2. The teacher explains an experience of the teacher’s reading.
3. The text is read aloud.
4. The lesson is related to ideas and phrases based on personal experiences.

Table 2: Reading and Language within the Learning Experience

<table>
<thead>
<tr>
<th>Experience</th>
<th>Personal</th>
<th>Recalled of Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read</td>
<td>L</td>
<td>S</td>
</tr>
<tr>
<td>Preteaching</td>
<td>T</td>
<td>I</td>
</tr>
<tr>
<td>Read</td>
<td>L</td>
<td>S</td>
</tr>
<tr>
<td>Teacher</td>
<td>I</td>
<td>I</td>
</tr>
</tbody>
</table>

Recalled of Sentence

- The teacher writes a personal experience.
- The teacher reads in English and comprises the text.
- The lesson is related to the experiences of the teacher.
- A reading of the lesson is written with a teacher's experience.
SHARED TASKS

Table 3: Ways of Promoting Experience

<table>
<thead>
<tr>
<th>Type of Experience</th>
<th>Direct Teaching</th>
<th>Pre-teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Teaching of Concepts</td>
<td>Visits and Field Trips</td>
<td>Direct Teaching of Sounds, Vocabulary, Grammar</td>
</tr>
<tr>
<td>Pre-teaching</td>
<td>Questions and Questioning Phrases</td>
<td>Recital of Short Passages</td>
</tr>
<tr>
<td>Discussions</td>
<td>Using Audiovisual Material</td>
<td>Using Audiovisual Material</td>
</tr>
<tr>
<td>Discussions</td>
<td>Using Shorter, Readable Material</td>
<td>Using Shorter, Readable Material</td>
</tr>
<tr>
<td>Discussions</td>
<td>Control of Thought</td>
<td>Comprehension</td>
</tr>
</tbody>
</table>

Table of the characteristics of experience.

As the three other aspects of the task help within the learners' competence

So when choosing an experience task, it is useful to ask these two ques-

...
GUIDED TASKS

In Nation (1998), the principles and applications of guided work are described in more detail. The techniques used to promote the development of language fluency are outlined, and specific strategies for improving reading comprehension are identified. These strategies include the use of visual aids, such as maps and diagrams, to help students understand the text. The teacher also uses questions to guide students' thinking and encourage them to think critically about the material. The teacher may also provide feedback on students' progress, correcting errors and reinforcing correct responses. The aim is to help students become more independent learners, able to apply these strategies to other reading materials and tasks. The goal is to improve students' reading comprehension and their ability to express their ideas clearly and effectively. The techniques used are adaptable to different levels and can be modified to meet the needs of individual students. This approach promotes active engagement with the text, helping students to construct their own understanding and develop a deeper appreciation of the subject matter. The teacher's role is to support and guide students as they work through the material, helping them to reach their full potential.
INDEPENDENT TASKS

Commonly used guided tasks and many others.

In a classroom situation (1979), a teacher should be able to make most of the
students' tasks from the moment he or she begins to teach. The teacher needs to
recognize that his or her role is to facilitate and guide the students in their
learning. The teacher should encourage them to take an active role in their
learning process. The teacher should also provide feedback to the students on
their progress.

Using the System

Tasks of control and learning may be faced with several kinds of difficulty in
the same classroom. Some students may find the tasks too easy, while others
may find them too difficult. Students may also have different levels of
readiness for the tasks. These differences can be addressed through the use of
differentiated instruction. The teacher should consider the individual needs
and abilities of each student when planning tasks.

Classroom Strategies

The teacher can use a variety of strategies to support independent learning.
These strategies include providing opportunities for students to work on
their own, encouraging students to ask questions, and providing feedback to
students. The teacher should also create a supportive learning environment
where students feel comfortable taking risks and exploring new ideas.

Feedback and Assessment

The teacher should provide regular feedback to students on their progress.
This feedback should be specific and constructive, helping students to
understand their strengths and weaknesses. The teacher should also use
assessment data to inform their teaching and adjust their strategies as
needed.

Cooperative Learning

The teacher should encourage cooperative learning in the classroom.
This can be done through group work, peer tutoring, and other
strategies. Cooperative learning can help students develop
communication and collaboration skills.

Incorporating Technology

The teacher can use technology to enhance the learning experience.
This can be done through the use of educational software,
interactive whiteboards, and other digital tools. The teacher should
choose technology that is appropriate for the lesson and
that will engage students.

Conclusion

In conclusion, the effective use of independent tasks in the classroom can
enhance students' learning and help them develop critical thinking and
problem-solving skills. The teacher should be flexible and adapt their
approach based on the needs of the students.

Reflection

Teachers should reflect on their practice and consider how they can
improve their use of independent tasks. This can be done through
observation, feedback from peers, and professional development.

Two-Sided Page

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learning. Both approaches are important for effective teaching.

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REFERENCES