Task-based Language Teaching in the Classroom: A Study of Chinese EFL Teachers' Practice

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Abstract: This research used case study data to provide a picture of how school teachers in China are attempting to implement a task-based approach (TBA) in language learning classrooms. Specifically, the task-based instruction implemented by four Chinese EFL teachers was investigated through classroom observations. An adapted version of the communicative orientation of language teaching (COLT) observation scheme was used for data collection. The findings of this research indicate that teachers and their beliefs towards task-based language teaching (TBLT) are a key factor contributing to the implementation of TBA. Based on this significant finding, recommendations for EFL teachers in China are made.

Key words: task-based approach; practice; case study

1. Introduction

1.1 Statement of the Problem

The task-based approach has gained popularity in the field of language teaching in the last decades of the 20th century. It is widely believed that communicative tasks can facilitate the learning process by engaging students in negotiation of meaning in the form of small group work (Ellis 1997; Skehan 1998; Nunan 2004; Littlewood 2006).

Nevertheless, recently, quite a few scholars have also expressed their concerns about the effectiveness and practicability of this approach. Their concerns with the task-based approach mainly revolve around the problem that this approach seems to be not so successful in promoting high levels of linguistic competence (Bygate 2000; Foster 1999; Spada 1995; Swan 2005).

In China, research on task-based language teaching has received considerable attention in recent years (Zhang 2005; Zheng 2005). However, there have been few studies on the practical process of implementing the TBLT in the context of China (Careless 2004; Zhang 2005)

The researcher was enrolled in a municipal teacher training program entitled *"The implementation of TBA in secondary school classrooms"* in the year of 2011 after this study commenced. Through our frequent contact with secondary school English language teachers in

the city of Shenyang and participants enrolled in the training program, the researcher found a need to investigate and to better understand how TBA is being implemented in secondary school language teaching classrooms. Particularly, the researcher was interested in the classroom behaviors of teachers widely-regarded as being highly competent and who were thought to be good at using CLT and TBLT in their English language learning classrooms.

The major objective of the study was to provide a picture of how secondary school teachers try to come to terms with the planning and implementation of a task-based pedagogical approach. By conducting the research, the researcher hoped to identify pertinent issues that arose during TBLT implementation and to offer workable solutions.

1.2 Research Questions

The major research questions of this study were:

1) How is TBA being implemented in lower secondary school classrooms?
2) What are teacher beliefs about TBA?
3) What factors seem to contribute to the implementation of TBA?

The first question aims to ascertain the real-life implementation processes of TBLT in secondary school language teaching classrooms. Several topics relevant to teachers' TBLT practice are addressed which include design of teaching procedures, materials, organization, activities and tasks, instruction of four skills, teacher roles, and assessment. Observations of language teaching processes are made, and the behavior of teachers and students is examined. The second research question deals with teachers' views on TBLT. Their perceived TBA features and proper teaching practices are a major research area. Data regarding teachers' beliefs are mainly drawn from follow-up, summative, and focus-group interviews. The last research question focuses on the factors which might contribute to the effectiveness of the implementation of TBA. National, local and classroom factors are taken into consideration, drawn partly from teacher interviews but also from the researcher's own background knowledge and experience as applied to the findings of the study.

1.3 Significance of the Study

As mentioned above, there is a lack of empirical research on task-based teaching in school foreign language contexts (Careless 2004; Zhang 2005). Therefore, the study aims to contribute to the enrichment of the knowledge about TBA practice in EFL classrooms while enhancing our understanding of ELT pedagogic change and innovation. It provides educational policy makers and local educational administrators insights into issues arising during the TBA implementation. Most importantly, the study can hopefully assist front-line teachers in a successful transition of authentic TBLT. The findings of this research indicate that teachers

and their beliefs towards TBLT are the key factor facilitating or retarding the implementation of TBA. Based on this significant finding, the researcher provides recommendations for the EFL teacher in China including conducting of teacher's continuous learning, frequent teaching reflections, and teacher/school cooperation.

This study is also significant from the methodological point of view by using an adapted classroom observation instrument COLT (Communicative Orientation of Language Teaching) Observation Scheme (Spada 1995) to quantify and qualify the teachers' classroom behaviors. Compared with the original COLT Part A, this adapted observation is much more simplified, TBLT oriented and qualitative by incorporating important TBLT principles and Littlewood's framework of five-category activities. Hopefully, this instrument with some "tailor-made" adaptations could help with further empirical research on the implementation of TBA with a much broader sample of teachers in order to expand the findings toward wider applicability.

2. Literature Review

2.1 TBA and Curricular Innovation

In China, during the last decade, educators have realized the importance of shifting the pattern of ELT from an emphasis on linguistic forms to emphasis on communicative competence. The shift was reflected in curricular reform during this period (He 2002; Hu 2002). The last English language curriculum (named "the National English Language Curriculum Standards") for secondary schools was issued in July of 2001 and was carried out experimentally in 38 designated national experimental districts throughout China beginning 1st September, 2001.

Tremendous changes have been made and innovative ideas have been added to the new curriculum (the Standards) regarding educational concepts, curricular aims and objectives, teaching methods, teaching content, implementation, and assessment. Particularly, an innovative teaching approach—the task-based approach to English language teaching—was recommended and greatly encouraged in the new curriculum.

2.2 Definition of Tasks and TBA in This Study

There are diverse of opinions of what the term "task" entails among both teachers and researchers (e.g. Ellis 2003; Nunan 2004; and Skehan 1998). In this study tasks are referred to as activities in which:

1) Meaning is primary;
2) Students work purposefully towards an objective;
3) There is negotiation of meaning between participants;
4) There is a relationship to learners' personal experiences;

5) The classroom is students-centered, and communicative-competence-oriented;

6) There is an outcome, although it can be either concrete (e.g. a report or presentation) or intangible (e.g. agreement or solution(s) to a problem);

7) The assessment of task performance is evaluated in term of task outcome;

8) The acquisition principle is "learning through doing".

The above defined task features demonstrate the basic principles of task-based language teaching as adopted in this study. In other words, these principles were used as the major criteria to identify whether and to what extent the participant teachers implemented TBA.

2.3 Theoretical Framework of TBA Implementation
2.3.1 Littlewood's five-category framework for classroom activities

As Littlewood (2000) points out, it is often impossible to draw a clear dividing line between activities where the focus is on form and activities where the focus is on meaning. He maintains that it is not a "yes or no" question (either focusing on meaning or form), but rather a matter of degree (to what degree are activities meaning- and form-focused)

2.3.2 Skehan"s framework of TBLT implementation

Since the mid 1980's, there has been a significant movement away from a form-focused, teacher-dominated language teaching procedure to a more communicative, meaning-focused approach (Harmer 2001). In the communicative language classroom, tasks or themes tend to be the organizational principle when teaching. Many theorists (Ellis 2003; Nunan 2004; Skehan 1998) suggest that TBLT be implemented based on three stages of classroom teaching — pre-task, during(while)-task, and post-task. Drawing upon the existing research, Skehan (1998) proposes a framework for task implementation which elaborates different goals and techniques of the three-stage practice of TBA.

3. Methods
3.1 The Research Context and Participants

The research centered on the city of Shenyang in China. Prospective case teachers were identified according to recommendations by the head of the English Research Group of Education Bureaus in Shenyang. Four teachers were selected to participate in the study. Two of them were from school A and the other two were from school B. All were female and their teaching experience ranged from 7-20 years. They were all widely-believed to be competent "master" teachers, thought by school managers to be good at using CLT and TBLT in their English language learning classrooms. To ensure confidentiality, the pseudonyms (Alice, Barbara, Cathy and Daisy) were used throughout the study.

The following table 1 shows a summary of the four teachers' personal information as obtained from interviews. Each participants' pseudonym, school, education, age, years of teaching experience, subject training, professional training, and the year level of their students are provided in the summary.

Table 1.　Teacher Participants' Background Information

Teacher	Education	Age	Teaching years	Subject Training	Professional Training	Student Level
Alice	BA	34	12	Yes	Yes	Junior 1
Barbara	MA	30	7	Yes	Yes	Junior 1
Cathy	BA	29	7	Yes	Yes	Junior 1
Daisy	MA	42	18	Yes	Yes	Junior 1

3.2 Data Collection Procedures

Classroom observation: Teachers were asked to notify the researchers when they planned to conduct a lesson that they felt was TBLT-oriented so that the lesson could be observed. Observations focused on language learning and teaching processes in the classroom as well as teacher and student behavior. For this study, classroom observation consisted of macro and micro analyses. The former concentrated on the observer's general feelings of the classroom organization, including teacher and student interaction, teaching methods used, and student participation. The latter focused on a detailed record of classroom activities in which the adapted version of the COLT instrument was used.

Interviews: Three types of interviews were utilized in this study: a) follow-up interviews (conducted after each classroom observation); b) summative interviews (conducted with teacher pairs after all observations were complete); c) focus-group interviews (conducted as a means to expand results gathered from the individual interviews)

As a means to further triangulate data and to gain more awareness of the study context, the researchers often had informal talks with students before or after the classroom observations. These helped to gain an informal view of student responses to instructional practices and led to better interpretation of the data. The data collection phase of this study lasted more than six months.

3.3 Instrument: The Adapted COLT Part A

The COLT observation scheme was introduced for the first time in 1984 by Spada, Frohlich and Allen. It was developed as an instrument to be used in the observation of teaching and

learning in L2 classrooms in order to assess the extent to which lessons have a communicative orientation.

In view of the major purpose of the present study — to observe teachers' implementation of the TBLT — the COLT observation scheme was adapted so that it could be more suitable and applicable to TBLT implementation. Items added or adapted were based on the definitions of "task" and "task-based instruction" adopted in this study. The adapted coding sheet is presented in the Appendix.

Compared with the original COLT A, the adapted version is much more simplified, TBLT oriented, and qualitative. By adapting the COLT, quantitative procedures were supplemented by more detailed qualitative ones. The more qualitative-oriented observation instrument also led to a number of issues to be explored in task-based implementation research.

4. Results

The research data focuses on four teachers at two schools in China. Findings and discussion revolve around the three major research questions of the study.

4.1 Research Question One: How is TBLT being implemented in classroom?

As discussed in the literature review, in this study, data regarding the teacher's classroom activities were collected and analyzed by adopting Littlewood's framework of five-category activities. Results showed that, for Alice, Barbara and Cathy, tasks, i.e. activities with more communicative features (communicative activities, structured-communicative activities and the authentic tasks) occupied the majority of their classroom time. The high degree of communication indicated a high degree of focusing on meaning (Littlewoods, 2000).

Here, Alice was the most interesting case. During the observations, negotiation of meaning rarely happened in her class because all the information could be found from the written samples provided by the teacher. Tasks were conducted and performed, but highly controlled by the teacher or by the language structure targeted. Consequently, although Alice designed and organized a lot of communicative tasks and although her tasks were meaning focused, she did not implement TBLT successfully because real communication (negotiation of meaning) between learners rarely occurred. Thus, looking at the case of Alice, we find that the ability to design tasks does not necessarily mean the ability to implement TBLT.

Daisy was a case at the other extreme. Most of her class time was spent in organized pre-communicative activities, with very little time spent on tasks. Instruction was typically form-focused. The low degree of communication indicated a low degree of focusing on meaning. Similar to Alice's TBLT implementation, too many linguistic structures and suggested contents were given when students were performing tasks. As a result, her TBLT

practice lacked meaning negotiation, which also restricted students' imagination and creativity in problem solving.

Of the four participants, Barbara and Cathy were the teachers who applied most of the TBLT characteristics in their English as a foreign language classroom at junior schools. In practice provided a lot of opportunities for students' practice, making students play the leading role in the classroom. Their deliberate concern regarding students' ages, interests and language proficiency levels was reflected in their careful design of activities and tasks. Although there were still some problems in their design and organization of TBLT (e.g. Barbara's tasks and activities lacked clear performance instruction and assessment criteria; Cathy's frequent error correction led to students' frustration in participation) and their teaching styles differed in significant ways, both of these two young participants in the study were viewed as promising teachers regarding successful implementation of task-based language instruction.

4.2 Research Question Two: What are teachers' beliefs of TBLT?

The second research question deals with teachers' views on TBLT. Their perceived "task" features and proper teaching practice were a major research area. In this study, data regarding teachers' beliefs were obtained from in-depth interviews which included initial interviews, follow-up interviews, summative individual interviews and focus-group interviews. According to the findings of this study, teachers' beliefs compatible or incompatible with TBLT principles are summarized in point format below.

4.2.1 Teacher beliefs compatible with TBLT

a) All participant teachers believed that it was important to shift the pattern of ELT from the traditional grammar-translation method to CCLT and TBLT.

b) All teachers believed that CLT and TBLT could facilitate students' learning and they all agreed that TBLT was a more effective teaching approach.

c) All teachers believed that tasks should be related to students' life experiences and that task design should be compatible with students' ages, interests and language proficiency levels.

d) Barbara and Cathy had strong theoretical knowledge about TBLT compared with the other two teachers. They both realized the basic principles of TBLT were: meaning is primary, there should be an outcome, assessment should be outcome-centered, and students should be the centre of the classroom.

e) All teachers believed that textbooks which follow TBLT principles could facilitate their TBLT practices.

f) They all believed that grammar should be taught through doing activities or tasks.

g) All teachers believed that group work was an efficient class organization form. Three teachers (Alice, Cathy and Daisy) preferred to organize pair work or small group work.

h) They all believed that one important teacher role was to activate and encourage students to participate in activities. They all valued students' class participation.

i) They all believed that classroom activities or tasks should help students solve practical problems in life.

j) Three of the teachers believed that authentic tasks were more challenging and that authentic tasks foster student potential and creativity.

k) All teachers emphasized their leading role in using the target language in class.

l) They all believed all four skills were of importance and that they should be integrated.

m) They all believed that a stress-free environment could facilitate learning and they encouraged students to learn while having fun.

n) They all realized the importance of fostering among students good learning habits and efficient learning strategies. They believed these are beneficial for life-long learning.

o) They all agreed that teachers should transmit positive attitudes towards life and conduct moral trait education.

p) They all believed that formative assessment is important. They believed that the exam-oriented assessment system retarded their TBLT practices.

q) They all believed that efficient in-service training could help improve their TBLT practices.

4.2.2 Teacher beliefs incompatible with TBLT

a) They did not know the difference between the traditional PPP (Presentation; Practice and Production) teaching model and the TBLT implementation cycle, although in practice they did adapt the PPP model so that it looked more like a task-based model.

b) Alice and Daisy mistook activities for tasks.

c) Alice believed that textbooks played a dominant role in TBLT implementation and relied heavily on textbooks.

d) Daisy and Alice believed that students' performance of activities or tasks required teacher's control, so gave students detailed samples of reports which actually interfered with task authenticity.

e) Alice, Cathy and Barbara all believed that portfolio assessment was not practical.

f) Cathy believed that teachers should frequently correct students' errors when they were performing tasks.

g) Daisy believed that teachers should speak more in class to give students language knowledge. According to her, only after gaining good language knowledge could students do

more challenging tasks later.

h) Daisy preferred large group organization, possibly so as to keep class control.

i) Both Alice and Daisy believed that providing input was crucial for teaching. However, according to them, input mainly meant providing explanations about grammar and vocabulary.

Of the four participant teachers, Barbara and Cathy had more theoretical knowledge about task-based teaching. Alice had some knowledge about TBLT. But she mistook activities for tasks, which led to her improper practice of neglecting "meaning" communication in her language classroom. Her views of controlling the classroom made her class a teacher-centered one, which was inconsistent with the basic principles of TBLT. Daisy seemed to have only a vague concept of TBLT and did not adopt a communicative approach. She did not know the difference between tasks and activities and did not feel the merits of small group work. She gave priority to transmission of knowledge and was comfortable with a teacher-dominated classroom.

In this study, the four teachers' TBLT practices were largely congruent with their educational beliefs. Thompson (1992) argued that the relationship between beliefs and practices is a two-way street. Not only do beliefs influence practice, but beliefs can be reshaped by practice. Here, a trend emerged from the results of this study: the more theoretical knowledge the teacher had, the more appropriately they could implement TBLT in practice.

4.3 Research Question Three: What factors contribute to TBLT implementation?
4.3.1 Supporting factors

As discussed in chapter two, all four participant teachers were working within the major background of nation-wide educational reform in China. Being aware of the importance of shifting the pattern of ELT from an emphasis on linguistic forms to an emphasis on communicative competence, Chinese educators have made tremendous efforts to revamp curricula, update English syllabi, produce new English textbooks, develop skills-oriented examinations and upgrade teachers' professional competence. In the last few decades, EFL teachers in China have been greatly encouraged to develop students' communicative competence by adopting communicative teaching approaches. TBLT, which was regarded as an efficient approach to implementing communicative teaching, was greatly advocated by educational policy makers in China and recommended as an applicable teaching approach in the latest National Curriculum.

Another supporting factor from the National level was flexibility regarding the use of teaching materials. Recently, more freedom on the selection of materials has been given to local school contexts. Some schools were even permitted to use imported textbooks. In this study, Alice and Barbara adopted an imported textbook *Longman Express* published by

Longman, which they both regarded as an important source of their knowledge about TBLT.

Classroom factors facilitating teachers' TBLT practice included teachers' factors and students' factors. From the students' perspective, as observed by the researcher and stated by Barbara, students showed great interest and enthusiasm in task-based activities. During informal talks with students, the researcher found that most of the students preferred task-based, student-centered classrooms over teacher-dominated ones. Students' active participation and cooperation ensured that activities and tasks, which teachers designed for TBLT classes, could be organized smoothly.

There were a number of teacher factors which facilitated their TBLT practices. All had good language knowledge and abilities in English. They were willing and able to use English regularly in the classroom and understood the importance of being a motivated user of English as a role model for their students. All of them received tertiary education with a degree of BA or MA in English Education. Their own early learning experiences helped them to realize the ineffectiveness of the traditional grammar-translation approach when trying to develop communicative competence and confidence using English. The in-service training provided opportunities for them to learn some theoretical and practical knowledge of TBLT, through which they (Alice, Barbara and Cathy) also formed their goals as teachers, namely to make students use the language in practice. All four of the teachers believed in the importance of continuous development as a teacher through teaching and research. Their frequent reflections on teaching and their active cooperation with colleagues (all teachers) made it possible for them to improve TBLT skills and strategies through practice.

4.3.2 Hindering factors

Several common factors seemed to negatively influence the teachers' implementation of TBLT. The emerging factors among the four teachers in this study were: 1) an exam-oriented assessment system; 2) textbooks' limitations; 3) time constraints and big class sizes; 4) students' different needs and language proficiency levels; and 5) individual teacher factors.

Examining features affecting teaching from the National level, most notable is the University Entrance examination, which focuses mainly on linguistic forms. To prepare students for the university entrance exam, therefore, explicit grammar-teaching is still considered a crucial teaching aspect in language classroom. In this study, school managers at regional and local levels were well-aware that teachers working with higher grade students were bound to entrance examination preparation focusing on grammar knowledge. They were aware that teachers at lower levels were more likely to use TBLT and communicative approaches and had more freedom to do so. Even so, the exam-oriented assessment system influenced all the four participant teachers to some degree. Both School A and B in this study

had good reputations in preparing students for the senior school entrance examination. So, in the two schools, the task of getting students to pass the senior school entrance examination, together with parents' high expectations for their children's good performance in big exams piled great pressure on school managers and teachers. Alice revealed that she was often felt a dilemma when adopting CLT and TBLT which she believed could help little to prepare her students for the examination. So, in her lessons, the completion of grammar instruction became the precondition for conducting TBLT. Moreover, with an aim to consolidate student mastery of language knowledge and to make them prepared for the bigger exams later, both Alice and Daisy frequently organized grammar focused tests. Although Barbara and Cathy had strategies to balance their TBLT practice with exams, they both stated that the exam-oriented system was one of the major factors inhibiting their TBLT practices.

All the teachers experienced challenges with textbook's limitations. Alice's instruction seemed to be greatly influenced by textbooks because she used textbooks to guide instruction and almost all of her activities revolved around the textbooks. The use of the English textbook *Oxford English,* which Alice believed lacked a systematic approach consistent with communicative teaching principles, also hindered her attempts to practice TBLT.

Two other classroom factors found to influence the implementation of TBLT were time constraints and class size. All the teachers found the 45-minute class period was not enough time to implement TBLT. They explained that there was too much teaching content to cover in each class period and implementing tasks was time-consuming. Lack of instructional and practical time was a bigger concern to teachers than was class size. The big class size, which was expected to be a major obstacle of implementing TBLT, was not emphasized by the participant teachers. Only Cathy mentioned that big class sizes made it impossible for her to take care of each of her students when they came across difficulties in performing challenging tasks. In observed lessons, it seemed that all teachers were good at activating their students by organizing all kinds of activities or tasks, even in big classes.

Student needs and language proficiency levels often perplexed the four teachers during TBLT design and organization. Another issue regarding students was that, because of exam pressure, students felt they needed to pay attention to their formal knowledge of language, which, to some extent, weakened their enthusiasm to participate in class activities or tasks. Since all students shared a common first language, it was also difficult to ensure that they only used English during pair and group work.

There are some factors from the teacher's perspective impeding their TBLT practice. Their vague ideas about implementation of TBLT misled their classroom practice. Besides, the insufficient pre-service and in-service training and negative influences from their early English learning and teaching experiences more or less retarded their TBLT practice.

Alice and Daisy had vague understandings about TBLT, which directly resulted in weaknesses in their TBLT practices. All of the participant teachers felt a lack of sufficient and efficient teacher training regarding practical techniques of implementing TBLT in classrooms. Besides, the way that they had been taught as language learners themselves seemed to have a big influence on their teaching. For Daisy and Alice, long-term experienced teachers, their teaching had already developed a fairly rigid and conventional pattern. It seemed that they were not ready to accept, adopt, or implement alternative (innovative) teaching approaches (either pedagogically or mentally).

Some interesting findings arose through discussion of the factors affecting these teachers' practice. For example, different from the findings of other studies in which students' passive roles and reluctant participation became major obstacles to the implementation of CLT in China, in this study, students were found to be interested and motivated to participate actively in class activities or tasks and their active cooperation helped to make teachers' task-based instruction go smoothly.

Another interesting finding was that class size and number of students, which were always emphasized as big obstacles in implementing communicative language teaching in China (Rao 1996), did not exert a great influence on teachers' TBLT practices in this study. In the observed lessons, each of the teachers excelled in activating students by organizing all kind of activities with a big class size of more than 40 students and few of them stated that class size was a major obstacle.

As anticipated, however, teachers' beliefs about TBLT played a determining role in their classroom practice. As Richards (1996) states, belief system is a primary source of teachers' classroom practices. The study indicates that teachers' teaching practices develop from their own individual experiences as language learners, their teacher education experiences and their own personal beliefs.

It can be concluded that teachers and their knowledge of and beliefs towards TBLT are the most important factors contributing to successful implementation. The instructor's teaching philosophy and skills of class management, among many other factors, exerted a determining force upon the classroom organization and the learning atmosphere.

5. Implications

When implementing the new curriculum, EFL teachers in China have been greatly encouraged to use a task-based approach. However, according to the results of this study, even "top" teachers (e.g. the four "master" teachers in this study) may have vague concepts about what constitutes a task and what are essential elements of task-based teaching. Their mistaken understandings of this approach can lead to classroom practices which are inconsistent with

the basic principles of TBLT. Recommendations for curriculum planners are that the theoretical underpinnings of TBLT be stated clearly in the curriculum, with detailed instructions for practice demonstrated. Another suggestion is that the curriculum, which is regarded in China as an official document indicating the national educational policy, should be carried out in logical steps. More training courses are needed so that teachers can better understand and know how to implement the teaching objectives using the new approaches. This training should be given before actual enforcement in a particular region and should be focused on practical techniques and demonstration lessons.

On the other hand, teachers need to engage in self-reflection when they come across difficulties in implementing innovative teaching approaches. It is of little use to attribute all obstacles to external factors such as big class size, textbooks, student passivity and so on. Results of this study indicate that teachers and their beliefs are the most important factors influencing the implementation of a task-based approach. Therefore, it is necessary for teachers to identify practices inconsistent with principles and beliefs about effective language learning and teaching.

Last but not least, cooperation within and between schools should be enhanced. Teacher cooperation not only benefits individual teacher's professional development, but also ensures more successful implementation of curriculum reform in EFL contexts.

To summarize, as an innovative approach, TBLT in China needs more understanding and in-depth research. Teachers need more time to practice and, most importantly, to feel the merits that tasks centered around the negotiation of meaning can bring to EFL classrooms and to students' learning. Therefore, government policymakers should take a long-term view of the development of TBLT in China and maintain an objective attitude in the face of criticism. China is still in a very preliminary stage of field testing TBLT. To improve implementation, now we need understanding, adaptation, patience, tolerance and confidence.

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Notes for Appendix: COLT Part A (adapted)

T-S/C: Teachers to student(s) or whole class

S-S/C: Student(s) to student(s) or whole class

Same: Same activities

Dif.: Different activities

Non. : Non-communicative activities

Pre. : Pre-communicative activities

Com.: Communicative activities

Str.: Structured communicative activities

Aut. : Authentic activities

L: listening

S: Speaking

R: Reading

W: Writing

Appendix

COLT PART A (Adapted)

School_____ Grade_____ Observer_____ Teacher_____

Lesson (min.)_____ Visit No_____ Subject_____ Date_____

Part I For coding

Time	Activity	Episodes	Organization							Activity Types					Skills			
			Whole class			Group		Individual		Non.	Pre.	Com.	Str.	Aut.	L	S	R	W
			T-S/C	S-S/C	Choral	Same	Dif.	Same	Dif.									

Part II For description

Assessment	Teacher Roles	Materials