



# **Designing tasks carefully to arouse the students' interest**

精心设计任务，激发学生兴趣

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# General Introduction

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## Research methods

***Action Research*** is mainly used in my study.

I ***make a survey*** or ***do an interview*** every time I want to give them a new task.

I pay more attention to ***task design***.

## Survey 1 & Task A

When did you start to learn English?	
From Grade 3	After Grade 5
21	11

How many of you can write down the 26 letters alphabetically (from A to Z)?		
All	Part of them	Can't
10	14	8

## Task A. Name yourself in English.

Adam Bob Carl Dick Elliot Frank Gordon  
Henry Ivan Jim Jo Kevin Leo Matt Neil  
Nick Owen Peter Quincy Robin Sam Tom  
Upton Victor Wade Xavier York Zac

1. Everyone chooses an English name of your own and try to **remember** your best friend's name and **call** him the English name both at school and out of school.
2. Several students will be invited to the front, and they will make a self-introduction, and then they **stand in order** in a line according to the first letter of their names .

## Survey 2 & Task B

Have you learned the 26 English letters?  
Can you write them alphabetically (from A to Z)?

Sure	Not sure
32	0

How much do you want to do Task A?

A. Very much.	B. So-so.	C. A little.	D. Not at all.
4	9	13	6

## Task B. Choose a new English name.

Month January February .....

Week Monday Tuesday .....

Day Morning Afternoon .....

Season Spring .....

1. Several students will be invited to the front, and they select English names **randomly**, and make a self-introduction, and then decide the groups they are going to stay in according to their names.

## Survey 3 & Task C

How much do you want to do Task B?

A. Very much.	B. So- so.	C. A little.	D. Not at all.
7	16	4	5

Have you learned the words and the way to remember new words?

Sure	Not sure
27	5



## Task C. Free talk.

The students give free talks every day about everything they want to share, the topics range from their daily life to their family members, from their favorite lessons to their hobbies.

And the free talks are always with some questions to answer, which can be given by the reporter himself, the teacher or the other students.



## Survey 4 & Task D

By doing some interviews with my class ,I had got an idea that some students had **got bored** with the free talks and they couldn't concentrate on this task.

And some students just felt it a little bit hard to do by themselves. I noticed that the students **felt less pressure** and **were not so nervous** when they did a task in groups.

So they were encouraged to give new types of free talk with several classmates.

## Task D. Short plays.

Here is an example of the new type of free talk that that my students gave in class. It was a short play.



## Improvement in the students' learning

In my TBLT classes, the students who are better at English can **improve** themselves and gain **a sense of success** by implementing tasks, and the others can also use their classmates' performance as real world tasks. That reflects the core concept of TBLT, "learning by doing".

By implementing TBLT, my class, made up of students who came from different provinces and used to be poor at English at the beginning, had made great progress in both **examination marks** and **learning competence**.

Total: 32 Ss	Enrollment Examination	Final Examination
Passing Rate	25% ( 8 )	56.25% ( 18 )
Excellent	3.13% ( 1 )	15.6% ( 5 )

Above all, they have kept **a long-term enthusiasm** in English learning. After all, for junior school students, their **interest** is the most important.

## Improvement in my teaching

I've found some differences in my everyday thinking of the teaching. I have begun to

1. Pay more attention to designing tasks that match the students' **interest**.
2. Assess the students' progress according to the students' **performance**.
3. Adjust the teaching according to **Ss' needs**.

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**Thanks for your attention and  
eager for your suggestions**

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