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„The integration of communicative tasks into second language learning materials. An analysis of EFL textbooks for Austrian secondary education."

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For my family
and friends

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1. Introduction

In the context of research and practice in second language pedagogy, *Task-Based Language Language Teaching* (TBLT) can be counted among the most influential and widely discussed approaches that have emerged in recent decades. This notion holds true to the extent that Littlewood (2004: 319) even goes so far as to ascribe TBLT "the status of a new orthodoxy" in EFL, guiding decisions made with regard to teaching methodology, curriculum design and, not least, the design and content of second language textbooks on a global scale. A continuing interest in the theory and research behind TBLT as well as in its practical implementation can be inferred from the considerable amount of theoretical handbooks and teacher manuals covering this subject matter (e.g. Nunan 1989; Willis 1996; Ellis 2003; Nunan 2004; Willis & Willis 2007; Samuda & Bygate 2008; Long 2015; Ellis et al. 2020). Richards and Rogers (2014: 174-198) also discuss the approach in a widely received text on approaches and methods for language teaching, suggesting that TBLT has found entrance into the curricular rationale of teacher training programmes and the knowledge base of language educators working in different contexts.

This continuing interest in the task-based approach to language teaching has to be seen in relation to the broader communicative paradigm in EFL. As Van den Branden (2013: 132) summarizes in a general introduction to task-based language education, the notion of TBLT grew out of a general necessity to account for the fact that foreign language learning is, in most cases, motivated by learners' real-life purposes, whether they be economic or personal in nature. These purposes are intimately linked with the ability to *communicate* meaningfully in the target language – a fact which was acknowledged first in *Communicative Language Teaching* (CLT) and has also informed the development of outcomes- and competency-based approaches to second language education (Van den Branden 2013: 132). In that, task-based language teaching also shares its central theoretical ideas about second language (L2) acquisition with the communicative language teaching movement and can be seen as one of its internal developments (Willis & Willis 2007: 11). However, TBLT goes one step beyond this approach in adopting "the basic principle that people learn a language not only *in order to* use the target language for functional purposes, but also *by doing so*" (Van den Branden 2013: 133). By taking part in activities which are essentially pedagogic appropriations of real-world tasks, the different skills and areas within the language system are acquired in an integrated and holistic way which, following the instructional logic behind the task-based approach, also yields more lasting results in terms of acquisition.

An early incarnation of this approach can be found in Prabhu (1987: 1-2), who reports on the implementation of the so called "Bangalore Project" in which, starting from the "pedagogic intuition […] that the development of competence in a second language requires not systematization of language inputs or maximization of planned practice, but rather the creation of conditions in which learners engage in an effort to cope with communication", researchers set out to create and realize an alternative to the "linguistically organized syllabus" which, in their eyes, could not adequately account for the essentially communicative nature of L2 acquisition. In this sense, a strong argument can be made for the immediate relevance of communicative tasks in educational contexts such as the one in Austria which, in adopting the *Common European Framework of Reference* (CEFR) as the main benchmark for language teaching policy, is primarily oriented towards the promotion of communicative skill along the lines of notional and functional competence descriptors (Council of Europe 2014). Not surprisingly, Willis and Willis (2007: 183-185) explicitly link the methodology of task-based language teaching to the "can do" statements as formulated in the CEFR.

This institutional alignment necessarily also shapes the local culture surrounding the design and implementation of language learning materials. Prodromou and Mishan (2008: 194) mention task-based language teaching as one of the "prevailing trends" in textbook and materials design in Western European countries – a trend which they link to the general tendency of "promoting learner-centred learning, autonomy and communicative language use" also in the context of widespread CEFR implementation. Considering that textbooks "continue to be a central feature of language classrooms worldwide" (Guilloteaux 2013: 231), this tendency begs the question in what way the central insights gained in the research surrounding TBLT are reflected in such materials, and if these realizations can indeed account for the theoretical complexities underlying the task-based approach. When looking at the methodological reasoning behind materials and textbook design in local contexts, it is important to be aware of the immediate tensions between the "beliefs derived from prestigious but incomplete academic research in the Anglo-phone centre that influence the decisions one makes regarding materials and methods in the classroom" and the local, de-centralized traditions of materials development, particularly in non-anglophone countries (Prodromou & Mishan 2008: 194-195). In the light of these considerations, a systematic investigation of EFL materials from a theoretical standpoint suggests itself as a worthwhile endeavour.

However, beyond the scholarly value of the present investigation, it has a distinct merit also on an immediate, personal level. As Littlejohn (2011: 180) is eager to point out, the analysis and evaluation of language teaching materials can aid concrete decision-making

processes and support diverse relevant areas in language pedagogy related to "teachers' own professional development". As it constitutes a "means to examin[ing] the implications that the use of a set of materials may have for classroom work" (Littlejohn 2011: 180), the analysis of EFL materials may also help to mitigate the inherent tensions of implementing textbooks in concrete educational context as well as helping to make informed judgements regarding their appropriacy. In this sense, the primary aim of the present study lies in conducting an empirical analysis of the communicative tasks present in Austrian EFL textbooks against the backdrop of relevant strands of EFL theory and research. The focus is a synchronous one, investigating four commonly used AHS English textbooks (lower and upper secondary), which have been approved of by the Austrian Ministry of Education and are normalized to the current standards set by the AHS curriculum for L2 pedagogy (Bundesministerium für Bildung 2004). In this regard, the study attempts to answer the following research questions:

- How and to what extent are communicative tasks integrated in current EFL textbooks used in Austrian secondary education?
- How effective/successful is the integration of communicative tasks on the level of entire textbook as well as on the level of individual tasks with regard to aiding L2 acquisition and development?

In order to be able to answer these questions, a first step will establish the theoretical criteria for analysing and evaluating communicative tasks. This includes first establishing a consistent definition of 'task' as well as a framework for task classification. These deliberations will then be furthered by an exposition of the cognitive-interactionist, socio-cultural, and psycholinguistic perspectives which constitute the rationale underlying TBLT. Based on this theoretical framework, a third section will be dedicated to discussing different options for the design and implementation of communicative tasks with respect to their effect on acquisition, culminating in a discussion of some of the objections brought forward against the approach. Finally, after expounding the methodology underlying the study, an empirical section will present the results of the different macro- and micro-analyses and draw conclusions with regard to the research questions. It is important to note that, as the present study aims at investigating the integration of tasks in teaching materials which are normed towards the standards and requirements of CLT, its focus lies in what is referred to as *Task-Supported Language Teaching* (TSLT) in contrast to TBLT in a more holistic sense (Bygate 2015: 387). For the sake of clarity, however, continuous reference will be made to task-*based* language teaching wherever the underlying theory is concerned.

2. A theoretical framework for the analysis and evaluation of tasks

2.1. Tasks as the unit of analysis

In the following section, the conceptual understanding of 'task' underlying the present study will be described. Firstly, a comprehensive definition of 'task' will be established based on a discussion of several influential proposals from the theory of TBLT, representing the *intension* of the concept which also provides a set of *exclusion criteria* for empirical samples. Secondly, several classification schemes for categorizing different task types will be presented which, in combination, constitute the *extension* of the underlying concept.

2.1.1. Defining the concept of 'task'

As no uniform *definition* of 'task' exists in neither the research nor the theory of TBLT, the concept itself is subject to different, sometimes diverging interpretations (Willis & Willis 2007: 12). Following an early, influential definition by Breen (1989: 187), the notion of a 'task' for language learning could be preliminarily conceptualised as follows:

> In a broad sense, it is a structured plan for the provision of opportunities for the refinement of knowledge and capabilities entailed in a new language and its use during communication. Such a workplan will have its own particular objective, appropriate content which is to be worked upon, and a working procedure.

In the sense put forward in this definition, a 'task' could encompass anything from short exercises meant to practice and consolidate language up to intricate workplans requiring elaborate communication and problem solving capabilities (Breen 1989: 187). Conversely, a primarily communicative purpose is not yet explicitly present in the scope of this definition. What is crucial here are the interrelated components of *objective*, *content* and *procedure*, which in their totality constitute the internal structure along which a task may be carried out. Similarly, Prabhu (1987: 17) offers a definition of 'task' as "an activity that requires learners to arrive at an outcome from given information through some process of thought, and which allows teachers to control and regulate that process". Such a rather abstract notion of 'task' as 'workplan' can be contrasted with the definition proposed by Long (1985: 89), who puts his focus on the mundane characteristics of what we usually understand under the concept of 'task' in our daily lives:

> In the present context, 'task' has no more or less than its everyday meaning. I define it as a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, [etc.]. In other words, by 'task' is meant the hundred and one things people do in everyday life, at work, at play, and in between.

Rather than strictly serving a purpose within the instructional logic of language learning itself, tasks understood in this sense are related first and foremost to real-life contexts and the immediate goals embedded therein, which learners will come in touch with outside the school setting and may therefore find intrinsically valuable and meaningful (Long 1985: 89).

The general alignment of these conceptualizations is also shared by Nunan (1989: 10), who defines 'task' as "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form". As such, the author sees tasks as composed of a verbal or non-verbal *input* which provides the data for one or several *activities* in which the learners work with the input data to achieve a concrete *goal*, situating themselves in a specific *setting* related to the task and taking up particular *roles* in the process (Nunan 1989: 10-11). In a later publication, Nunan (2004: 1-2) specifies his concept of 'tasks' for language learning by explaining that they draw upon "real-world or target tasks" such as obtaining goods, finding a destination, or completing a transaction, and are appropriated in the educational setting as "pedagogical tasks" which, in contrast to the majority of language learning exercises, are characterised by their "non-linguistic outcome". In essence then, the ideal task would possess a goal that relates to the real-life purposes of learners, thus providing the intrinsic motivation to engage in authentic communication and problem solving behavior while focusing primarily on *meaning* rather than linguistic *form*. A similar orientation can also be found in works from the intermediate period of TBLT research. According to a definition offered by Willis (1996: 23), tasks in language learning can be seen as "activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome". In connection to this definition, the author emphasises that the "goal-oriented" nature of tasks should serve to facilitate language use which is essentially focused on meaningful communication rather than linguistic form, allowing for free and creative language use and granting the learners room to take risks and make mistakes (Willis 1996: 24-25). Drawing upon different previous definitions, Skehan (1998: 95) furthermore specifies 'task' as a particular form of language learning activity in which "meaning is primary", "learners are not given other people's meanings to regurgitate", "there is some sort of relationship to comparable real world activities", "task completion has some sort of priority", and "the assessment of the task is in terms of outcome". It is evident that an emphasis on meaning and purposeful communication also constitutes a central element of these definitions.

However, such primarily meaning-focused conceptions of 'task' have also been challenged on the grounds that a focus on form may provide a valuable, complementary

dimension in task-based approaches to language teaching. In this vein, Littlewood (2004: 321) argues that a purely "communicative definition" of 'task' may lead to an overextension of the concept, rendering it impossible to define or to deduce concrete guidelines for educational practice from it. Instead, the author suggests "returning to the broader definition of the term and thinking then in terms of dimensions within tasks", involving the aspect of meaning-focus as complemented by the aspect form-focus (Littlewood 2004: 321). Based on this idea, a continuum from strong focus on form to strong focus on meaning can be established, which would allow for tasks to be classified according to the following categories: "*non-communicative learning*", "*pre-communiative language practice*", "*communicative language practice*", "*structured communication*", and "*authentic communication*" (Littlewood 2004: 322). However, it can be argued that returning to such a broad definition of 'task' may ultimately overstretch its extension at the expense of its intension, contributing to a sense of vagueness that would ultimately render it impalpable. Emphasising the bottom line notion that EFL tasks should contain an element of goal-orientation connected to the use of some form of linguistic expression, Van den Branden (2006: 4) defines 'task' somewhat minimalistically as "an activity in which a person engages in order to attain an objective, and which necessitates the use of language". By foregrounding the instrumental nature of language, the author further links the achievement of real-life purposes to a learner's prowess for goal-oriented interaction as well as the corresponding modalities of cognitive development (Van den Branden 2006: 4). This immediately relates to the demand already implicit in the early definition by Prabhu (1987) and made explicit by Ellis (2003: 7) that tasks, despite their primary focus on communicative exchange, nevertheless have to involve "cognitive processes such as selecting, reasoning, classifying sequencing information, and transforming information from one form of representation to another", which are aimed at the development of one or multiple of the different language skills (reading, writing, speaking, listening) in order to qualify as such.

In the context of more recent discussions, other dimensions of a possible definition of 'task' have been foregrounded. For instance, Oxford (2006: 96-97) notes that, beyond some of the previously mentioned facets, tasks may also be seen as a behavioural framework which is provided in an educational context in order to elicit a certain response from the students. Defining 'task' in terms of "instructions or directions that the teacher gives students for learning" may help account for the fact that the same task may "trigger different activities across individuals and in the same individual on different occasions", providing a means for analysing tasks with regard to their intended educational purpose (Oxford 2006: 97). Surveying the most influential attempts at conceptualising language learning tasks, Moore

(2015, 2, emphasis in original) offers what is arguably the most straightforward, yet comprehensive definition of 'task' along five main characteristics:

- *"A task is a workplan.*
- *A task involves a primary focus on meaning.*
- *A task involves language use that reflects use in the real world.*
- *A task engages cognitive processes aimed at promoting language development.*
- *A task has a stated communicative outcome."*

These five points – complemented by elucidations drawn from the previous discussion – constitute the intension of the task concept which will underlie further considerations. Most importantly, such a definition should allow to discriminate between communicative tasks and language learning "exercises", i.e. "activities that call for primary form-focused language use" (Ellis 2003: 3), to which the term 'activity' relates as their shared genus proximum.

2.1.2. Types and categories of tasks

Upon agreeing on a unified definition of 'task', a first analytical question concerns their classification into separate *categories*. An early, influential attempt at delineating different types of tasks can be found in Prabhu (1987: 46-47), who distinguishes between three classes of communicative activities based on their *input structure*: First of all, the "*[i]nformation-gap activity,* which involves a transfer of given information from one person to another – or from one form to another, or from one place to another – generally calling for the decoding or encoding of information from or into language", secondly the "*[r]easoning-gap activity,* which involves deriving some new information from given information through processes of inference, deduction, practical reasoning, or a perception of relationships or patterns", and finally the "*[o]pinion-gap activity,* which involves identifying and articulating a personal preference, feeling, or attitude in response to a given situation". In terms of the input structure present in these types of task, the crucial difference lies in the fact that information-gap activities require an "exchange of information" (which is split between the participants), while opinion- and reasoning-gap activities demand "going beyond the information given" (which is equally available for each participant) (Ellis 2003: 86). Crucially, it has be asserted that these different types are not always mutually exclusive, with forms of task design imaginable which combines elements of information exchange with reasoning and/or involvement of opinion.

Alternatively, tasks may be classified according to the type of *cognitive process* involved in them. Here, Willis (1996: 26-27) names five fundamental types of tasks: (1) "*Listing"*, which involves students in communicative exchange followed by the collection of

information, e.g. in the form of collective "brainstorming" or "fact-finding" about another person, the outcome of which should consist in a "completed list" or alternatively a "mind map", (2) "*[o]rdering and sorting",* wherein information is sequenced logically or chronologically, categorized or classified, (3) "*[c]omparing*", which involves the identification of "common points" and "differences" between various sources of information, (4) "*[p]roblem solving*", in which students employ complex cognitive functions such as "expressing hypotheses, describing experiences, comparing alternatives and evaluating and agreeing [on] a solution", and (5) "*[c]reative tasks*", which involve the students in "freer creative work" throughout different stages, possibly including aspects of other task types. In applying this approach to task categorization, however, one should make sure that the classified activities still satisfy the previously established definition of 'task'. For example, activities centred around listing, ordering and sorting, or comparing may not in themselves involve a real world purpose, and relatively 'free' activities such as sharing personal experiences or creative tasks may in themselves be too open to constitute a workplan.

Finally, as Bygate (2015: 381) explains, another distinction can be drawn between genuine "'real world' tasks", i.e. "tasks taken from the outside world which learners will have to be able to accomplish after completing the course", and "'pedagogic' tasks […] which are tasks that resemble real-world tasks in some way but which are specially designed for use in the classroom". In both cases, tasks have to fulfil the prerequisite of bringing along a certain amount of "situational authenticity" in order for them to be acknowledged as such (Bygate 2015: 381). Extending upon this notion, tasks may also be categorized according to the *lifeworld activities* from which they are derived. In this sense, Oxford (2006: 101-102) names varieties such as "puzzles and games", "interviews, discussions, and debates", "telephone conversations and service encounters" or "communicative videomaking". In order to systematize the manifold options of real-world activities which may be appropriated as communicative language tasks, a classification may look at the "input genre" of a task, i.e. the genre of the data used as input for the task such as "newspaper article, diary, recipe" etc., or conversely, its "modality", i.e. the specific form of the task's intended output as drawn from its original purpose, both of which reflect its real-world origin (Oxford 2006: 102-103). When looking at these different analytical schemes for task classification, it becomes evident that there will be overlap between the different dimensions. For instance, a task could at the same time be classified as an opinion-gap activity based on its input structure, an ordering and sorting activity based on the cognitive processes involved, and as a real world task based on the lifeworld activity of ranking items to be taken along on a vacation.

2.1.3. Task components

A final crucial dimension which has to be considered when analysing communicative tasks is that of the different *components* from which they are assembled. Candlin (1987: 11-12) names seven features which should be included in the design of a successful task:

- "Input": As mentioned before, a task generally provides a set of data forming the basis for working on the task as well as the resources needed for completing it.
- "Roles": A successful task should specify the "roles of participants in relation to the accomplishment of the task", guiding their individual actions, co-operations, as well as their distance in terms of momentary power relations.
- "Settings": This aspect concerns both spatial arrangements (individual work, pair work, group work and how it is arranged within the classroom) as well as their temporal sequencing throughout the different stages of the task.
- "Actions": The design of a task should specify or indicate the procedures which are supposed to lead to its completion, along with a possible room for deviation.
- "Monitoring": Referring to the way in which the other dimensions are managed and accounted for: Who 'directs' the proceedings within the task?
- "Outcomes": Ideally, a task should make clear reference to its intended goals. However, this dimension also includes aspects such as achievement criteria, the concrete form which the output should take (oral, written, visual, etc.), as well as possible connections to other tasks and activities.
- "Feedback": Finally, the design of a task may indicate the way in which feedback is to be provided on the outcomes: Who gives feedback and when? Does it concern the outcomes or the procedures of the task? In what form is it communicated?

Regarding the issue of task *input,* a few remarks are in order concerning the question as to the role of *authenticity*, i.e. the use of data which has not been especially designed or adapted for classroom use. As Nunan (2004: 49) explains, specifically designed materials are characterized by a set of particular language features such as the deliberate use of "[i]ntonation" and "[e]nunciation", "[s]tructural repetition" and generally "well formed" sentences, a clear and "[d]istinct turn taking structure", elaborate information, use of "[l]imited vocabulary" which is tailored at the learners' current level, as well as a certain bias "towards standardised language". These features are meant to make the data more accessible to students, however, a case for the use of authentic input can also be made on account of the fact that they may better "prepare learners for the challenge of coping with the language they hear and read in the real world outside the classroom" (Nunan 2004: 50). In this sense, the use of authentic materials may also exert a motivating effect on students, endowing them with a

sense of self-efficacy as they find themselves capable of mastering real-world materials – a notion which strongly corresponds to the basic philosophy underlying TBLT.

Concerning participant *roles, monitoring* and *actions* during a task based sequence, specific roles of the teacher may include that of "selector/sequencer of tasks, preparer of learners for task, pre-task consciousness raiser about form, guide, nurturer, strategy-instructor, and provider of assistance", while students may take up roles "such as group participant, monitor, risk-taker/innovator, strategy-user, goal-setter, self-evaluator, and more" (Oxford 2006: 108). Furthermore, Van den Branden (2013: 136) lists three aspects of the teacher's role within task-based instruction: They should *stimulate* the students' motivation to participate and uphold their level of engagement throughout the different procedures, *guide* the activities through instruction-giving, preparation of input or organization of different steps within the task sequence, and *support* the learners throughout the process by providing appropriate assistance where necessary. Beyond that, Willis and Willis (2007: 165) mention "leader/chair person", "writer/secretary", "language consultant", "observer of interaction and/or of participation", and "spokesperson/reporter" as possible roles which could be taken up by the learners in the context of a task. In order to study the *procedures* involved in a given task, a classification system for different "strategy types" proposed by Nunan (2004: 59-61) can be consulted, which contains the following elements: "cognitive classifying", "predicting", "inducing", "taking notes", "concept mapping", "inferencing", "discriminating", "diagramming", "interpersonal co-operating", "role playing", "linguistic conversational patterns", "practising", "using context", "summarizing", "selective listening", "skimming", "affective personalizing", "self-evaluating", "reflecting", "creative brainstorming". These functions, which can only be mentioned excursively here, nevertheless constitute an indispensible framework for analysing and evaluating the concrete procedures implied in the design of a given communicative task.

With regard to intended *outcomes*, a crucial distinction has to be drawn between "*closed* tasks […] where there is a 'correct' answer" and "*open* tasks […] where the outcome is unpredictable" (Willis & Willis 2007: 156). In any case, it is crucial to design tasks in such a way that their intended outcomes and goals are clear to its participants. According to Willis and Willis (2007: 157), this might be achieved through setting "*specific interim goals* so that learners know exactly what they have to do along the way", and by providing "*precise instructions*" along the different channels of communication (see for example Sowell 2017). In order to be able to categorise the abstract functional goals of a given task, Nunan (1989: 49) distinguishes between *communicative goals,* which are meant in some way to "establish

and maintain interpersonal relations", *socio-cultural goals,* which involve gaining "some understanding of the everyday life patterns […] in the target language speech community", *learning-how-to-learn goals,* in which participants learn "to negotiate and plan their work over a certain time span" and "to set themselves realistic objectives", and finally, *language and cultural awareness goals,* which concern gaining "some understanding of the systematic nature of language and the way it works". These goals are ideally reflected in the stated outcomes of a task which correspond to its performance goals However, it should also be noted that the different functional goals are not mutually exclusive and may overlap within one and the same task design.

2.2. TBLT and the theory of L2 acquisition

As already suggested, the task-based approach was initially created based on the presupposition that language teaching which is reduced to the mere transmission of linguistic form is not only impractical with regard to the concrete needs of learners, but ultimately also less efficient when it comes to language acquisition itself. Samuda and Bygate (2008: 19) trace the fundamental philosophy of task use in language education back to American philosopher and educational reformer John Dewey (1856-1952), who first emphasised the aspect of personal interest and real-life relevance over traditional types of classroom education, which he saw as stilted and removed from learners' personal needs and thus principally lacking in interest and durability:

> Anything indifferent or repellent becomes of interest when seen as a means to an end already commanding attention; or seen as an end that will allow means already under control to secure further movement and outlet. But, in normal growth, the interest in means is not externally tied on to the interest in an end; it suffuses, saturates, and thus transforms it. (Dewey 1913, 25-26)

This intuition is supported by a number of general principles from *Second Language Acquisition* (SLA) research. Most importantly, Van den Branden (2006: 5) explains that a 'linguistic syllabus' focused on the gradual acquisition and accumulation of language elements may have detrimental effects in two different regards: First of all, the language students may likely encounter within such a syllabus is naturally "artificial and stilted" since it is selected and arranged "from a purely linguistic perspective" (Van den Branden 2006: 5). Secondly, such a structural syllabus cannot account for the notion that L2 acquisition processes do not follow a linear and additive path of instruction, but rather along unevenly paced 'developmental sequences' reflecting the acquisition of complex form-function mappings (Ortega 2009). According to this assumption, learners do not acquire new language

items one after the other, cleanly moving from the mastery of one form to the other. On the contrary, it is now generally accepted as established knowledge in SLA research that the order of L2 acquisition may involve repetitions as well as sudden leaps that reflect the complex advancement and restructuring of learners' developing interlanguage (Lightbown and Spada 2013: 56; Willis & Willis 2007: 30-31).

Initially, it is easy to see that this notion can be accounted for through the implementation of communicative tasks. As Long and Crookes (1993: 39) point out, tasks present an opportunity for learners to use the target language in functional contexts, thus aiding the perception of "form-function relationships", while also helping to establish "more intricate associations in long-term memory". The communicative focus of tasks is also intimately linked to the instrumental nature of language use which needs to be accounted for in any theory of L2 acquisition, as Bygate (2015: 386) recapitulates:

> Interactive engagement involves learners relating language to meanings and purposes, and in getting feedback from readers, writers or interlocutors on whether their understandings or expression are accurate. In this way, learners would progressively sharpen up their grasp of new language, with the task providing a constant context for familiar language to be activated, and for new language to be encountered, used and gradually mastered.

However, there are several different schools of thought in SLA research which have attempted to explain the usefulness of TBLT from diverse theoretical angles, shedding light on different aspects of the approach which need to be taken into consideration when examining the design and implementation of communicative tasks (Long 2015: 31-33). In this sense, the following section will provide an overview of the different theoretical rationales for TBLT which will serve as the basis for the following considerations regarding the analysis and implementation of tasks. As will become evident during the subsequent discussions, however, this theoretical pluralism should not be taken as a weak point since it can help to gain a more comprehensive view on relevant phenomena connected to TBLT.

2.2.1. The Cognitive-Interactionist Perspective

A central theoretical argument for the utility of task-based teaching for language learning is proposed by the *Cognitive Processing* or *Cognitive-Interactionist* view of L2 acquisition. This perspective rests on the premise that the kind of practice which is most conducive to the development of learners' interlanguage occurs spontaneously during interaction, which serves as "a generator of tailor-made input for a learner's developing second language system" (Moore 2018: 3). The cognitive-interactionist perspective thus postulates an intimate

connection between cognition and interaction, which is centred around the *negotiation of meaning*: As Long (1996: 451-452, emphasis in original) argues in his *Interaction Hypothesis* of L2 acquisition, the "*negotiation for meaning*, and especially negotiation work that triggers *interactional* adjustments by the NS [native speaker] or more competent interlocutor, facilitates acquisition because it connects input, internal learner capacities, particularly selective attention, and output in productive ways". Primarily then, the learning process is facilitated through the use of task-based interaction because the "modifications to the interactional structure of conversations which take place in the process of negotiating solutions to communicative problems help to make input comprehensible to learners", which in turn constitutes an indispensable condition for acquisition (Ellis 2003: 46). In the context of goal-oriented, communicative exchange, interlocutors are constantly faced with the necessity of revising their own language production to make themselves understood, in turn supplying the kind of tailor-made "comprehensible input" situated in relaxed and non-affective contexts which Krashen (1982: 7) points out as the ideal means to supporting the practice and acquisition of an L2 in the context of his *Comprehensible Input Hypothesis*.

However, researchers have also emphasised aspects of communicative exchange beyond input which benefits language development. As Pica (1994: 501-502) notes, negotiation of meaning may also aid the acquisition process by providing learners with immediate feedback on their own language production, in turn prompting them to "organize and restructure their output systematically" in order to make themselves understood by the interlocutor. Extending on the *Comprehensible Output Hypothesis* as proposed by Swain (1985), Skehan (1998: 16-19) names six factors through which the generation and modification of output in task-based interaction may contribute to leaners' language development: First of all, it serves as a supplement to the previously discussed dimension of output as a factor that can be used to indicate a lack of understanding, prompting one's interlocutor to reformulate his or her own output and transform it into comprehensible input. Secondly, by requiring them to find effective ways of making themselves understood, the need for producing comprehensible output automatically pushes the interlocutors to "pay attention to the syntax underlying speech", implicitly forcing them to process the language syntactically (Skehan 1998: 17). By extension, output serves as a medium for learners to test the linguistic hypotheses present in their current interlanguage system against the immediate feedback of an interlocutor as well as to create an automaticity in language use. Finally, comprehensible output plays an important role in fostering "discourse skills" such as efficient "turn-taking" which serve a central purpose in successful communication and in allowing learners to develop a "personal

voice" (Skehan 1998: 18). As Swain (2000: 99) summarizes the role of output for language development, it "may stimulate learners to move from the semantic, open-ended, strategic processing prevalent in comprehension to the complete grammatical processing needed for accurate production". Contrary to Krashen's (1982: 60) view that output only serves as an indicator and not as a facilitator of acquisition, these arguments support a notion of language learning which is essentially interactive and aligned towards reciprocal exchange.

As a consequence, a central concern of the cognitive interactionist perspective lies in analysing the *interactional structure* which arises from the design of communicative tasks and their immediate effects on the learning process. As Ellis et al. (2020: 33) explain, a two-way interactional structure within tasks may facilitate the acquisition process as it allows for the "[s]peakers [to] adjust their choice of language in accordance with their assessment of the listeners' abilities to comprehend", suggesting that such tasks may be more effective in generating modified input and output. For example, a study conducted by Shintani (2012) indicates that repeating communicative tasks with a two-way interactional structure may lead to modifications in the verbal input provided by the teacher as well as the output generated by the students, enhancing their comprehension as well as their motivation to participate in the task. Based on transcripts of around 330 task-based L2 lessons, Seedhouse (1999) conducted an analysis of the salient features of task-based interaction. He was able to show that task "participants use a turn-taking system suited to the efficient accomplishment of the task" and that "the task constrains the nature of the turn-taking system which the learners use" (Seedhouse 1999: 151). For instance, an information-gap activity centred around the exchange of directions on a map is by its very nature likely to result in turns such as "feedback, clarification, repetition requests, or repair initiation", which in general implicate a strong "tendency to minimize linguistic forms" (Seedhouse 1999: 152-153). This involves, for example, turns which only consist of a single word, phrases lacking necessary linguistic elements or an excessive use of indexical expressions. This also indicates an important potential limitation of communicative tasks which should be kept in mind. Finally, Seedhouse (1999: 154) explains that tasks in themselves display a high propensity for yielding pragmatic features such as "clarification requests, confirmation checks, comprehension checks, and self-repetitions, which are all characteristic of 'modified interaction'" and are thus seen as likely to aid acquisition.

Another important aspect under scrutiny in the context of the cognitive-interactionist perspective on task-based learning concerns the role of *consciousness* in acquisition. Following an influential, although not uncontested strand within the cognitive perspective, the

internal processes through which L2 development occurs in meaningful interaction are by their very nature *implicit,* i.e., occurring "*without awareness*", and *incidental*, i.e. occurring "*without intention*" (Long 2015: 36). In this way, the learning of an L2 mirrors, albeit in an ontogenetically restricted way, the L1 acquisition process as it occurs naturally in children as a result of their biological inclination to attain some means of communication early on in their lives (Ellis et al. 2020: 30). This notion must also be seen in relation to the *Critical Period Hypothesis* from general SLA research, according to which "there is a time in human development when the brain is predisposed for success in language learning", suggesting that after a certain age, the language acquisition process changes fundamentally also from a neurobiological viewpoint (Lightbown & Spada 2014: 92-93). However, empirical research supporting the idea that older learners still have access to the implicit and incidental learning mechanisms possessed by young children can be found, for instance, in Leung and Williams (2011), who were able to show that form-meaning connections between determiners and thematic roles may still be learned implicitly by L2 learners at college level. However, research also indicates that, in the long run, the results of L2 instruction aligned towards a purely incidental and implicit form of learning are likely to be subpar or "achieved too slowly for most practical purposes" in older age groups (Long 2015: 38). For instance, Granena and Long (2013) were able to identify "sensitive periods" for the acquisition of phonology, lexis and collocation as well as morphosyntax closing between the age of 12 and 16, after which the development of new language skills is shown to rely more heavily on explicit strategies.

Arguments such as these suggest the conclusion that for L2 learners of an older age class, an element of conscious *awareness* is needed to supplement the otherwise incidental and implicit learning process. In the light of this conjecture, however, the problem arises how such an explicit aspect can be reconciled with primacy of meaning focus over form focus which constitutes a defining element of the 'task' concept. With this regard, the cognitive-interactionist perspective can draw upon concepts developed by Schmidt (1990: 132), who contends that cognitive attention takes place on the two complementary levels of "*[n]oticing*" and "*[u]nderstanding*": When we notice a stimulus, we respond to it with a certain "*focal awareness*" which goes beyond the scope of mere subliminal perception. This immediate attention to the stimulus may then be extended by advanced cognitive processes related to understanding such as analysing, comparing, reflecting, etc. Conscious 'noticing', according to the author, serves as an indispensable prerequisite for the transformation of input into intake, suggesting that purely implicit language learning on the level of mere perception is not possible (Schmidt 1990: 149). In contrast, 'understanding', i.e. the application of additional

modes of reflexive engagement with the data, is seen as potentially helpful but not necessary in the acquisition process. With regard to task-based learning, this suggests that interaction in the target language needs to be accompanied by at least some degree of conscious attention to its formal features for it to result in the uptake of a new language item. This theory is further developed by Schmidt (2001: 17), who distinguishes between three "subsystems of attention […]: alertness, orientation, and detection": While 'alertness' is related to motivation and a voluntary alignment towards learning, 'orientation' refers to the intentional allocation of cognitive resources in general, for example, to linguistic meaning or form, which may be achieved through specific means of instruction (Schmidt 2001: 17). Alertness and orientation in turn constitute the preconditions for 'detection', i.e. "the cognitive registration of stimuli", which serves as the "necessary and sufficient condition for further processing and learning" (Schmidt 2001: 17-18). All of these different mechanisms guiding the intentionality of learners' language development can be influenced by particular choices of task design, as Ellis (2003: 48) maintains.

In the same context, a final relevant question concerns the role which *explicit knowledge* plays in the process of noticing. The theoretical positions regarding this matter range from *non-interface positions* such as the one supported by Krashen (1982: 83), who asserts categorically that explicitly learned formal linguistic knowledge "does not 'turn into' acquisition", to *strong interface positions* as formulated by Sharwood Smith (1986: 244), who proposes that "the abstract knowledge of linguistic structure" itself forms an indispensable basis for the "handling of meaning in actual situations" as real-time performance. A middle ground between these positions is presented by Ellis (2003: 149), who draws upon Schmidt (1990, 2001) to suggest that linguistic knowledge may partially support noticing and, in particular, "*noticing-the-gap*", i.e. the process which learners engage in as they "detect the difference between what they themselves are saying and how the feature is used in the input they are exposed to". In a further development of this idea, Ellis et al. (2020: 31) suggest that the "explicit knowledge [learners] have gained from intentional language learning" may serve "as an activator of noticing" especially in adult language learners who do not possess the same natural aptitude for implicit learning as children, thus supporting the uptake of new language items as implicit knowledge. In this sense, the *implicit route* of L2 acquisition (2) present in younger learners which, dispenses of any kind of cognitive awareness during the learning process, in older L2 learners is replaced by an *incidental route* (1) in which the unintentional noticing of explicitly learned features plays a subsidiary, yet relevant part:

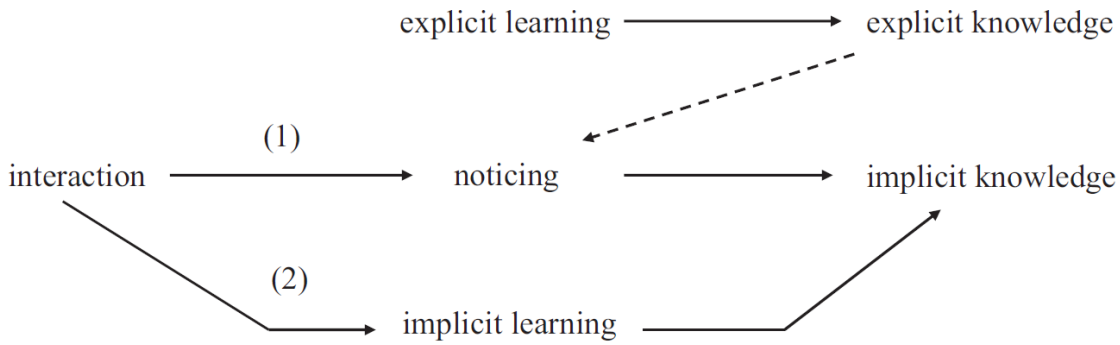

Figure 1: Cognitive-interactionist model informing TBLT (Ellis et al. 2020: 31).

Following these theoretical underpinnings, the role of explicit linguistic knowledge in task-based learning can be conceptualized as an indirect facilitator of noticing, suggesting a rationale for the design and implementation of tasks as well as their integration in the broader context of language teaching syllabuses.

2.2.2. The Socio-Cultural Perspective

The *Socio-Cultural Perspective* on task-based learning rests on the central belief that learning always occurs as fundamentally embedded in social relations and interactions and that its results are only retroactively internalized to become part of the individual structure of a person's behavior and cognition (Moore 2018: 3). According to such a view of learning in general, L2 acquisition is seen as, on the one hand, "an 'active' process that can only be successful if the learner invests intensive mental energy in task performance" and, on the other hand, "an 'interactive' process that can be enhanced by interaction with other learners and/or with the teacher" (Van den Branden 2006: 10). As a consequence, the socio-cultural perspective attempts to shed light on the joint construction of intersubjective spaces for learning as well as the socio-cultural factors which determine the learning process.

The basic rationale for a socio-cultural theory of L2 acquisition draws upon ideas originated by Vygotsky (1978: 30), who puts forward the fundamental theoretical premise that "[f]rom the very first days of [a] child's development his activities acquire a meaning of their own in a system of social behavior" in which his or her capacity for problem solving and instrumental reasoning are always already situated. Within these fundamental forms of interpersonal relation, learning occurs as *mediated* though the interaction "with cultural artefacts", i.e. the "material and symbolic tools that organize or regulate behaviour" (Ellis et al. 2020: 105). For example, Swain, Kinnear and Steinman (2015: 6-7) recount the story of "Mona", whose individual language learning process was mediated through the use of a "grammar book (material and symbolic artefact)" as well as the different kinds of support

provided by her father who in turn served as the mediating instance for her "interaction with the book" itself. Whereas material tools are fundamentally oriented "*externally*", comprising "a means by which human external activity is aimed at mastering, and triumphing over, nature", the use of signs, however, is "*internally* directed" as they are not oriented towards a transformation of their object rather than towards "mastering oneself" (Vygotsky 1978: 55). The gradual internalization of external mediating devices points to a crucial insight of the "sociocultural theory of mind", namely "that external mediation serves as the means by which internal mediation is achieved" (Ellis 2003: 176). We learn as we appropriate socially provided means of mediation to restructure our mental processes. It thus also becomes clear that, among the symbolic tools of mediation, *language* holds a pre-eminent position, as it constitutes the interactional basis upon which all other forms of mediation can occur (Swain, Kinnear & Steinman 2015: 35)

As a consequence of these preliminary considerations, the socio-cultural perspective sees *dialogic interaction* as the primary means of learning in general and language learning in particular, viewing "the intersubjective processes going on in social interaction as mediating the child's construction of the new language" (Artigal 1992: 221). When a learner engages in dialogic exchange with a more competent or advanced interlocutor, both of them participate in the joint creation of an intersubjective space in which personal development and tailored assistance can concur (Ellis 2003: 177). Following the logic of internalization as outlined in the previous paragraph, the goal of such instructional interaction lies in the "progression from intermental behavior to an intramental state" in which learners can experience "self-regulation" (Ellis et al. 2020: 105). In other words, the new development reached by a learner as he or she interacts with an expert instructor, gradually gaining mastership of the problematic situation underlying the instructional situation, is finally internalized in order to be used independently. This process mirrors the individual ontogenesis of a human's capacity for cognitive *self-determination*: Initially in their development, children experience their own behavior as determined by *external factors*, for instance, the need to get up and fetch a toy ("object regulation"); however, as they learn to heed the instructions of their parents, their behavior starts to be determined by *external speech events* ("other regulation") which are finally *internalized* in the form of "private speech" ("self regulation") (Swain, Kinnear & Steinman 2015: 35). Afterwards, the internalization of self-directed speech as cognition creates the foundation for higher cognitive processes. By postulating a general continuation between external and internal speech with regard to mediation, research in the context of socio-cultural theory suggests that *private speech*, i.e. the "self-directed inaudible speech

involved in thinking processes" (de Guerrero 2018: 2) does in itself constitute a powerful mediating tool for language learning. As a consequence, de Guerrero (2018: 24-25) suggests fostering the internalization of externalized speech through activities such as "subvocal repetition", "[s]hadowing and summarizing" or "[d]ialogic journal writing".

For the contexts of L2 acquisition, Ellis (2003: 177) summarizes the relevance of these theoretical notions as follows: "Applied to language learning, this means that learners first manifest new linguistic forms and functions in interactions with others and subsequently internalize them so they can use them independently." In particular, task-based learning may account for implications arising from the socio-cultural learning theory by enabling students, "(1) to use new language structures and items through collaboration with others; (2) to subsequently engage in more independent use of the structures they have internalized in relatively undemanding tasks; and (3) to finally use the structures in cognitively more complex tasks" (Ellis 2003: 178). In this context, another relevant concept developed by Vygotsky (1978: 86, emphasis in original) is that of the "*zone of proximal development*" (ZPD), referring to "*the distance between the actual development level* [...] *and the level of potential development* [...] *under adult guidance or in collaboration with more capable peers*". As already established, the socio-cultural perspective maintains that during the process of mediation, learners and their expert interlocutors co-construct an intersubjective space, allowing for the learner to perform above their independent competence level. Although not entirely adequate, the notion of ZPD is often equated with Krashens (1985) "*I + 1*" hypothesis about language acquisition, in which he postulates that "language improvement occurs when language input is pitched just a little higher in diffculty [sic] (+1) than the current interlanguage stage of the individual (i)" (Swain, Kinnear, Steinman 2015: 20). During interactive mediation in the ZPD, a learner's current skill level can act as the springboard "for the performance of new skills" which "in turn become autonomous and stable" through internalization – provided that the performance of these new skills constitutes an "appropriate challenge" (Ellis 2003: 179). This concept holds immediate implications for the design of communicative tasks, especially with regard to different factors contributing to the perceived difficulty of tasks. In terms of the interactional structure suggested by the notion of a ZPD, the theory seems to suggest that tasks should be hierarchically organized, with the teacher serving as the more competent participant guiding the weaker student. However, research findings tend to challenge this conclusion, as Lantolf and Pavlenko (1994: 116) are eager to point out: "The construction of a ZPD does not require the presence of expertise. Individuals, none of whom qualifies as an expert, can often come together in a collaborative

posture and jointly construct a ZPD in which each person contributes something to, and takes something away from, the interaction."

Another key concept present in the socio-cultural perspective on TBLT is that of *scaffolding*, which "refers to the interactional work by which one speaker (usually the expert) assists another speaker (usually the novice) to perform a skill or a linguistic feature that he/she cannot perform by him/herself". It is this process which constitutes the primary form of dialogic interaction through which learning is mediated in a ZDP. In an early influential study, Wood, Bruner and Ross (1976: 90) show that the instructional interaction during scaffolding primarily involves the more proficient participant "controlling" those aspects of the present activity which they deem too challenging for the learners, allowing them to focus on those aspects which they can already do and guiding them towards a satisfactory solution of the problem. Drawing upon empirical investigations, they furthermore propose a set of six elementary "scaffolding functions" (Wood, Bruner & Ross 1976: 98, emphasis in original):

- *"Recruitment"*, i.e. the generation of interest in the learner.
- *"Reduction in degrees of freedom",* i.e. adapting the task's difficulty by "reducing the number of constituent acts required to reach a solution".
- *"Direction maintenance",* i.e. keeping the learner focused on the outcome of the task.
- *"Marking crucial features",* i.e. drawing the learner's attention on important elements of the task.
- *"Frustration control"*, i.e. reducing stress and negative emotions experienced by the learner.
- *"Demonstration"*, i.e. providing concrete examples of how to reach the task's goal.

Most importantly, the 'controlling' involved in the scaffolding process thus relates to the cognitive as well as the affective dimensions involved in the performance of a task (Ellis 2003: 181). Beyond that, Foley (1994: 101) suggests that effective scaffolding has to meet the criteria of supporting learners' agency within the task performance, starting with a setup in which the "*responsibility*" for a task is initially shared with the teacher in order to be gradually transferred to the learner once he or she has "internalize[d] new procedures and routines" in the target skill. Similarly to the idea of a ZPD in general, scaffolding appears to suggest a competence hierarchy between its participants which is structurally tied to the respective classroom roles of teacher and learner. However, as studies presented by Lantolf (2007: 60) indicate, scaffolding may also occur spontaneously among learners of the same level, a phenomenon referred to as "peer mediation", which constitutes a collective form of interactive dialogue in which students support each other in internalizing language items by prompting their peers to direct their attention to particular language features and "to notice differences between their performance and a model". In the context of such findings, research

has seen a conceptual shift from the notion of scaffolding to that of "collaborative dialogue", which Swain (2000: 102-105) defines as "dialogue in which speakers are engaged in problem solving and knowledge building" as they embark in "learning as a process of 'joint constructive interaction' mediated by language and other cultural tools" – a phenomenon which is seen as both a "social and cognitive activity". It is in this dual emphasis that the cognitive-interactionist and the socio-cultural strands of theory coincide.

A final important insight to be gained from the socio-cultural perspective on task-based learning relates to the concept of *activity theory*. Here, the term 'activity' is meant to refer to the variety of activities we may embark on during our daily lives or in our time of leisure (Swain, Kinnear & Steinman 2015: 92) and is thus akin to one of the crucial dimensions underlying the concept of 'task' (Long 1985). In this sense, activity theory emphasises the fact that individuals are predisposed to engage with and respond to particular situations in potentially diverging ways as they construe them based on their socio-cultural backgrounds (Lantolf & Pavlenko 1995: 110; Bygate 2015: 395). As a result, leaners with different motives and goals and from different socio-cultural contexts will tend to perform tasks in different ways (Ellis 2003: 184) – a factor which also should be accounted for in the design and implementation of a task. In order to illustrate these relations, one may consider a study conducted by Wertsch, Minick, and Arns (1984), who found that mothers in rural Brazil and teachers from an urban context used fundamentally different strategies for scaffolding children in puzzle tasks based on their socio-culturally defined motives. One can see, therefore, how an analysis of communicative tasks must also take into consideration the relevant socio-cultural background of their implementation.

2.2.3. The Psycholinguistic Perspective

In contrast to the cognitivie-interactionist and the socio-cultural perspectives, theories focusing on the psycholinguistic underpinnings of TBLT take a more purely cognitive approach which does not focus as explicitly on the social aspects of language tasks (Skehan 2015: 124; Ellis et al. 2020: 64). In a general introduction to the field of research, Warren (2013: 4) defines 'psycholinguistics' as "the study of the mental representations and processes involved in language use, including the production, comprehension and storage of spoken and written language". As such, it is concerned with topics such as the retention of linguistic items in the "mental lexicon", the constitution of our mental linguistic faculty itself, as well as the different modalities involved in the expression of ideas as linguistic utterances (Warren 2013: 4). In this sense, the *Psycholinguistic Perspective* on task-based learning is ultimately

interested in the study of learner *output* and *production* (as opposed to a stronger focus on communicative competence and interaction as implied in the previously discussed approaches), consequently attempting to answer the fundamental question of "how tasks affect such aspects as the overall fluency, accuracy, and complexity of the language that learners produce" (Ellis 2003: 103).

The distinction between *complexity*, *accuracy*, and *fluency* (CAF) has long served as a central analytical instrument in applied linguistics and L2 acquisition research, constituting the dependent variables on which the effect of different modalities of L2 teaching are tested. In a broad sense, complexity refers to "[t]he extent to which the language produced in performing a task is elaborate and varied", accuracy to the "ability to produce error-free speech", and fluency to "the extent to which the language produced in performing a task manifests pausing, hesitation, or reformulation" as well as the "ability to process the L2 with 'native-like rapidity'" (Housen & Kuiken 2009: 461; Ellis 2003: 340-342). What is important to note is that the development of accuracy, with its emphasis on the production of a correct, if possibly limited interlanguage, and complexity, with its reliance on "a willingness to take risks" and "to try out new forms even though they may not be completely correct", are often seen in a potentially oppositional relation to each other (Skehan 1998: 5). Extending on this notion, Samuda and Bygate (2008: 92) suggest that teaching which is more conservatively focussed on accuracy in contrast to that which strategically emphasises the development of fluency or takes up a "progressive" focus on complexity nevertheless have to be integrated in such a way as to manoeuvre learners into exercising all three emphases at different times". This already suggests a central problem with regard to the design and implementation of tasks which psycholinguists have considered from different perspectives.

Before addressing this issue, however, one should first turn to the question of how to operationalize the CAF construct. Regarding complexity, Ellis et al. (2020: 65-67) introduce a distinction between "structural complexity" and "lexical complexity", with the former referring to "the range of structures" used in a task performance such as the amount of "subordination", and the later being composed of "*[l]exical diversity*" measured in terms of "type-token ratios" as well as "*[l]exical sophistication*", i.e. the "proportion of words that are used in a spoken or written performance which are deemed difficult". Constituting possibly the most straightforward of the three constructs, accuracy can be operationalized in terms of "the degree of deviancy from a particular norm", with single deviations usually referred to as "*errors*", which are easily quantifiable but nevertheless pose fundamental questions regarding the normative target system relative to which they are defined (Housen & Kuiken 2009: 463).

Finally, a model for operationalizing fluency is presented by Tavakoli and Skehan (2005: 254-255), who define the construct in terms of the different sub-categories of (1) "breakdown fluency" measured via the "[l]ength and number of unfilled pauses" or "disfluent-sounding silences", (1) "speed" measured in terms of "speech rate, articulation rate, amount of speech, time ratio and mean length of run", and (3) "repair fluency" measured via the frequency of "reformulation, replacement, false starts and repetition of words or phrases". While empirical studies often deviate in the precise ways in which they operationalize the CAF domains, comparability between them is still secured by the relative homogeneity of the construct.

As mentioned previously, different viewpoints exist as to how the various dimensions within the CAT model are related to each other. According to the *Limited Attention Capacity* (LAC) hypothesis, the performance areas of complexity, accuracy, and fluency exist in potential opposition to each other, with research findings suggesting "that there [is] often a trade-off between the performance areas, particularly between accuracy and complexity" (Ellis et al. 2020: 69). For instance, a study conducted by Foster and Skehan (1996) investigating the effects of different planning conditions on performance indicated a strong positive correlation between planning time and complexity, while the most accurate performances resulted from less detailed planning. Consequently, the researchers were led to presume a trade-off between factors influencing the respective performance domains. An explanation for this phenomenon is offered by Skehan (2015: 125), who draws upon research conducted in the field of cognitive psychology in arguing that working memory capacities are fundamentally restricted, operating in different fractions to which only a limited amount of processing capability can be allocated at a given time. With regard to the cognitive domains responsible for complexity, accuracy, and fluency, this implicates "that there is competition between them for resources" (Skehan 2015: 125), and that task design and implementation variables can fundamentally influence the outcome of this competition. This factor becomes especially relevant when considering that the trade-off between different aspects of the CAF construct is not seen as absolute, suggesting also that the subtractive effects which exist between them may be mitigated "by judicious task design/choice and implementation through task conditions" (Ellis 2020: 73). As Skehan (1998: 112) maintains, task design should be thought of as a means to promoting "balanced language development" with regard to the different areas of the CAF construct, as different task characteristics "predispose learners to channel their attention in predictable ways, such as clear macrostructure towards accuracy, the need to impose order on ideas towards complexity, and so on".

An alternative approach to conceptualizing task performance is offered in the *Cognition Hypothesis* (CH) and its later incantation, the SSARC model. Following this view, the idea of a direct trade-off between complexity and accuracy is misguided, as strategies promoting more accurate language output are shown to also lead to more structurally and lexically complex performances (Robinson 2011: 14). This is seen as a result of the fact that different task demands tend to trigger different modes of production: While simple, cognitively undemanding tasks are likely to be realized in a "pragmatic" mode of production, involving the use of structurally and lexically basic code as well as only perfunctory attention to accurate language use, tasks posing higher functional and cognitive demands implicate a tendency to activate a "syntactic" mode of production, which is characterized by both greater accuracy and complexity (Robinson 2005: 69). In order to make the cognitive complexity of tasks more tangible, a differentiation can be drawn between different reasoning demands: Firstly "spatial reasoning, as involved in navigating through, and giving directions about places like cities while driving", secondly "causal reasoning, involved in understanding and explaining why a natural or mechanical event occurred", and finally "intentional reasoning, as involved when explaining behavior with reference to the intentions, beliefs, and desires of others" (Robinson 2011: 15). Task features promoting these reasoning demands are referred to as "*resource-directing*" as opposed to external "*resource-dispersing*" characteristics such as reduced planning time or contextual support, which "simply disperse attentional resources over many dimensions of a given task with no particular linguistic correlates" (Robinson 2015: 92). As the resource-directing factors of task complexity contribute stronger to the development of "form-function/concept mappings" and the resource-dispersing factors to "increasing automatic access to current linguistic resources", increasing the complexity of tasks should initially follow the *later* category over the *former* when sequencing tasks, for example, by first gradually *reducing* planning time and only then *increasing* the amount of intentional reasoning required in the tasks (Robinson 2015: 92-93).

As already suggested by the previous discussion of task demands and complexity, a central issue which may be addressed from a psycholinguistic perspective is that of *task difficulty* and the various factors related to it. As Skehan (1998: 97) maintains, "more demanding tasks consume more attentional resources simply for task transaction"; with the result that "the scope for 'residual' benefit from the task is reduced". Consequently, researchers are concerned to establish criteria along which the adequacy of a task's difficulty level may be ascertained. This issue is complicated by the fact that the difficulty of a task is determined by at least three distinct factors, as Brindley (1987) points out: Factors related to

the *learners* participating in the task, the *task* itself and its specific design features, and finally the *text,* i.e. the medium of input through which the task is introduced. With this regard, Nunan (2004: 85-86). illustrates factors which may be used to analyse the difficulty of a task:

Easier	More difficult
Learner	
is confident about the task	is not confident
is motivated to carry out the task	is not motivated
has necessary prior learning experiences	has no prior experiences
can learn at pace required	cannot learn at pace required
has necessary language skills	does not have language skills
has relevant cultural knowledge	does not have relevant cultural knowledge
Task	
low cognitive complexity	cognitively complex
has few steps	has many steps
plenty of context provided	no context
plenty of help available	no help available
does not require grammatical accuracy	grammatical accuracy required
has as much time as necessary	has little time
Text / Input	
is short, not dense (few facts)	is long and dense (many facts)
clear presentation	presentation not clear
plenty of contextual clues	few contextual clues
familiar, everyday content	unfamiliar content

Figure 2: Factors determining the difficulty of tasks (Nunan 2004: 85-86).

Research further suggests that tasks involving a two-way interactional structure are generally more difficult than those with a one-way interactional structure, and that factors such as "[n]umber of steps needed" to complete the task as well as the "[n]umber of parties involved" in the completion of the task may affect its difficulty (Gan 2011: 921-922). Beyond that, Brown at al. (1984, cit in: Skehan 1998: 103) suggest discussing task difficulty along a continuum from "static task" in which the information remains fixed (e.g. filling in a diagram), to "dynamic tasks" in which information shifts during the task performance (e.g. tasks involving a narrative element), to "abstract tasks", which require the expression and manipulation of "decontextualized elements" (e.g. giving opinion). Developing a framework for sequencing tasks within a curriculum according to their demand on learners' capabilities, Candlin (1987) furthermore suggests four factors determining the difficulty of a task:

- *Cognitive Load*, i.e. the overall mental demand of the activity: A task following a "clear chronological sequence" is "less cognitively demanding than a task in which there is no such clear development". Tasks requiring "multiple actions" carried out by "multiple actors" are seen as more difficult (Candlin 1987: 19).
- *Communicative Stress*: A task involving a more complex communicative situation, i.e. communication with multiple/more competent and more knowledgeable interlocutors is more stressful and thus more demanding. The same holds true for communication requiring non-linear communicative patterns (Candlin 1987: 19).
- *Particularity and Generalisability*: Tasks following a "generalised pattern" or "ritualised interpretive schema would be easier to manage than those where the order of assembly or the norms of interpretation are unclear and to be negotiated" (Candlin 1987: 19-20).
- *Code Complexity and Interpretive Density*, i.e. complexity of the linguistic code involved as well as the operations to be conducted on it: For instance, tasks involving "textually elaborate texts" along with "questions which require […] interpretive and explanatory analysis" can be seen as more demanding (Candlin 1987: 20).

As these criteria are potentially difficult to operationalize, Skehan (1998: 99) presents a three-part framework for judging the difficulty of tasks along three categories reflecting the distinction between the language needed for the task, the required operations of thought, and the contextual condition involved in its performance:

- *Code complexity:* „lingusitic complexity", „vocabulary load and variety", „redundancy and density".
- *Cognitive complexity:* "familiarity of topic and its predictability", "familiarity of discourse genre", "familiarity of task", "information organization", "amount of 'computation'", "clarity and sufficiency of information given", "information type".
- *Communicative stress:* "time limits and time pressure", "speed of presentation", "number of participants", "length of texts used", "type of response", "opportunities to control interaction".

Finally, the relative difficulty of a task may also be determined by looking at specific characteristics of its *input data*. Oxford (2006: 103-104) names a number of variables contributing to the linguistic complexity of a task's input: These include features such as "number of words in a sentence, amount of redundancy, degree of use of dependent clauses

and other complexity creating structures, discourse style, sequence complexity, technicality of vocabulary, concreteness or abstractness", etc. A tangible framework for determining the complexity of task input on the three complementary levels of *world*, *task* and *text* is offered by Duran and Ramaut (2013: 52-53):

Parameters	SIMPLE → COMPLEX		
(a) World			
1 **Level of abstraction:** concrete or abstract approach to the topic?	Concrete descriptions (here-and-now)	In other time/space (there-and-then)	Abstract perspective
2 **Degree of visual support:** to what extent is visual support provided, and does it support task performance?	Much visual support	Limited visual support	No visual support
3 **Linguistic context:** to what extent is linguistic context available, and does it support task performance?	High level of redundancy; low information density	Limited level of redundancy	High density of information; low level of redundancy
(b) Task (communicative and cognitive processing demands)			
4 **Level of processing:** what should students do with information in the text? At what level must the information be processed?	Descriptive (understanding information as presented)	Restructuring (reorganizing information)	Evaluative (comparing different information sources)
5 **Modality:** how should students provide their answers or produce the outcome?	Non-verbal reaction (purely receptive)	Limited verbal reaction (writing/talking at copying level)	Verbal reaction (talking or writing at descriptive level)
(c) Text			
6 **Vocabulary:** is the vocabulary used highly frequent or not?	Highly frequent words	Less frequent words	Infrequent words
7 **Syntax:** are the sentences simple or complex?	Short, simple sentences	Reasonably long sentences with juxtaposition	Long, embedded sentences
8 **Text structure:** is the text clearly/ explicitly structured?	Structure is explicit and clear	Structure only partly explicit	Structure is left implicit
9 **Text length:** is the text short or long?	Short	Reasonably long	Long

Table 1: Complexity scale for sequencing reception-based language tasks (Duran and Ramaut 2013: 52-53).

The role of *visual support* with regard to task difficulty is furthermore underlined by Nunan (2004: 116), who explains that adding an image to, for example, a short story greatly aids comprehension by providing an additional context for the information in the text. Similarly, the idea that a higher level of *redundancy* in the input text may actually serve to make the material more accessible to learners can be deduced from the insights gained in a study by Oh (2001), who found that the modification of input in terms of elaboration leads to better comprehension when compared to simplification, which the author explains via the fact that elaborate texts provide more opportunities to contextualize the given data, thus reducing the cognitive demand of having to extract a large amount of information from relatively small

quantities of text. Regarding all of these different parameters, however, Oxford (2006: 104) makes the important observation that input complexity should not be equated with difficulty per se, as the latter denotes an *individual perception* which is, at its core, subjective, while the former refers to objective and quantifiable properties of language as such such.

In this sense, Gan (2011: 922-923) notes that the view according to which specific features and design variables of tasks yield similar, predictable outcomes in different classroom situations is sometimes contested in psycholinguistic research on the grounds that learners always display a considerable degree of "individual variance" in their individual learning dispositions. This view is supported by the results of a "small-scale study of eight Intermediate level learners of English" conducted by Murphy (2003: 358), who concluded that learners' own agency within the implementation of a task may greatly compromise a designer's possibilities "to produce the desired effect on accuracy, fluency, or complexity" through the deliberate choice of task characteristics and process options. However, authors such as Foster (2009: 251-252) have argued against this notion, claiming that presumptions of a principal incommensurability between the design of a task and its subsequent realizations emerge mostly from research into tasks which are centred around a relatively broad workplan, while tasks about specific topics presented with "a definite outcome" as well as "clear and brief" instructions will yield similar processes and outcomes at different times and within different groups of learners. Even though, as a precondition for any kind of meaningful research, the notion that design variables affect the overall demand of a task at least to the degree that some level of generalization remains possible has to be granted, the perspective of the learner on task difficulty should not remain unexplored.

In this vein, Nunan and Keobke (1995) have conducted a study comparing the perceived difficulty of a task as expressed by students and its 'actual' difficulty as indicated by measurements of successful task completion, while also investigating the factors contributing to the learners' perception of task difficulty. For a group of undergraduate students at the City University of Hong Kong, they found that their subjects "were not highly skilled at making predictions about which tasks were likely to cause difficulty", and that the students mainly attributed the perceived demandingness of the tasks to a "[l]ack of familiarity with task types", "[c]onfusion […] over the purpose of tasks", and a lack of "cultural schematic knowledge" (Nunan & Keobke 1995: 7-8). This study, then, points towards task repetition and planning, clarity of instruction, as well as the provision of relevant background knowledge as crucial factors determining the received difficulty of a task.

2.3. Analysing tasks. Design and implementation variables

The previous discussions of various theoretical rationales for task-based language teaching already suggest a number of general base lines for the design and implementation of communicative tasks, albeit on a relatively abstract level. The aim of the following section lies in making these principles more tangible by relating them to concrete empirical research findings into how different variables of task design and implementation affect relevant areas of acquisition. Despite the obvious fact that general research findings regarding "different design features and implementation strategies" may not be immediately transferable to actual classroom settings, they still hold valuable implications about the best ways in which tasks can support L2 acquisition (Ellis et al. 2020: 40). In this sense, the subsequent deliberations are guided by the relatively traditional premise that "it should be possible to build up a multi-dimensional classfication system, organizing tasks in terms of their potential for second language learning" (Long & Crookes 1987: 105). As a final result, such a categorization system should yield a set of criteria which can serve as the framework for concrete task analyses and evaluations.

2.3.1. Aspects of task design

A valid starting point for considering different task design variables in relation to their role in the acquisition process is offered by Ellis et al. (2020: 40; see also Ellis 2003: 86), who list six task features which are seen as fundamental for any analysis of communicative tasks:

1 "required vs. optional information exchange"
2 "information gap: one-way vs. two-way"
3 "task outcome: open vs. closed tasks"
4 "topic (e.g. topic familiarity)"
5 "discourse mode (e.g. narrative vs. description)"
6 "cognitive complexity (e.g. context-embedded vs. context-reduced)"

Cognitive-Interactionist research within the domain of task-based interaction has yielded some important insights into how these variables affect the amount of *meaning negotiation* during tasks. In comparing the performance of tasks which *require* the active exchange of information between interlocutors (i.e. information-gap tasks) with those where such exchange is merely *optional* (i.e. opinion-gap tasks and reasoning-gap tasks), Foster (1998) reports evidence implying that the former category may lead to a higher degree of meaning negotiation among participants. With regard to interaction structure, Long (1989) found that negotiation of meaning occurs more readily in tasks with a *two-way* rather than a *one-way*

interactional structure, i.e. when the required exchange concerns information held by multiple rather than just one participant, and that more negotiation of meaning occurs in *closed* tasks rather than *open* tasks, i.e. in tasks where there is only one or a small number of correct solutions at which the students must arrive. As Willis (1996: 28) explains in correspondence with these findings, more specific goals make it "easier […] for students to evaluate their success and […] to get involved with the task and work independently", while interaction in open tasks may be closer to communication outside the classroom but less easy to become involved in. Similarly, Nunan (1989: 44) mentions research findings which show that tasks focused around *problem solving* led to more sustained interaction than tasks involving *open debates*. Concerning *topic,* research conducted by Gass and Varonis (1985) shows that meaning negotiation occurs at an increased measure if students are familiar with the topic at hand, while Zuengler and Bent (1991) were able to produce findings implying that negotiation of meaning is enhanced by topics which students regard as important and relevant to their immediate circumstances. Most importantly, there are empirical reasons to believe that students are more likely to engage in active information exchange if the topic at hand holds a certain amount of ethical relevance (Newton 1991). Beyond that, tasks involving *discourse modes* which require the use of complex cognitive functions such as narration or storytelling can be shown to yield a greater amount of meaning negotiation with modified output than cognitively simple tasks involving descriptions (Pica et al. 1996). Finally, looking at the relevance of a task's *cognitive complexity*, Ellis (2003: 95) reports a number of studies which "indicate that tasks that are context-free and require detailed information to be communicated seem to induce more sustained interaction, more attempts to repair communication, more pushed output and greater use of communication strategies".

These findings already provide a solid basis upon which specific design variables may be evaluated with regard to their capacity for stimulating interaction as well as negotiation of meaning. As Bygate (2015: 391) summarizes research findings concerning the relationship between design variables and meaning negotiation, these findings suggest that tasks requiring the completion of a particular, convergent goal, i.e. "'closed'" rather than 'open' tasks" as well as those involving a reciprocal interaction structure, i.e. "'two way' rather than 'one way' tasks" are generally more effective in aiding the acquisition process. A different valuable perspective is offered by Hobbs (2012), who studied the *interaction structure* of native-speaker task performances in order to ascertain how design variables may influence the communication which occurs during tasks. Comparing the transcripts of three native-speaker pairs' interactions, he found that *reasoning-gap tasks* requiring the sorting of historical events

yielded a high frequency of communicative functions relating to task organization ("addressing progress and task procedure"), answer suggestion, agreement seeking and agreeing, while *information-gap tasks* requiring students to paraphrase a language item contained many instances of "initiation-response-feedback (IRF)" sequences as well as functions related to definitions, descriptions or comparisons, and *opinion-gap tasks* about the subject of law led to repeated instances of "expressing an opinion" and "agreeing/disagreeing" as well as "hedging", "fluency devices" such as "pause fillers", and the use of "vague language" (for example, "*you know*" or "*all of that*") (Hobbs 2012: 118-122). These findings provide evidence for the idea that there is in fact a robust connection between task design on the one hand and interaction structure/communicative functions on the other hand, which should not be disregarded when analysing a task with regard to its intended learning goals: The workplan of a task can be conceptualized in such a way as to increase the likelihood of specific language features to occur naturally during interaction.

In this context, another important issue concerns the ways in which task features interact with leaners' propensity for *noticing* specific language features. One way to facilitate the noticing of a specific linguistic feature within tasks is that of pre-modifying its input via "input enhancement", which may consist in "(1) 'flooding' the input with exemplars of a specific feature, or (2) highlighting a specific form in the input" (Ellis et al. 2020: 43). However, empirical findings regarding this strategy point only towards a marginal advantage of pre-modified over standard input, as a meta-analysis of 16 studies investigating the effect of visual input enhancement on students' grammar learning via focused tasks conducted by Lee and Huang (2008) has shown. A more feasible strategy seems to lie in attempting to design the tasks themselves in such a way as to direct students' attention to a specific language feature. For example, Samuda and Bygate (2008: 99) explain how students may be prompted to notice a particular linguistic item by making it "the only source of the required information [...], so that students are unable to complete the task without noticing and interpreting" it. For instance, Newton and Kennedy (1996) found that students working on a split information task involving the spatial relations of a zoo used significantly more prepositions than those discussing a medical dilemma. According to the authors, this finding supports the idea "that language learning tasks can be selected to influence not only the occurrence of more or less talk and negotiation, but also particular linguistic features and structures" (Newton & Kennedy 1996: 321), indicating that the content dimension of a task may be designed in order to support noticing via input flooding.

As already suggested by the earlier theoretical discussion, the *Socio-Cultural Perspective* offers only limited help in determining variables for effective task design, as it suggests (in line with activity theory), that students engage with tasks in fundamentally different ways based on their socio-culturally defined backgrounds and goals. In that, however, the view is susceptible to the aforementioned criticism by Foster (2009), who argues that variation in performance can nevertheless be restrained by the amount of detail present in a task's workplan – implying that the amount of acquisitional focus of a task is essentially a question of the specificity in its design. Nonetheless, the socio-cultural perspective may still yield a number of concrete suggestions for designing tasks with the intent of aiding acquisition. For instance, Storch (2017: 75-77) reports a number of studies which suggest how specific task design could prompt students to engage in s*elf-mediation* via *self-directed* or *collaborative talk* fostering internalization: With regard to the former, such strategies include tasks requiring the students to engage in "self-repetitions" or "self-directed questions", to "verbalize their thoughts" or write them down, and reflect on feedback given by the teacher or other students. Concerning the later, students might perform tasks in which they engage in "collaborative writing" as they "jointly co-author a text" or work in "pairs or small groups of students to consider the feedback provided by the teacher", ideally on the results of a task on which they had previously worked together.

In order to optimize the amount of *scaffolding* which naturally occurs in collaborative tasks, Storch (2017: 77-78) draws our attention to the central dimensions of "challenge and active support": Tasks should pose an adequate cognitive challenge for students, while also being coupled with opportunities to gain assistance from both teachers and peers. In a similar vein, Payant (2018) investigated learners' performance in a "story completion task" (a two-way information gap activity, with students first eliciting descriptions of a set of pictures from their partners before jointly agreeing on a correct sequence for the pictures, and finally producing a written version of the story in pairs) and a "text reconstruction task" (in which students collaboratively reconstruct the missing sections of a text) with regard to the amount of collaborative dialogue occurring throughout the activity. She concluded that both types of task "created authentic opportunities for learners to discuss the language that they needed to successfully communicate with their peers and integrate various skills (speaking, listening, reading, and writing)" in a way that "mirrors real-world expectations" (Payant 2018: 112), indicating that tasks providing a space for collaboration and goal-oriented teamwork are particularly well fitted for enabling language learning through peer mediation.

A set of tangible insights into task characteristics can be deduced from the *Psycholinguistic Perspective* on TBLT. To begin with, general correlations between *task complexity* and complexity in production are reported by Sasayama and Izumi (2012), who found that more complex "picture-based narrative tasks" resulted in increased syntactic complexity at the expense of fluency and accuracy when compared to simpler tasks involving fewer pictures and characters in the story. In an exhaustive meta-analysis of studies concerning the relationship between the different areas of task complexity as described by Robinson (2015) and the subsequent performance of learners, Malicka and Sasayama (2017; cit. in Ellis et al. 2020: 90-92) were able to produce a number of correlations worth noticing:

Task feature	Complexity		Accuracy		Lexis		Fluency	
Resource-directing	0.13		0.13		0.28		−0.09	
Reasoning	0.09		0.12		0.34		−0.12	
HnN/TnT	0.41		0.15		0.12		−0.03	
Referential demand							0.08	
Resource-dispersing	−0.77		−0.73		−0.27		−0.34	
Planning	−0.88		−0.87		−0.21		−0.25	
Repetition	−0.57		−0.61		−0.11		−0.59	
Structure	−0.53		−0.16		−0.5		−0.62	
Familiarity	−0.12		−0.19				−0.22	
Support					−0.56		−0.66	
	All Oral Tasks	All Written Tasks	All Oral Tasks	All Written Tasks	All Oral Tasks	All Written Tasks	All Oral Tasks	All Written Tasks
Resource-directing (all combined)	.02	.26	.17	.06	.34	.19	−.10	−.07
Resource-dispersing (all combined)	−.75	−.91	−.80	−.47	−.24	−.33	−.27	−.83

Note: HnN/TnT = Here-and-now/There-and-then.

Table 2: Malicka and Sasayama's analysis of CH-linked variables (Ellis et al. 2020: 92)[1].

The figures represented in the preceding table indicate that resource-dispersing variables (planning, repetition, task-structure, etc.) hold a general tendency of raising the various CAF domains, with planning and repetition extending a particularly large effect on both accuracy and complexity. Concerning resource-directing variables, the effect sizes are rather scant, with the largest positive correlation existing between reasoning and lexis as well as between temporal aspect and complexity. Reporting the results of other studies not included in the meta analysis by Malicka and Sasayama (2017), Ellis et al. (2020: 91-93) suggest the following variables as affecting the different performance domains:

- "tasks based on more concrete information tend to raise fluency"
- "tasks which require integration of information tend to raise complexity"

1 The table presents effect sizes based on Cohen's d. In the case of resource-directing variables, a *positive* correlation would indicate that it *increases* the performance level in the respective domain, while with regard to recource-directing variables, "a *negative* value indicates that the 'simpler' condition (planning, a repeated task, a structured task, a task with familiar information, a task with support) produced the *higher* level of performance" (Ellis et al. 2020: 91; italics PT).

- "tasks which require transformation of material also tend to raise complexity"
- "post-task conditions raise accuracy, and sometimes complexity"

Researchers have also investigated the influence of design variables relating to input, task conditions, and intended output on complexity, accuracy, and fluency. Reporting on a number of empirical studies, Ellis (2003: 118-119) suggests that tasks providing *contextual support*, for instance, in the form of pictures, maps, diagrams, or videos etc. generally lead to a more fluent language production at the expense of complexity and accuracy. Conversely, Skehan (1998: 106-107) presents evidence from a number of studies prompting the conclusion that more challenging tasks (involving a "there and then" narrative, lacking visual support, containing multiple task conditions) may yield production which is "less fluent, but more complex *and* accurate", conforming with the aforementioned notion that tasks triggering a syntactic mode of production may serve to mitigate trade-off between the two CAF domains. Looking again at the study conducted by Newton and Kennedy (1996: 320), they moreover found that tasks in which the information is *shared* between the participants (i.e. opinion- and reasoning-gap tasks) lead to increased complexity in students' production in terms of the use of conjunctions. This is explained by the authors based on the idea that "[s]hared information tasks involve interlocutors in having to argue a case on the basis of information they share", requiring them to utilize more complex language structures such as "conjunctions to mark the relationships between propositions". Furthermore, a connection between the *reasoning demands* of a task and the subsequent complexity in production is asserted by Robinson (2001: 38), who explains that tasks requiring causal thinking or justification as well as distinguishing between multiple similar elements are likely to yield "a wider range of language than simpler tasks, e.g. greater use of logical connectors, subordination, complex noun phrases, and a wider variety of attributive adjectives". Beyond that, Robinson (2001: 37) also reports studies indicating that tasks with only a single *task demand* (for instance, requiring students to provide directions using a map on which the correct path is already indicated) generally result in greater fluency than tasks with multiple task demands (for example, giving directions using a map on which the correct path is *not* indicated, requiring students to simultaneously focus on both language production and spatial thinking).

Considering the intended *outcomes* of a task, results from psycholinguistic research indicate an interesting contrast to those perspectives focused on negotiation of meaning. As research findings reported by Brown (1991) suggest, open-ended "interpretative" tasks carried out in small groups are more like to result in complex language use, as they involve the cognitive function of "hypothesising" along with the corresponding linguistic functions more

strongly. Similarly, Duff (1985) reports evidence indicating that task characteristics which allow participants to "diverge" in terms of the intended goal (e.g. debating the positive and negative effects of television) rather than "converge" on a singular outcome (e.g. agreeing on items to be taken along on a desert island) are more likely to result in longer and more complex turns. This also suggests a certain systematic opposition between open tasks on the one hand and closed tasks on the other hand which, as mentioned earlier, hold a higher propensity for active meaning negotiation. Finally, the *discourse mode* implied in task design can have considerable influence on subsequent production, for example, with tasks requiring argumentative modes of discourse yielding production with higher complexity (Ellis 2003: 125). This is evidenced, for example, by Foster and Skehan (1996), who compared three different types of task in terms of their effect on the different CAF areas. They were able to show that a "personal" information exchange task (telling a partner how to get to one's home) resulted in a significant increase in fluency and accuracy as well as a decrease in complexity when compared to a "narrative" task (constructing a story based on an unrelated series of pictures) and a "decision" task (agreeing on the appropriate punishment for a series of hypothetical crimes). In general, as Skehan (1998: 111-112) summarizes, narrative tasks are likely to yield the least accurate language use, while decision making tasks tend to produce a consistently high degree of fluency. Based on these findings, systemic predictions can be made regarding the ways in which the communicative functions arising from a specific task design may affect development in the areas of complexity, fluency and accuracy, also suggesting a rationale for sequencing and distributing tasks over one or multiple units in order to ensure the balanced practice of the different domains.

2.3.2. Aspects of task implementation

When analysing and evaluating the viability of communicative tasks, the dimension of how a task is implemented in the context of a longer teaching sequence has to be considered at equal measure with its design. Characteristic for the organization of a task-based teaching sequence is the tripartite subdivision into a *pre-task* phase meant to prepare the learners for the task they are meant to perform, a *during task* phase revolving around the task itself, and a *post-task* phase immediately connected to the main task performance (Ellis 2006: 19-20). However, several models exist which particularize this framework in different ways. For example, Willis (1996: 38) proposes a system opening with an introduction to the task and its topic in the pre-task phase, followed by a 'task-cycle' which consists of planning the task performance and doing the task "in pairs or small groups", preparing a report and then

presenting the report to the rest of the class. In a last step, the task-cycle may be followed by a focus on form through analysis and practice of the language used. Alternatively, Nunan (2004: 31-35) presents a rationale for developing "instructional sequences around tasks" based on six interlinked stages:

- *"Schema building*": Introduction to topic and context, pre-teaching key vocabulary.
- "*Controlled practice*": Providing examples for the task performance and having students practice them through repetition.
- "*Authentic listening practice*": Exposure to authentic conversations as a model.
- "*Focus on linguistic elements*": Exercises focusing on linguistic elements.
- "*Provide free practice*": Move beyond simple reproduction.
- "*Introduce the pedagogic task*": Followed by the students' own task performance.

However, one could argue that the schema provided by Nunan (2004) is arguably too close to traditional PPP-sequences in order to still classify as a task unit, posing the threat of setting what Muller (2005: 71) refers to as a 'language agenda' through its synthetic structure, which may delude the essentially open and spontaneous nature of task-based learning. Nevertheless, its components may still be analysed as variable components of a task-based sequence.

The primary goal of the *pre-task phase* lies in preparing the students for the task ahead, which involves tackling the "general cognitive demands of the task, and/or an emphasis on linguistic factors" (Skehan 1996: 25). Beyond that, "pre-task activities [should] serve to motivate learners, arousing their interest and building up their expectations", as Ellis et al. (2020: 210) contend. This can be achieved using a number of different strategies, all of which hold specific implications with regard to their efficiency in supporting acquisition. A feasible strategy suggested by Willis and Willis (2007: 71) involves the students in making predictions, looking at pictures, brainstorming, or relating personal experiences regarding the topic of the task. As Ellis (2006: 24) suggests, the pre-task phase may involve *pre-task planning* or *strategic planning,* which can be viewed as an activity prompting the learners to consider "the forms they will need to execute the task workplan they have been given". Once the concrete outline of the task is explained to students, the teacher may provide different levels of guidance for the learners as they are planing how to perform the task and, in the case of "guided planning", may decide whether to set a stronger focus on language or on content (Ellis 2006: 25). In research, pre-task planning has often been considered in relation to the LAC hypothesis (Skehan 2015), suggesting that it may help to reduce the strain on "learners' limited cognitive resources during task performance and mitigate the trade-off between the various aspects of speech production such as complexity and accuracy" (Ellis et al. 2020:

212). In the previously mentioned study by Foster and Skehan (1996), the effect of pre-task planning on performance was investigated among other variables pertaining to the process of task implementation. The investigation provides evidence for a strong relationship between pre-task planning and the CAF domains, indicating that it may greatly reduce the total number of pauses as well as the total amount of silence during task performance, increase complexity in terms of subordination, but seemingly also reduce the overall accuracy of learners' production if the planning itself was too detailed.

As already implied by this, other research findings also point towards a complex relationship between planning and accuracy, such as those produced by Genc (2012), which revealed non-significant differences between a planned and an unplanned group for accuracy in an oral task, as well as a significant adverse effect of planning on accuracy in written performance. Furthermore, the study conducted by Sasayama and Izumi (2012), which was already referred to, indicates a significant positive effect of planning on complexity, but a significant negative effect on fluency, partially contradicting the findings produced by Foster and Skehan (1996). The authors explain this tendency in relation to the variable of task complexity, hypothesising that the planning condition may prompt students to elaborate on already *complex* task requirements and thus putting an even greater strain on their "cognitive and linguistic processing" capabilities, *reducing* fluency, while planning for simple tasks allows them to "perform the task at one go without worrying about processing time", *increasing* fluency (Sasayama & Izumi 2012: 39). As Ellis (2005: 19-20) summarizes the diverse research findings, strategic planning can be assumed to have a solid, positive effect on both fluency and complexity, while the effects on accuracy are much more unclear and may depend on a number of different factors involved in task design and implementation.

Another valid pre-task strategy lies in employing different types of *scaffolding*, starting with forms of "other-regulation" and slowly reducing the amount of assistance in order to lead the learners to "self-regulation" (Ellis et al. 2020: 221). Here, students may perform a task that is similar to the main task of the sequence, with the teacher guiding them through the process in the form of an "instructional conversation" which still leaves the learners enough freedom for the preparation to count as a task in its own right (Ellis 2006: 22). An example for this procedure can be found in Prabhu (1987: 25), who relates the strategy of teachers to conduct a pre-task with the whole class where they led their students through the process in a question-and-answer format which was intended to fulfil three distinct functions:

> (1) it led the class, step by step, to the expected outcome of the pre-task, thus involving exchanges each of which called for a greater effort of reasoning than the last; (2) it broke down a given step further into smaller steps when a need for

> doing so was indicated by learners' responses, and (3) it provided one or more parallels to one or more of the steps in reasoning, ensuring that as many students as possible in a mixed-ability class grasped the nature of the activity.

However, this interactional approach must not be equated with *providing a model*, in which the teacher (or other learners) demonstrates the procedures of the main task through different (acoustic, visual, written, etc.) channels, providing the necessary procedural support for later student performances. An instance of pre-task modeling is illustrated by van de Guchte et al. (2019), who investigated the effect of language-focused and meaning-focused modelling on subsequent oral task performances. Previous to the task, the participating students were divided into two groups which both watched the same videos of modelling performances, with the one group's attention being directed towards the usage of *target structures* (prepositions of place) in the video and the other one being focused on the activity's *content* via a different worksheet. They found that the language-focused group used the target structures with greater frequency and accuracy, while the content-focused group produced the structures with greater complexity measured in terms of the amount of coordination and subordination. This indicates that directing the attention of students towards different aspects of the task via pre-task modelling may yield different results in the following performances. Finally, as an alternative to pre-task activities which are directly related to the task at hand, students could also be taught specific *learning strategies* which might aid them in their subsequent task performances, such as organizing the information they already possess and will need to complete the task, working creatively with language, or learning to work independently and accept a certain amount of insecurity (Nunan 1989: 81).

In the case of focused tasks, a crucial question concerns the implementation of *form-focus during the pre-task phase* via explicit instruction in the focused language structure. Authors such as Willis and Willis (2007: 16-18) express the concern that explicit grammar teaching in the pre-task phase may divert learners' attention away from the primary focus on meaning, resulting in the dilemma that students may either "try conscientiously to produce the target form" and, as a result, "be unable to concern themselves with real-time communication", or "engage with meaning and […] ignore the fact that they are supposed to be producing a particular form". In this sense, models of noticing such as that presented by Ellis et al. (2020) also imply a certain degree of 'distance' to explicit language knowledge for it to function as an activator of noticing during interaction. Nevertheless, five interviews reported by van de Guchte et al. (2019: 311) present a contrast between this theoretical viewpoint and the opinions of seasoned EFL teachers, who argued in favour of explicit

grammar teaching before oral and written tasks on the grounds that a lack of explicit knowledge would constitute a disadvantage for their students within an educational structure where explicit grammar instruction is seen as common practice. Similarly, the teachers in an interview study conducted by East (2018) seemed to favour a 'weak' version of TBLT where explicit grammar instruction is still granted a certain space in the teaching process. In an empirical study conducted with 72 eight-grade EFL learners, Ellis, Li and Zhu (2019) sought to investigate the effect of explicit instruction during the pre-task phase on performance in the CAF domains. Between two experimental groups, one of which took part in a ten-minute grammar lesson before the task, covering its target structure, and one who did not, measurements of the students' performance during the subsequent task indicates a harmful effect of the previous grammar instruction, confirming the aforementioned notion expressed by Willis and Willis (2007). The authors conclude with the assertion that explicit grammar teaching during the pre-task phase "resulted in production that was less globally complex, accurate and fluent", suggesting that focus on form should be postponed to the post-task phase so as to prevent possible interferences with the meaning-focused interaction during the task.

Following the pre-task phase, the methodology of task-based teaching as outlined by Ellis (2006: 26) situates the *during-task phase* as the next general step within the teaching sequence. The central task is referred to as the 'target task', i.e. an activity conceptualized to "closely reflect activities which learners may engage in the real world" (Willis & Willis 2007: 23). The particular design choices made with regard to the target task may be informed by the discussions outlined in the previous section. However, a number of process options exist for its concrete implementation, which can shape subsequent learner performances as well as their effect on acquisition in different ways. As mentioned previously, Willis (1996: 53-60) describes a 'task cycle' through which the target task of a sequence may be realized: In a first step, the task is performed in pairs or groups, while the teacher serves as monitor and organizes the overall time frame of the activity. This is followed by a stage in which the individual pairs/groups prepare an oral or written report of their outcomes for the rest of the class, supported by linguistic advice and corrections from the teacher. Finally, a number of pairs/groups are selected to present their report to the class, receiving feedback from teacher and peers. With regard to the target task itself, a decision must be made as to whether students should be awarded a flexible *time-frame* to complete the task, with research conducted by Yuan and Ellis (2002) indicating that setting an unlimited time window may increase grammatical complexity and accuracy in oral performance. The authors attribute this tendency to the fact that a broader time frame awards the students more opportunities for on-line

planning, a factor which may even serve to enhance the otherwise unstable effects of pre-task planning on accuracy. However, the findings also suggest that giving the students more time to work on the task may ultimately reduce fluency measured in terms of their overall speech rate (Yuan & Ellis 2002: 17).

Another question concerns the decision as to whether students should be granted "access to the input data while they perform a task", with Ellis (2006: 27) pointing out that a chance to *borrow* formulations from pre-set materials may be in line with the socio-cultural and meaning-focused orientation of task-based learning. However, this holds true only insofar as "taking over an available verbal formulation" occurs "in order to express some self-initiated meaning content", as Prabhu (1987: 60) asserts. Empirical research findings by Joe (1998), who compared the rate of incidental acquisition of target words via read and retell tasks between two groups of learners, one of which had access to the text while retelling a story and one that did not, show that those students who had access to the text while narrating its content used more of the target words during later activities, although the difference was only significant in "verbatim" and not in "generated" use (Joe 1998: 369). From this, it may be concluded that the beneficial effects of granting access to the input material during tasks on acquisition may only be momentary. Finally, a valid process option for the during-task phase concerns introducing a "surprise element" in the task based sequence, which Ellis et al. (2020: 223) mention as likely to increase the "amount of production and motivation" during the participants' performance.

As with the pre-task phase, teachers must decide whether to include an element of *focus on form* in the during-task phase, i.e. to direct their students' "attention to linguistic problems while the task is ongoing" (Ellis et al. 2020: 222). With this consideration, an important distinction has to be drawn between *reactive* focus on form arising "when learners produce an utterance containing an actual or perceived error, which is then addressed usually by the teacher but sometimes by another learner", and *pre-emptive* focus on form, which "involves the teacher or learner initiating attention to form even though no actual problem in production has arisen", occurring rather out of predictions about possible performance problems made by students or teachers, usually addressed beforehand in "exchanges involving a query and response" (Ellis et al. 2001). Reactive focus on form usually takes the form of *corrective feedback*, which according to a classification developed by Lyster and Ranta (1997: 46-48) can take up essentially six different forms:

- "*Explicit correction* refers to the explicit provision of the correct form."

- "*Recasts* involve the teacher's reformulation of all or part of a student's utterance, minus the error."
- "*Clarification requests* […] indicate to students either that their utterance has been misunderstood by the teacher or that the utterance is ill-formed in some way and that a repetition or a reformulation is required."
- "*Metalinguistic feedback* contains either comments, information, or questions related to the well-formedness of the student's utterance, without explicitly providing the correct form."
- "*Elicitation* refers to at least three techniques that teachers use to directly elicit the correct form from the student."
- "*Repetition* refers to the teacher's repetition, in isolation, of the student's erroneous utterance."

Among the various forms of corrective feedback, the researchers found that recasts occurred with the highest frequency (55%) in student-teacher interaction, but were by far the least likely to result in uptake by the students (only 31%), with metalinguistic feedback, clarification requests, and elicitation yielding the best results in this regard (Lyster & Ranta 1997: 53-54). Overall, the authors draw the conclusion that "the feedback-uptake sequence engages students more actively when there is negotiation of form, that is, when the correct form is not provided to the students […] and when signals are provided to the learner that assist in the reformulation of the erroneous utterance" (Lyster & Ranta 1997: 58). However, research findings produced by Ellis et al. (2001) seem to indicate that, overall, student-initiated pre-emptive focus on form may be most beneficial for the acquisition process during task-based learning, as it can be shown to lead to a high degree of uptake while not jeopardizing the communicative flow of the activity. These findings might also be related to noticing and noticing-the-gap phenomena as described earlier.

Finally, a number of possible options also exist for the *post-task phase*, which succeeds the central task within the sequence and contains "follow-up activities that build on the main task" in some way (Ellis et al. 2020: 228). For example, students may engage in activities promoting *reflection* on their own strengths and weaknesses, which Nunan (2004: 37-38) points out as a particularly relevant aspect in the context of task-based learning. Opportunities for reflection may be provided in the form of written and oral reports given in the post-task phase, during which the teacher acts as chairperson to "introduce the presentations, to set a purpose for listening, to nominate who speaks next and to sum up at the end" (Willis 1996: 59). During these procedures, it is especially important that learners are provided with a chance to "consider how they might improve their performance of the task", thus developing a

deeper meta-cognitive understanding of "planning, monitoring and evaluating" their own target language use (Ellis 2006: 37). Furthermore, teachers might review and discuss learner errors which they have collected during the main task phase by listening in to the students' performances, or involve the learners in noticing activities, for instance, by having students create short transcripts of their own task performance to then compare and edit them (Ellis 2006: 38-40). A similar effect could also be produced by recording and reviewing acoustic recordings of the task performances, as Willis (1996: 89-91) explains. In any case, a reflective focus constitutes an invaluable aspect of follow-up activities in task-based learning.

Beyond that, Bygate (2015: 393) points out that *task repetition* suggests itself as a valid option for the post-task phase due to several reasons: First of all, "because a significant amount of L1 and L2 learning can be shown to arise from repeated experiences of the same or very similar speech events", secondly "because everyday language use typically involves such re-iteration", and finally because of its pedagogical usefulness as it allows for teachers as well as learners to turn their attention to different aspects of the task. This relates to Widdowson's (1978: 91-93) concept of "gradual approximation", in which he suggests that the learning of a new language item might best ensue in repeated iterations of increasing complexity. In this sense, van de Guchte et al. (2016) propose that task-repetition during the post-task phase constitutes a useful way of involving form-focus in a task-based learning sequence. In comparing one group which repeated a similar task to the target task (which was focused on a specific grammar structure) in the post-task phase to one that did not, they found that the experimental condition led to increased written accuracy and metalinguistic knowledge with regard to the target structure.

Moreover, Mayo et al. (2018) conducted a study with 120 young EFL learners, investigating the effect of task repetition on their oral performance in the CAF domains. They found evidence suggesting "a significant impact of task repetition on fluency and accuracy" for learners at lower proficiency levels. Alternative to repetition in the post-task phase, positive effects have also been found for repeating the same or similar tasks at different occasions. In a study examining the effects of task repetitions over multiple consecutive lessons conducted with young beginner learners of English in Japan, Shintani (2012: 49-50) was able to show that this practice may hold a number of advantages: It leads to more comprehensible input from the teacher, reduced L1 use and "social speech" in the L2 by the students, better comprehension, as well as positive effects on the acquisition of target structures and learner motivation. Based on a qualitative analysis of the lesson transcripts, the author furthermore suggests that teachers may employ and allow strategic use of the L1,

encourage students to take charge of the interaction, modify their own input over time, and "[push] the learners by removing lexical support" in order to make task-repetitions most effective (Shintani 2012: 50-51). It is easy to imagine how structurally similar tasks may be organized in a meaningful sequence over multiple lessons by alternating their specific content focus or by providing different input data.

2.4. Critical perspectives on task use

Before turning to a discussion of the methodology of textbook and task analysis, a few remarks are in order regarding common criticisms of the approach, which should also help to sort out misunderstandings and to gain a clearer picture of what the use of communicative tasks entails and what is does not entail. A first possible criticism concerns the *authenticity* of communicative tasks, arguing that since they essentially represent pedagogic appropriations of real-world target tasks within necessarily 'artificial' instructional settings, the claim that tasks can account for the authentic, real-life needs of learners is fundamentally flawed (Long 2016: 10). As Widdowson (1998: 711) argues with regard to authenticity in communicative teaching settings, "[t]he language cannot be authentic because the classroom cannot provide the contextual conditions for it to be authenticated by the learners", as the "authenticity or reality of language use in its normal pragmatic functioning depends on it being localised within a particular discourse community". However, this argument can be contested by referring back to its own premise, namely that authenticity is in itself something that is constructed by a specific discourse community. As a consequence, it can be argued that pedagogic tasks may themselves be 'authenticated' by their participants in relation to the particular learning context in which they are situated. This process may be encouraged by the teacher in relating tasks to local cultural circumstances through conscious choice or adaptations in their design, also actively involving the students and their "real-life communicative contexts" (Chen & Wright 2017: 519).

Another criticism questions the viability of incidental or implicit language learning which constitutes a central element of the cognitive-interactionist view on TBLT. For instance, Swan (2005: 378) claims that the theory underlying TBLT can "provide no basis for decreeing that on-line [i.e. implicit and incidental] focus on form should be the sole or determining way in which linguistic regularities are addressed – a view for which there is, further, no empirical evidence". In particularly, the 'noticing hypothesis' as proposed by Schmidt (1990, 2001) is called into question on account of the claim that it would be "highly unlikely […] that everything language learners acquire can derive from conscious noticing",

as many non-native speakers can be shown to possess an awareness of language aspects which occur either very sparsely or not at all, as indeed they refer to the "non-use of a structure" which in principle "is not manifested through specific instances" (Swan 2005: 380). However, the claim that there is no empirical evidence whatsoever for the feasibility of implicit learning can be contested by pointing towards a meta-analysis of 49 studies investigating the relative effects of explicit and implicit instruction conducted by Goo, Granena, Yilmaz, and Novella (2015: 465), who found that, overall, "explicit instruction led to quite a large mean effect size (g = 1.290), whereas implicit instruction fell slightly short of a large effect size (g = 0.774)". In other words, the positive effects of implicit instruction are certainly given, despite the fact that they may be inferior to those of explicit instruction in total. Added to this, one should also consider the diverse detrimental effects of purely explicit learning which are necessarily precluded in punctual empirical investigations such as "irrelevance to student needs, at best only accidental developmental appropriateness, exposure to non-native-like L2 models, little opportunity for communicative practice, and in all too many classrooms, mind-numbing monotony" (Long 2016: 13-14). As for the criticism of the noticing hypothesis, the preceding discussion of the interface model as proposed by Ellis et al. (2020) has already shown how the partial support of linguistic knowledge in the noticing process may account for its success in the learning of rare structures.

A similarly misleading criticism is put forward by Sheen (2003: 391), who foregrounds the claim that in the context of task-based instruction, "any treatment of grammar should arise from difficulties in communicating any desired meaning" and is generally conducted in "the form of quick corrective feedback allowing for minimal interruption in communicative activity". However, this view again disregards the notion according to which explicit grammar instruction is seen as a vital supplement to the work with communicative tasks as long as this does not mean falling back into the rigid framework of a 'presentation-practice-production' schema. As previously mentioned, Ellis (2003: 141) mentions the beneficence of "*focused tasks*" which "can be deployed to elicit use of specific linguistic features, either by design of by the use of methodological procedures that focus attention on form". Such focused tasks constitute a valid addition to task-based learning as long as they satisfy all of the basic criteria for communicative tasks. A more substantial criticism may refer to the already mentioned findings by Seedhouse (1999: 155), which suggest a certain danger of pidginization or at least structural poverty in classroom language use since "task-based interaction is a particularly narrow and restricted variety of communication". However, this objection has to be put into perspective when remembering the previous discussion of how

task complexity mediated by different design and implementation variables interact with the subsequent complexity of learner performance and when acknowledging that the "initiation-response-feedback (IRF)" (Long 2015: 77) interaction structure typical of more traditional approaches to language teaching is is very likely to be at least as, if not more structurally restricted than task interaction (Ellis et al. 2020: 340).

Two valid criticisms regarding the use of communicative tasks in language teaching have been identified by Littlewood (2007: 244) based on a survey of East Asian language teachers' opinions regarding the task-based approach: On the one hand, teachers commented that independent, task-oriented classroom work often leads to classroom management issues, voicing concerns regarding a lack of discipline in their students, inhibiting the learning process. On the other hand, many teachers were concerned that their students would resort to using their L1 or only very basic L2 structures because the demands of communicative language tasks were simply too high especially for lower proficiency learners. However, it can be argued that this is generally an issue of task design and implementation, as these factors determine the received difficulty of a task – as already shown. In this sense, Duran and Ramaut (2013) describe a framework for using tasks especially with lower level learners. In that, they draw upon the already mentioned complexity model (Duran & Ramaut 2013: 52-53) in describing how task-based materials adequate for learners at lower proficiency levels may be developed by manipulating its various parameters. For example, a task requiring students to spot the difference between two pictures showing children in a classroom fulfils the demand of being situated on a concrete level (here-and-now), providing ample visual support, and operating on a descriptive level of processing (Duran & Ramaut 2013: 59-60). In such a way, tasks can be identified as or designed/adapted in order to be suitable for learners at a lower proficiency level. Drawing upon Willis (1996) task cycle, Muller (2005) designed a series of tasks to accompany textbook units for beginner level learners. In order to do this, he linked the vocabulary of each unit to a topic and chose among the task types proposed by Willis (1996) which were most appropriate for each topic, implementing the resulting task design via a structure of pre-task (listing vocabulary/rehearsal), performance, and reporting back to the class (Muller 2005: 70). Overall, his accompanying observations make it clear that communicative tasks with a relatively basic form and structure may also be fruitfully implemented with low proficiency learners.

2.5. Methodological background

In the following sections, the theoretical basis for the research design and methodology of the present study will be established. As the systematic investigation of EFL textbooks lies at the core of the empirical investigation, some of the central issues and approaches to materials analysis and evaluation will be expounded in a first step. Thereafter, a general framework for task evaluation at the micro- and macro-levels will be discussed.

2.5.1. Materials analysis and evaluation

In the context of English language pedagogy, the use of textbooks as a central aspect of learning and teaching can look back on a long-standing tradition. Proponents of textbook use point out that they constitute a "cost-effective way of providing the learner with security, system, progress, and revision", while simultaneously saving "the teacher precious time" and aiding the unification of language learning courses (Tomlinson 2012: 271). Conversely, it has been claimed by those in opposition to excessive reliance on pre-set teaching materials that textbooks tend to diminish the autonomy and initiative of educators as well as learners through their tendency for standardisation – a claim which has become particularly relevant within modern globalised contexts (Tomlinson 2012: 272). In this sense, the analysis and evaluation of EFL materials has developed into a professional field of study and research within applied linguistics, which through its relation to concrete, lower-level decision making processes also plays a role in both before-practice and in-practice teacher education (McGarth 2002: 1-3; Cunningsworth 1995: 14). This tension between theory and practice also constitutes the area in which the analysis and evaluation of EFL textbooks is situated. Ideally, as Tomlinson (2012: 271) contends, materials for English language teaching "should be coherent and principled applications of theories of language acquisition and of what is known about the target context of learning". Even in circumstances where teachers are bound by institutional constraints to use a certain textbook as the primary basis for their teaching, they should still be able to "adopt a critical stance in relation to the material they are expected to use" and consider the materials in the light of situational factors such as learner needs and characteristics, as well as the broader institutional framework in which their teaching is situated (McGarth 2002: 12).

With regard to the general rationale guiding processes of materials analysis and evaluation, it is therefore crucial to distinguish between a situated approach in which textbooks are considered from the perspective of the concrete conditions of a localized context, and an approach that attempts to set the framework for such considerations from a

wider angle. In this sense, Cunningsworth (1995: 15) draws a distinction between materials evaluation for *potential*, which may be conducted "without any predetermined use in mind" and for *suitability,* which involves "matching the coursebook against a specific requirement including learners' objectives, the learners' background, the resources available, etc.". In a similar vein, Ellis (1997: 36), distinguishes between *predictive* and *retrospective* evaluations of EFL materials. While predictive evaluations are carried out previous to the actual implementation of the materials, utilizing pre-set instruments enabling "teachers to address the overall 'usefulness' of the materials", retrospective evaluations take up a reflexive aspect on past usage in order to generate information "which can be used to determine whether it is worthwhile using the materials again, which activities 'work' and which do not, and how to modify the materials to make them more effective for future use" (Ellis 1997: 36-37). This distinction also relates to the differentiation between "pre-use evaluation", "[i]n-use evaluation", and "[p]ost-use evaluation", which situates the analysis and evaluation of a piece of material at different temporal points of its implementation (Cunningsworth 1995: 14). Evaluating a piece of material prospectively necessarily involves a different frame of reference than the assessment of materials against experiential knowledge. In this sense, Littlejohn (2011: 181) draws attention to the fact that a general analysis of materials "as they are" has to be distinguished from the analysis of "materials-in-action", which focuses on the circumstantial occurrences surrounding the implementation of materials in concrete practice – that which actually happens in the classroom as certain materials are employed.

Proceeding from these differentiations, it becomes evident that materials evaluation necessarily involves the progression from an ideally neutral and *descriptive* aspect to a more inferential and *normative* one. Cunningsworth (1995: 9) sees the process of neutral analysis, which consists in "seeking information in a range of categories" as a necessary precondition to the subsequent interpretation, evaluation and selection of a piece of material, drawing upon a pre-determined "set of general criteria" which reflect the fundamental values guiding the investigation. In this sense, it becomes crucial for any purposeful consideration of language learning materials that the respective dimension of "*analysis*" and "*evaluation*" are clearly separated, allowing for the materials to "speak for themselves" before drawing conclusions which, in turn, should be informed by the preceding analysis (Littlejohn 2011: 182). The progression from objective descriptions to subjective inferences and evaluations regarding the covert rationale informing materials can be organized along three different levels of analysis:

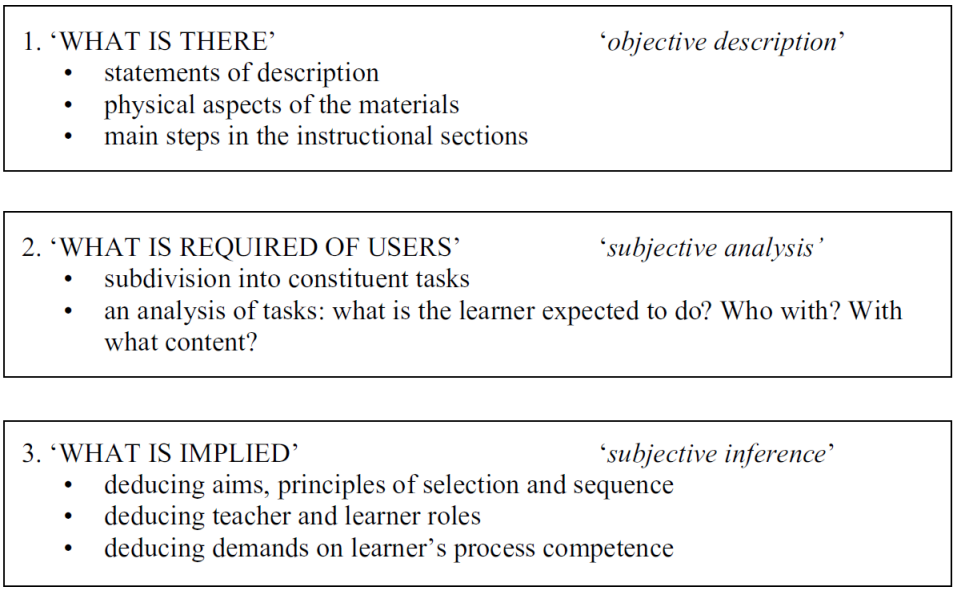

Figure 3: Levels of analysis of language teaching materials (Littlejohn 2011: 185).

At the *first level*, the immediately apparent features of the material such as date of publication, intended learner level, sequencing of the different 'units' or other layout features may be addressed, with concrete selections arising from the respective focus of the investigation (Littlejohn 2011: 186). This preliminary form of analysis can be related to what Cunningsworth (1995: 1) refers to as an "impressionistic overview", which should serve to gain a "general introduction to the material" by skimming through it, making notes about layout, visual design and overt structural features on the surface level. A comprehensive list containing aspects that could be taken into consideration at this step of the analysis is provided by McGarth (2002: 24). An impressionistic evaluation of the material may be arrived at via a consideration of the central *qualities* of "strength", "lightness" and "transparency", which relate to learnability and applicability of the materials as well as clarity of presentation, and the "societal" and "topical" *dimensions* of a textbook, which may be judged in relation to potential learners' presumed lifeworld interests as well as their relevance within a given educational setting (Stevick 1972). Based on such observations about the objective characteristics of the material, "deductions about what exactly teachers and learners using the materials will have to *do*" with it can be made on the *second level* of subjective analysis (Littlejohn 2011: 188). This is the stage at which tasks as the main unit of analysis my be focused on. Long and Crookes (1992: 30) define the "unit of analysis" as "some unit [procedural or linguistic] around which to organise lessons and teaching materials". A subjective analysis of what learners are required to do in working with a textbook may consequently focus on task as the primary unit of its investigation. Littlejohn (2011: 189)

suggests a three-step framework for analysing tasks in a broader sense, involving the aspects of "process" ("What are the learners expected to do?"), "classroom participation" ("Who with?"), and "content" ("Input to learners", "[o]utput from learners"). This step also allows to produce statements regarding how teacher and learner participation may be organized in relation to different tasks and task types as well as providing a general "rationale for the selection and ordering of content and tasks" (McGarth 2002: 25).

In this sense, a *third level* of subjective inference refers to the previous stages in order to draw a number of "general conclusions about the apparent underlying principles of the materials", which may form the basis for task selection, comments about the aims embedded in the materials as a whole and a critical assessment of the claims made by publishers about their materials, i.e. the concrete evaluation (Littlejohn 2011: 197). In conducting a predictive evaluation, a feasible strategy at this stage involves drawing directly upon principles from SLA theory as the main informant for prospective evaluations. Guilloteaux (2013: 232) suggests that SLA principles may inform evaluations of materials and the subsequent decisions regarding their implementation either through a "*subtractive*" focus on specific theories, or through an "*additive*" perspective, involving a plurality of accepted theories as the relevant framework. However, due to the inherently subjective nature of the conjectures involved in such an investigation, certain provisions should be made to secure the validity of its results. A method to systematize the analysis process at the second stage lies in using a *checklist*, which brings with it the benefit of greater objectivity, efficiency and verifiability due to its reliance on explicit categories (McGarth 2002: 26-27). The elements of such a checklist may also be complemented through a space for eventual written comments and elaborations in order to make the data collected in them more tangible (McGarth 2002: 48-51). By treating the checklist primarily as a springboard for more detailed discussions of the task under scrutiny, the concern which lies in it being stilted and superficial (Littlejohn 2011: 181) can be accounted for in a meaningful way. Finally, it has to be acknowledged that by examining a predetermined set of selected extracts from the material, in-depth methods of evaluation such as those proposed in Littlejohn's (2011) third level of analysis also come with certain limitations, as McGarth (2002: 28) points out: Mainly, "the samples (e.g. exercises, lessons, units) selected for analysis may not be representative of the book as a whole", therefore compromising the validity of the subsequent evaluation. For this reason, in-depth analyses are always partial in the sense that they necessarily have to take up a narrow focus, only granting an insight into "a particular section of the material" (McGarth 2002: 28), which must be taken into consideration when selecting samples for analysis.

2.5.2. Analysis and evaluation of communicative tasks

Central to the analysis of task integration in curricula for teaching is the differentiation between *macro-* and *micro-evaluation* as proposed by Ellis (2011: 215-217). While macro-evaluations are conducted at the broader level of an entire programme, attempting to examine it with regard to its overall efficiency as well as the extent to which tasks are utilized on a general level, micro-evaluations are situated at the level of "some specific aspect of the curriculum or the administration of the programme". For example, McDonough and Chaikitmongkol (2007) conducted a case study in which they investigated the implementation of a task-based syllabus at a university in Thailand, collecting evidence regarding the reactions of teachers and learners using different methods such as observation, notebook keeping and interviews. However, the differentiation between macro- and micro-evaluation can equally be applied to the evaluation of EFL textbooks, as was already mentioned at an earlier point (McGarth 2002: 14). In this context, the macro-evaluation can be related to the first-level analysis as described by Littlejohn (2011) as well as the impressionistic method mentioned by Cunningham (1995) or Stevick (1972). Conversely, the micro-dimension may be equated with the second and third level modes of analysis as proposed by Littlejohn (2011) as well as the in-depth method as suggested by McGarth (2002). Complying with a working procedure proposed by Ellis (1998; 2011: 225), the micro-evaluation of a task may be conducted following a number of subsequent steps:

1 Describing the task: What are its objectives? What kind of input is provided? What procedures are involved? Do the learners get an opportunity for planning? What intended outcome is connected with the task?
2 Planning the evaluation:
  2.1 What objective does the evaluation follow ("accountability or development")?
  2.2 What scope does it have (focus on "intended benefits" or also "unexpected benefits")?
  2.3 Is it formative or summative?
  2.4 What types of information will be collected?
3 Collecting data for evaluation
4 Analysing the data
5 Drawing conclusions

For communicative tasks in the narrower sense underlying this study, Ellis (1997: 38) specifies several dimensions along which the tasks can be described previous to their evaluation: Task "*objectives*", "*input*", "the *conditions* under which the task is to be performed" (e.g. pairwork, groupwork, etc.), the "*procedures*" involved in performing the task as well as their intended "*outcomes*". Regarding the different choices involved in the

planning of an evaluation, Ellis (1997: 39) names six complementary dimensions which must be taken into account before drawing conclusions about the effectiveness of a task:

Question	Choices
1 Purpose (Why?)	a. The task is evaluated to determine whether it has met its objectives (i.e. an objectives model evaluation). b. The task is evaluated with a view to discovering how it can be improved (i.e. a development model evaluation).
2 Audience (Who for?)	a. The teacher conducts the evaluation for him/herself. b. The teacher conducts the evaluation with a view to sharing the results with other teachers.
3 Evaluator (Who?)	a. The teacher teaching the task. b. An outsider (e.g. another teacher).
4 Content (What?)	a. Student-based evaluation (i.e. students' attitudes towards and opinions about the task are investigated). b. Response-based evaluation (i.e. the outcomes—products and processes—of the task are investigated). c. Learning-based evaluation (i.e. the extent to which any learning or skill/strategy development has occurred) is investigated.
5 Method (How?)	a. Using documentary information (e.g. a written product of the task). b. Using tests (e.g. a vocabulary test). c. Using observation (i.e. observing/recording the students while they perform the task). d. Self-report (e.g. a questionnaire to elicit the students' attitudes).
6 Timing (When?)	a. Before the task is taught (i.e. to collect baseline information). b. During the task (formative). c. After the task has been completed (summative): i) immediately after ii) after a period of time.

Figure 4: Choices involved in planning a task-evaluation (Ellis 1997: 38).

Bearing in mind the previously discussed modalities of general and localized, pre-use or in-use evaluations of EFL materials, it becomes evident that also the analysis of communicative tasks has to draw a distinction between a situated, contextual approach on the one hand and a more universalistic, prospective approach on the other hand. A *predictive evaluation* of language tasks may account for the fact that, in many cases, practising teachers need to make choices about task selection and implementation without being able to draw upon retrospective observational data, the contents of which are also notoriously erratic as they are the result of situational factors such as learner "motivation, anxiety and confidence" (Vasiljevic 2011: 4). Proceeding from this assumption, Vasiljevic (2011: 5) proposes a framework for the predictive evaluation of EFL tasks which is based on an analysis of the complementary dimensions of "task input, outcomes and cognitive elements in task procedures". This framework contains many of the aspects which have already been covered in the earlier theoretical discussion and shall only be outlined briefly in the following.

Regarding the aspect of *task input,* the author mentions different aspects relating to verbal input such as familiarity of the vocabulary used, idiomatic expressions, or the intricacy of its syntactic structures in terms of complexity, as well as the issue of authenticity (Vasiljevic 2011: 5). Beyond the utilization of verbal material, task input may also be non-verbal, either serving as a supplement to the verbal input or standing on its own as a means to "contextualize the target language or stimulate language practice" (Vasiljevic 2011: 5). An analysis of the non-verbal aspects of task input should focus especially on its comprehensibility (also from a cultural point of view), as "pictures and illustrations […] may be misinterpreted by the learners and thus fail to provide the intended context for the verbal message" (Vasiljevic 2011: 6). Regarding the dimension of *outcomes*, a differentiation can be drawn between the "student's target", which concerns the explicitly stated outcomes which the students are expected to achieve as they perform the task, and the "teaching objective", referring to the implicit learning objectives as intended by the teacher (Ellis 1998: 233). On the surface level, the efficiency of the student's target may be evaluated with respect to the different modalities of successful instruction giving, involving aspects such as organisational clarity or the use of additional input aids (Sowell 2017).

On the other hand, identifying the pedagogic principles guiding the teacher objective of a task may be more challenging. Vasiljevic (2011: 6) suggests that such "objectives may be communicative such as exchanging information, and sharing opinions and feelings, or socio-cultural focusing on increasing students' understanding of the target language speech community", reflecting also the aforementioned distinction drawn by Nunan (2004). Conducting an outcomes analysis on a deeper level, then, should serve to shed light on the theoretical rationale underlying the task as well as providing information regarding the teacher and learner roles which are involved in it (Vasiljevic 2011: 6) – a process which clearly relates to the third level of analysis as described by Littlejohn (2011). Finally, an analysis of the *procedures* of a task may look at "the activities that the learners are to perform in order to accomplish the task" (Ellis 1998: 227), which are again intimately related to a task's perceived complexity. The procedures of a task may be evaluated along the lines of "cognitive load" on the one hand, involving factors such as the amount of sub-tasks, the degree to which the input can be construed as immediately relevant by the learners, the cognitive requirements of the reasoning necessary to complete the task, and the "availability of prior knowledge" on the other hand (Vasiljevic 2011: 7). In this context, it is easy to see how the categories established in the preceding sections may be combined to create the framework for a predictive analysis of communicative tasks.

3. Research design and method

Drawing upon the previously established theoretical as well as methodological background, the following research design was devised for the empirical part of the present investigation. Four commonly used AHS English textbooks for both lower and upper secondary level were chosen as representative objects for empirical study: The *More! 2 Student's Book* published by Veritas (Linz), which is conceptualized for use at year six, lower secondary level (2. Klasse Unterstufe), the *Prime Time 4. Coursebook* published by Helbling Languages (Linz), which was designed for application in year four, lower secondary (4. Klasse Unterstufe), *Make Your Way 6* published by Österreichischer Bundesverlag (Vienna), a textbook intended for use in year ten upper secondary (6. Klasse Oberstufe), and finally the *English in Context 7/8. Student's Book* published by Helbling Languages (Linz), which encompasses two volumes to be used in years eleven and twelve, upper secondary (7. und 8. Klasse Oberstufe). However, only the sections meant for use in year twelve were taken into consideration (7th and 8th "semester", starting with topic 7). Each of the textbooks have been approved of by the Austrian Ministry of Education and are normalized to the current standards set by the AHS curriculum for L2 pedagogy. For this reason, their fundamental curricular alignment is that of *Communicative Language Teaching* (CLT), with tasks as they are defined in the context of TBLT research taking up a merely supporting position. For all analyses, the most recent editions of the textbooks (status: June 2021) have been consulted.

In general, the study itself takes up the aspect of an analysis for potential use or pre-use evaluation, respectively (Cunningsworth 1995), as well as involving a focus which is essentially predictive (Ellis 1997), a purpose which is to suggest possible improvements in task design and a best practice for future implementation, and considers the materials under scrutiny as they are, outside of their use in actual practice (Littlejohn 2011). By focusing on central elements from the theory and research behind TBLT, it furthermore makes subtractive use of SLA principles as its main point of reference (Guilloteaux 2013). The empirical investigation itself was divided into two consecutive steps, with the first step of analysis focusing on the relevant materials from a macro-perspective, the second one from a micro-perspective (Ellis 1997). As mentioned before, the macro-analyses can be equated in their approach to the first level of analysis as described by Littlejohn (2011) as well as the impressionistic method detailed by Cunningsworth (1995). The focus of these initial analyses, which were situated at the encompassing levels of the entire textbooks, lay on describing their outline in terms of the sequencing of different units and their topics, the internal structure of the units, layout and visuals, as well as addressing the various types of activities present in

each of the books and their systematic interrelation. In order to facilitate this step, a *global analysis grid* was designed, oriented at Krenn (2019) and McGarth (2004), which allowed to organize and unify note taking:

Title:	
Author/s	
Date of publication	
Publisher	
Accompanying Materials	**Teacher's Book:** **Tests:** **Workbook:** **Cassettes:** **Video:** **Pictorial Materials:** **CD-ROM** **Other:**
Target learners	**Age:** **Grade:** **Language Level:**
Target teaching context	
Structure of students' book	
Total number of pages	
Total number of activities	
Total number of tasks	
Identified tasks	
Further notes	

Table 3: Global grid for impressionistic analysis (cf. Krenn 2019; McGarth 2004).

Cursory evaluations of each of the textbooks were also formulated, drawing upon the three categories of strength, transparency and lightness as proposed by Stevick (1972) and also considered in relation to the product descriptions offered for each book on their respective retailer websites. Succeeding these initial, impressionistic analyses, the quantity of activities which can be classified as communicative tasks based on the set of exclusion criteria established at the beginning of the theoretical discussion was measured in relation to the total number of activities within the textbook in order to lay the framework for discussing individual tasks with regard to their role in the books' sequential logic of instruction – followed by a preliminary typification of the tasks as well as initial observations regarding their distribution, function, and succession within the different units.

After the initial macro-analyses were concluded, a second step was carried out, considering individual communicative tasks from a micro-perspective. For this step of the investigation, the concept of task micro-analysis as described by Ellis (1998; 2011) was related to the in-depth method of materials analysis as proposed by McGarth (2011) as well as

the levels of subjective analysis and subjective inference by Littlejohn (2011). In accordance with the underlying methodological principles of these approaches, *analysis grids* in the format of a checklist with additional space for comments were designed. The first *descriptive* grid focuses on the apparent properties of a given task as informed by theoretical considerations regarding classification and components of communicative tasks:

General										
Title(s) of task:							**Textbook:**			
Unit(s):							**Unit/page number(s):**			
Comments:										
Categories										
Information Structure	**Information-gap**		**Reasoning-gap**		**Opinion-gap**					
Comments:										
Cognitive Process	**Listing**		**Ordering and sorting**		**Comparing**		**Problem solving**		**Creative task**	
Comments:										
Pedagogic task		**Real-world task**		**Underlying lifeworld activity:**						
Comments:										
Components										
Input	**Authentic**		**Inauthentic**		**Input Enhancement**					
	Shared				**Distributed**					
Comments:										
Roles	**Teacher:**				**Students:**					
Comments:										
Actions	**Strategy type:**				**Sub-steps/interim goals:**					
Comments:										
Outcomes	**Functional goal:**				**Stated goal:**					
Comments:										
Settings:		**Monitoring:**				**Feedback:**				
Comments:										

Table 4: Descriptive grid for in-depth task analysis.

For use at the following, more subjective level of analysis, a second *inferential* grid was designed which contains elements relating to the presumed theoretical aims and principles underlying the task design as well as the strategies of implementation which are implied in it. Since analytical statements on this level of inference are by their very nature highly subjective, space for comment and justification has also been awarded in the inferential grid:

Design variables										
Information structure	**Required information exchange**				**Optional information exchange**					
Comments:										
Interaction structure	**One-way**		**Two-way**				**Multi-way**			
Comments:										
Task outcomes:				**Open**			**Closed**			
Comments:										
Topic:				**Familiar**			**Unfamiliar**			
Comments:										
Discourse mode:										
Comments:										
Aspects of	**Reasoning demand(s):**									

cognitive complexity	**Single task demand**			**Multiple task demands**			
	Resource-directing			**Resource-dispersing**			
	Context-embedded			**Context-reduced**			
Comments:							
Production focus	**Complexity**		**Accuracy**		**Fluency**		
Comments:							
Language focus							
Comments:							
Self-mediation strategies:			**Collaboration / peer support:**				
Comments:							
Task difficulty							
Global factors	**Learner:**						
	Task:						
	Text / Input:						
Comments:							
Information	**Static**		**Dynamic**		**Abstract**		
Comments:							
Operations of thought	**Code complexity**						
	Cognitive complexity						
	Communicative stress						
Comments:							
Input data	**World**	**Level of abstraction**					
		Degree of visual support					
		Linguistic context					
	Task	**Level of processing**					
		Modality					
	Text	**Vocabulary**					
		Syntax					
		Text structure					
		Text length					
Comments:							
Implementation Variables							
Task sequence	**Pre-task**		**During-task**		**Post-task**		
Alternative task stages	**Schema building**		**Controlled practice**		**Authentic listening practice**		
	Focus on linguistic elements		**Free practice**		**Introduction / performance**		
Comments:							
Pre-task phase	**Motivating**	**Predictions**		**Looking at pictures**			
		Brainstorming		**Relating personal experiences**			
	Strategic planning			**Providing a model**			
	Scaffolding strategies			**Form-focus**			
Comments:							
During-task phase	**Task cycle**	**Task performance**		**Preparing report**		**Presenting report**	
	Open time-frame			**Restricted timeframe**			
	Access to input material			**No access to input material**			
Comments:							
Post-task phase	**Reflection**	**Report**	**Error review**		**Task transcript**		**Task recording**
	Repetition	**Immediate**	**Time-displaced**		**None**		
Comments:							

Table 5: Inferential grid for in-depth task analysis.

These grids were used in succession to analyse a sample of tasks from each of the textbooks which was chosen as representative – both in terms of their prevalence in the textbooks and the initially apparent strengths in their design – based on the previous impressionistic analyses. The results of these analyses were then taken up in individual in-depth discussions, culminating in a final evaluation of the efficiency of task use in the individual textbooks.

4. Findings of textbook analysis

4.1. Results of the macro-analyses

4.1.1. *More! 2 Student's Book*

The *More! 2 Student's Book* (Gerngross et al. 2017) was written collaboratively by Günter Gerngross, Herbert Puchta, Christian Holzmann, Peter Lewis-Jones, and Jeff Stranks and published in 2017 (third print run 2019) by the Austrian publishing company Helbling Languages. A teacher's book is available to accompany the textbook, which provides creative ideas and detailed didactic instructions, an answer key and solutions for the different exercises and tasks as well as tapescripts of the input for listening activities (cf. *Helbling Languages.* n.d.). The supporting workbook contains a vast amount of practice exercises to supplement the student's book as well as basic vocabulary for each unit in the form of a "word file". A so-called "test builder" software contains an array of exercises and tasks to be used in tests, while the audio for different activities (chants, listenings, poems, etc.) is provided via four accompanying audio CDs. Per accompanying DVD, the students may also follow an animated fantasy series called "The Story of the Stones", which was created to teach everyday language use as well as media competence. Availability of assorted supplementary materials for the textbooks includes additional content such as the "More! Media App", Cyberhomework obtainable through "Helbling E-Zone", as well as an E-Book+ version of the textbook (Gerngross et al. 2017: 2).

The book itself is designed for learners around the age of 12, corresponding to a language level of approximately A1 to A2. As such, it is appropriated for use at 2nd grade lower secondary level of both NMS and AHS (Gerngross et al. 2017: II). The basic structure of the book can be outlined as follows: The frontispiece is followed by a page containing a legend for the different symbols in the book, publication information and information regarding supplementary materials. Succeeding a table of contents, which indicates the page numbers for each unit, their focus in terms of skills and systems as well as additional components, the main body of the book is made up of eighteen units centred around different topics such as "Halloween", "Amazing animals", or "Outdoor adventure". They are followed by two extra units, "Holidays" and "Life in the USA", a supplementary section containing grammar tables and explanations as well as a page for "Classroom Language" with useful phrases for teaching and general classroom talk. The book closes with a segment detailing phonetic transcriptions of example words as well as the English alphabet, plus an alphabetical vocabulary list. The individual units open with a statement of learning goals for the unit

(“You learn”; “You can”). They are composed of recurring segments in variable order (“Vocabulary”, “A Song 4 U”, “Story time”, “Get talking”, etc.), each accompanied by diverse practice exercises. The units close with a segment of explicit explanations for the unit’s target grammar. Interspersed between the different units, the book also features several alternating extension sections: “The Twins”, which aims at developing specific speaking competencies needed in daily life, “The Story of the Stones”, providing exercises to go along with the accompanying fantasy animated series, as well as “Everyday English” and “Kids in NYC” aimed at an elaboration of central cultural and life-world related topic areas.

Although the instructional steps within the individual units show a certain degree of variation, it can be observed that, in general, they progress from receptive to productive skills, often opening with either a reading or a listening activity plus exercises to introduce and practice key vocabulary, followed by activities which take a stronger focus on communicative exchange and closing with a longer writing activity. As mentioned before, the target grammar for each unit is situated at the end of it, suggesting an approach to grammar teaching which is essentially inductive in nature. The basic organizing principle of the different units is that of mediating language functions which are needed in relatively simple, everyday exchanges, such as asking why something happened, giving directions, or talking about plans (cf. Gerngross et al. 2017: 22, 42, 56), with functions bearing greater communicative relevance occurring earlier within the instructional sequence of the book. In terms of its central qualities, the textbook promises a high pay-off for students due to its clear structure and amenable, colourful layout. Activities are accompanied by expertly drawn cartoon images as well as real-life photographs which provide contextual support, while the instructions for and structure of the different tasks and exercises are clear and comprehensible. In terms of societal and topical relevance of the material, the statements given on the retailer websites according to which the book’s strength lies in a combination of “[i]maginative [s]tories”, entertaining interludes and “[r]eal world topics & texts”, also addressing cultural topics at an age-appropriate level, can be confirmed (*Helbling Languages* n.d.). In particular, the successful balancing between topics relating to daily life and those concerned with less immediate, sometimes fantastical subject areas promises to be motivating for leaners within the textbook’s intended age demographic.

From a total of 330 activities, 38 have been identified as ‘tasks’ based on the relevant exclusion criteria (11.5%, see appendix 7.1., table 6). With some exceptions, they occur later within the individual units, suggesting that their intended purpose within the instructional logic of the textbook lies in consolidating the language structures which have been introduced

and practised at earlier stages of the teaching process. A large number of tasks can be identified among the "Writing for your Portfolio" activities situated at the end of the different units, such as U4.12 (Gerngross et al. 2017: 31), which requires students to respond to an email by a fictitious friend. Writing tasks such as this, which reflect real-life language use and involve a defined communicative outcome were included insofar as specific cognitive processes, i.e. selecting from a number of options of organizing information are evidently suggested by the task design. In contrast, group or pair speaking activities, particularly under the rubric of "Get talking", less frequently meet all of the relevant criteria in order to be classified as communicative tasks. Mainly, such activities were excluded if they lack a defined communicative outcome which can also not be inferred based on the task design, and if they contain such a large amount of language support that their focus is clearly not on meaning. En example for such an activity classifiable as a task is U17.7, wherein students must ask each other questions in order to find out what the others have/have not done in the past (Gerngross et al. 2017: 17). Finally, strictly non-pedagogic, real-world tasks are only featured sporadically in the material, for instance U1.5, in which students must complete a timetable (Gerngross et al. 2017: 10), U6.5 requiring learners to tell each other directions (Gerngross et al. 2017: 44), or U15.1 where a score has to be awarded to jokes (Gerngross et al. 2017: 106). All in all, an impressionistic look at task use from the macro-perspective indicates that the structural and systematic complexity of individual tasks is rather limited and that often, there is a fluent passage between communicative tasks and practice exercises.

Based on these preliminary observations, a representative sample of tasks from the *More! 2. Student's Book* can be compiled in the following way:

- One task from the *Writing for your Portfolio* sections, which can be seen as a recurring form of communicative task focused on writing which, however, do not show a lot of diversity.
- Four tasks from one of the *Get talking* sections, which insofar as they satisfy the relevant exclusion criteria, constitute the most frequent form of speaking oriented task throughout the book which also show the most diversity.
- One example of a more complex form of non-pedagogic task.

4.1.2. *Prime Time 4. Coursebook*

The *Prime Time 4. Coursebook* (Hinterberger et al. 2021) was authored by Claudia Hinterberger, Dave Lambert, Anna Leitner, Elisabeth Scharf, Stephan Waba, and Martin Zauner and first published in 2021 by Österreichischer Bundesverlag (öbv). As with the

More! 1 Student's Book, an accompanying teacher's manual for *Prime Time* offers tapescripts for all audio and video contents to be used with the textbook, as well as solutions for all of the activities plus a multitude of didactic ideas and suggestions (cf. *ÖBV* n.d.). A workbook also exists to go along with the textbook, allowing for the students to practice and consolidate skills acquired via the textbook through different types of exercises, for example, "Working with words" pages supporting the build-up of vocabulary knowledge, or "Check out" sections meant for self-evaluation and revision (cf. *ÖBV* n.d.). Other than the *More! 1 Student's Book,* the *Prime Time 4* does not contain a software for test creation. Rather, it comes with a supplementary "Test Resource Pack" containing tasks and exercises for the different skills. Beyond the accompanying CDs, which contain audio files for the different listening activities, supplementary listening material called "Mario's Rhyme Time 4" is also available, which was designed to provide further practice via funny and memorable raps, songs, and sketches. Beyond that, the textbook draws upon accompanying interactive online content, which may be accessed via codes noted at the margin of the corresponding textbook activities. Digital homework is accessible via the retailer's online services.

From official side, the *Prime Time 4. Coursebook* has been acknowledged for use at 4th grade NMS and AHS, corresponding to a language level of approximately B1 to B2 (Hinterberger et al. 2021: II). With regard to its basic structure, the textbook is composed of a frontispiece followed by a page containing publication information and a table of contents, which similarly to *More! 1* details the contents for each unit in terms of skills and systems. Following a page of explanations on how to work with the materials (Hinterberger et al. 2021: 6), the main body of the book is composed of sixteen units covering different topics, which range from "Going abroad" to "Awesome ads". Moreover, contents of the book also include supplementary sections containing additional grammar explanations and examples, phonetic transcriptions of example words as well as the letters in the English alphabet, plus lists of key vocabulary sorted by unit. An answer key for the different activities forms the endpoint to the textbook. The individual units generally progress from an opening activity designed to introduce the unit's vocabulary through several tasks and exercises centred around the different skills towards a final "focus on form" segment. Explicit grammar explanations are only provided sparsely in separate orange boxes which refer to the grammar glossary at the end of the textbook (see for example Hinterberger et al. 2021: 117). Additionally, every unit is followed by a page containing tasks and exercises meant to provide opportunities for self-assessment ("Show what you can do"). Here, students can appraise their personal progress in different competence areas ("I can…") (see for example Hinterberger et al. 2021: 46). Once

again, the units seem to be organized among each other in relation to language functions they are meant to introduce, with target grammar necessary to adequately refer to given events such as the passive voice being introduced in earlier units and functions needed to express more complex subtle communicative functions such as the different conditionals situated in later units. A global evaluation of the *Prime Time 4. Coursebook* may point to its great clarity of structure as well as transparency in terms of organisation and presentation, which is further supported by an accessible layout and well-suited combination between stock images and cartoon drawings to provide contextual support for the activities. The topics covered in the different units such as travelling, work life, sustainability and advertising are well chosen and provide a good balance of personal and societal relevance.

Out of a total of 157 activities, 28 can be classified as 'tasks' in the sense underlying the present study (17.8%, see appendix 7.1., table 7). Their distribution within the different units shows more variation when compared to *More! 1*, with some tasks such as U11.1, in which students must complete a test in order to find their ideal travel destination serving as lead-in to a topic (Hinterberger et al. 2021: 87) and others such as U2.10, where learners are tasked to do research and present a topic in groups constituting the round-up to a previously covered subject area (Hinterberger et al. 2021: 22). In a similar vein, several tasks are centred around collaborative group or pair work, for instance U7.1, which combines a "Safer internet quiz" with follow-up discussions meant to elaborate on the topic (Hinterberger et al. 2021: 55) or U5.12, where learners are involved in a small survey project about their classmates' TV viewing habits (Hinterberger et al. 2021). In the case of the later example, it is also evident how the tasks in this textbook award students the freedom to explore potentially more intricate processes and topic areas and that the intended task-based teaching sequences themselves are more complex in scope, often clearly involving an analysable subdivision into pre-, while- and post-task phase. Tasks focused on the receptive skills generally take the form of information extraction activities such as U14.8, in which the learners are prompted to take the role of a manager noting down information about a job applicant (Hinterberger et al. 2021: 117). Finally, a striking feature of *Prime Time 4* lies in its varied use of writing tasks, ranging from personal notes in U4.9 over a small interview project in U5.7 to expounding sustainable life tips in a fictitious-competition-format which already mirrors the writing prompts common in upper secondary materials (Hinterberger et al. 2021: 38, 43, 69). Overall, the use of communicative tasks in the *Prime Time 4. Coursebook* shows greater variation, complexity and life-world relatedness when compared to the *More! 1 Student's Book*, involving topics and workplans that grow more sophisticated as the textbook progresses. This observation also

serves to underline the publisher's product description, according to which an explorative approach constitutes the main underlying principle of the textbook ("Exploring English", *ÖBV* n.d.).

Based on this impressionistic overview, the following representative choices suggest themselves as constituting the sample for further micro-analyses:

- One of the tasks which serve as lead-in to a new topic.
- One task designed to round up a topic.
- Two collaborative groupwork task of differing complexity.
- Two writing tasks of differing complexity.

4.1.3. *Make Your Way 6*

Make Your Way 6 (Davis et al. 2010) was first published in 2010 as part of a revision of the classic *Make Your Way Ahead* series of EFL textbooks. As such, its core authors are Robin Davis, Günter Gerngross, Christian Holzmann, Peter Lewis-Jones, and Herbert Puchta, who have reworked the piece in collaboration with Sue Ireland and Joanna Kosta for the Austrian publishing company Österreichischer Bundesverlag (öbv). Here also, the textbook is accompanied by a teacher's handbook, which beyond an answer key and tapescripts for the main book's activities also contains model texts for the text types covered in it including formal letter, report, article, review, and essay (*ÖBV* n.d.). Other than in the case of the lower secondary books, *Make Your Way 6* does not feature a supporting workbook, however, it is supplemented by an extensive test resource pack containing tasks and exercises for the different skill areas as well as language in use, which are tailored according to the "Standardisierte Reifeprüfung" in Austria (*ÖBV* n.d.). An online version of the book is accessible via the "Digitale[r] Unterrichtsassistent", which allows teachers and students to view the book via whiteboard or beamer, foreground texts, images or graphics, and access multimedia content in class while also enabling easy access to solutions, the teacher's handbook, and the annual programme (*ÖBV* n.d.). Beyond that, *Make Your Way 6* is complemented by diverse online materials, including additional handouts, a competence oriented annual plan, an overview over the 24 topic areas covered in the oral matura, and practice tests for assessing students' current language level.

The textbook and its contents have been ratified for use at 6th grade AHS, its target audience thus being learners around the age of 16 and possessing a language level of approximately B1 to early B2 (Davis et al. 2010: II). On the level of the book's overall structure, the relative simplicity of *Make Your Way 6* has to be foregrounded. Following a

frontispiece, one page containing publication information, and a table of contents providing an overview over the skills and systems focus of the different units, the main body of the book consists of five extensive units followed by six compact units of shorter length, which cover topics such as "The pursuit of happiness", "I love books" or "Globalisation and its effects". On the one hand, the extended units contain a longer general part, which is strongly oriented towards communicative activities. This general part is followed by a section detailing the vocabulary for the units ("Vocabulary station") and a shorter section containing more language oriented activities ("Becoming familiar with…"). On the other hand, the compact units follow the same outline, although with a smaller total amount of activities. This structure already points towards the logic of instruction which underlies the units in the book, which appears to be the thematic sequencing of sub-topics in the general section, while the "Becoming familiar" segments serve to consolidate learning also in relation to the standardised matura formats. On the level of the entire textbook, the sequencing of the different units does not seem to follow a specific chronology, however, it can be noted that there is generally an alternation between life-world related, historical, political or cultural as well as practical topics. Attempting a cursory evaluation of *Make Your Way 6*, one might thus foreground the fact that it succeeds in balancing societal and topical relevance by addressing subject matters ranging from globalisation to sitcoms. Similarly, it also succeeds on the level of the different qualities of strength, lightness, and transparency, featuring clear and comprehensible activity descriptions and a well-structured arrangement of tasks and exercises, which promises to hold a high pay-off for students.

With 72 out of a total of 267 activities meeting the necessary criteria to be counted as communicative tasks (26.9%), one can see that the number of this type of activity is markedly increased in comparison to the previously described lower secondary books. As was already hinted at before, the majority of task in the book occur outside of the "Becoming familiar with…" sections oriented more towards language practice. There is once again a solid portion of tasks specifically focused on writing which, in some instances, are also combined with pair or group work at different phases of the writing process, for instance, EU1.9, in which students are tasked with writing a fictitious diary entry (Davis et al. 2010: 13). Tasks focused on spoken interaction range from relatively simple sorting activities such as EU2.4, requiring students to work in pairs in order to put several historical periods in the correct order (Davis et al. 2010: 34) to more complex discussions in which learners must argue and defend their opinion regarding a specific subject matter (see for ex. CU2.9, Davis et al. 2010: 147-148). A recurring type of task involves students in doing internet research in order to design a page for

their portfolio, with topics ranging from ‘immigration’ to ‘favourite book or sitcom’ (Davis et al. 2010: 80, 59, 168). Tasks in the receptive skills generally require learners to extract specific points of information in a true-to-life fashion, for example EU1.15, where students have to complete a table with information from a leaflet about illegal drugs (Davis et al. 2010: 17-18) or CU1.4, where they have to listen to fictitious students talking about their presentations and note down information about potential presentation topics’ benefits and difficulties (Davis et al. 2010: 131). Finally, it should be noted that all in all, tasks derived from relatively mundane everyday activities such as, for instance, locating places on a map (see for ex. EU4.5, Davis et al. 2010: 78) occur less frequently in the *Make Your Way 6* textbook when compared to the lower level books. Arguably, this trend should be seen in relation to the higher skill level towards which the textbook is targeted, for which instruction in more basic areas of language use is no longer as central.

With respect to these findings, a sample of representative tasks for further analyses can be assembled as follows:

- Two tasks involving writing activities with different focuses.
- Two tasks focused around pairwork of differing complexity.
- Two tasks requiring students to work in groups.

4.1.4. *English in Context 7/8. Student’s Book*

The final exponent selected for the present study, *English in Context 7/8,* was written by James Abram and Steve Williams and first published in its current form in 2019 by Veritas publishing company. Once again, transcripts and methodological suggestions as well as general tips can be found in an accompanying teachers guide (*Veritas* n.d.). Like the *Make Your Way 6* textbook, *English in Context 7/8* does not feature a workbook, however, it is supplemented by a training volume containing practice exercise for the different topics in the book as well as exam practice for the current formats and text types covered in the “Standardisierte Reifeprüfung”. Besides a supplementary volume containing 99 elaborate tasks for testing and matura practice in the different skill areas, a useful feature of the *English in Context* series lies in its additional companion volume, which combines “Language Practice (i.e. vocabulary, grammar and communication practice, tasks and tips)”, “Skills Practice (i.e. listening, reading, writing, speaking and study skills, strategies and useful patterns)”, “SRP Text Types (main features, sample text types and tips)”, and “SRP Test Formats (main features, sample tasks and tips)” (*Veritas* n.d.). Both the student’s book itself and the training book make extensive reference to sections in the companion. The book also

comes with an accompanying CD containing alphabetical word lists as well as audio tracks for the different listening activities. Additional online materials include an E-Book version of the book, online materials for the X-TRA-units, skill viewing, as well as an assortment of downloadable handouts to be used for web-quests and other online activities.

The textbook in its entirety is appropriated for use in the 7th and 8th grade upper secondary, corresponding to a target learner age between 17 and 18 and level of around B2 (Abram & Williams 2019: 2). Following the usual frontispiece, page containing explanations, and table of contents, the main section of the textbook is subdivided into ten topics plus two X-TRAs. Each topic consists of a double-spread lead-in aimed at introducing the topic, two pages introducing the core vocabulary for the topic ("Words in context"), followed by three distinct units addressing different aspects of the topic (= 30 units in total). Closing each unit is a self-assessment section with can-do statements, while the book itself closes with a final "Check your progress" section and a content key. Each unit in turn contains multiple sections (numbered as A, B, C, etc.), which address the overarching topic of the unit from different perspectives. While vocabulary is provided sporadically at the fringe of pages, grammar is generally treated via references to the companion volume. The intricate structure of the textbook is accentuated by its clear and accessible layout, the strength of which lies in a well thought-out use of authentic written, acoustic and visual materials as input, as well as the complex, yet comprehensible representations of statistical data for several tasks. Regarding content, the book contains subject matter of great social and topical relevance such as "The World of Work and Business", "Science, Technology, and the Environment", and "National Identity and Diversity", which are treated at a high conceptual level adequate for its mature target audience.

Within the 7th and 8th semester modules starting at topic 7, which constitute the sections of the book intended for use in the 8th grade, 206 activities have been identified, 61 of which can be classified as communicative tasks (29.3%). In contrast to this relatively high number of tasks, the variety of uses for this type of activity in the textbook appears to be relatively limited. As was the case with the preceding textbooks, a considerable number of tasks in the *English in Context 7/8. Student's Book* take the form of writing activities, for example U20.C4, in which students are tasked with writing an essay for a fictitious essay competition, answering the question "Can the human race survive without GM food") (Abram & Williams 2019: 172). Such activities can be classified as tasks as long as they involve a sufficiently communicative outcome (i.e. when the written product is aimed at a specified intended, if fictitious audience situated within an authentic real-life context) and cognitive processes such

as planning or reasoning. Another frequent incarnation of communicative tasks that can be identified in the textbook are paired speaking activities which usually take the form of debates wherein students must arrive at an agreement concerning a particular topic, or so-called "Think – pair – share" activities in the vein of T9/W.1, in which the learners are tasked to first analyse a word cloud about individual rights on their own, than agree on the most important ones with a partner before finally discussing results with a partner (Abram & Williams 2019: 210). This kind of task may be analysed drawing upon Willis' (1996) task cycle and, as in the case of the later example, frequently serves as a lead-in activity for a new topic. Lastly, a relatively vast amount of tasks fall under the broad rubric of class discussions or projects in which larger groups of learners work relatively autonomously on structured workplans of varying complexity. For instance, U27.C3 requires students to conduct internet research concerning the topic of "disability access in your local area" before presenting their results to the rest of the class (Abram & Williams 2019: 235). This type of activity is particularly indicative of task use in an advanced level textbook such as the *English in Context 7/8. Student's Book,* which is aimed at providing language practice on a high conceptual level rather than developing basic communicative skills.

Drawing upon an impressionistic overview of the way in which tasks are used in this textbook, the following schema can be applied in choosing tasks for subsequent analysis:

- One task from the repeated *Writing* sections, which constitute a large portion of the tasks in *English in Context 7/8* but are relatively homogenous in terms of their design and rationale.
- Three groupwork oriented tasks, which most frequently take the form of debates, discussions or class projects.
- Two pairwork tasks, one from the recurring lead-in sections and one serving as an example for the interspersed *Think – pair – share* activities.

4.2. Results of the micro-analyses

4.2.1. *More! 2 Student's Book*

A detailed analysis of representative tasks from the *More! 1 Student's Book* has served to underline the notion that, for the most part, the textbook employs communicative tasks in order to consolidate the target forms within a given unit in the form of authentic practice. An example for this can be found in the writing task U3.9B titled *Look at the pictures. Write the story* (Gerngross et al. 2007: 25), in which students must produce a written story based on a series of images (see appendix 7.2.1. tables 10-11). This reasoning-gap task involves students

in free, creative cognitive language use, requiring them to act as innovators and strategy users in producing concrete inferences from the given material. The design for this pedagogic task suggests individual work in a normal classroom setting with the teacher acting as monitor, a finished story constituting the stated goal of the task and gaining some understanding of real-life patterns of behaviour as its functional goal. The input is composed solely of visual materials and concerns a concrete, familiar topic (someone arriving late for school), requiring narration as the main discourse mode and aiming at an open outcome without multiple sub-steps. Due to it being conceptualised as an individual activity, the task precludes a chance for active meaning negotiation along with its presumed learning benefits, however, the imminent causal and intentional reasoning demands serve to subtly direct students' cognitive attention towards the targeted structure – use of the causal conjunction 'because' practised earlier in the same unit – thus potentially leading them to notice the gap between their current skill and the imminent communicative need of the activity.

As an individual task, *Look at the pictures. Write the story* nevertheless constitutes a feasible basis for scaffolding and collaborative dialogue between teacher and student due to the fact that it offers and appropriate balance of complexity and active support. However, this effect may be extended to spontaneous peer-mediation by organizing the task in the form of a collaborative writing activity, which would also open up the possibility for active negotiation of meaning to occur. Regarding task difficulty, it can be remarked that students are likely to possess the necessary prior learning experiences and language skills as well as cultural knowledge for the task, which requires code of only basic complexity, is concerned with a clearly presented, familiar topic and, due to its lack of co-operation, involves no communicative stress. The adequate cognitive complexity of the task is also determined by it being situated on a low level of abstraction and processing depth, which is reinforced by its sole reliance of visual images as input material. Due to this and the concrete focus of the input, it is furthermore likely to yield relatively fluent output. However, the causal reasoning demands involved in the task as well as the fact that students are allowed to produce divergent outcomes in a narrative discourse mode may also lead to more complex language use, indicating that the different CAF domains are generally well balanced in the task design. In terms of its implementation, the task design suggests relating to personal experiences and looking at pictures as pre-task preparation, with no timeframe or way of reporting the results specified for the main task phase. Beyond that, no way of giving feedback is indicated, however, the immediate proximity of the units' grammar point suggests a post-task focus on form as a feasible option.

However, tasks are also employed at the beginning of units, serving as a lead-in to it's central topic, as in the case of task U4.9 titled *Work in pairs. Think of an ending to the story* (Gerngross et al. 2017: 31), which serves as a follow up to the previous reading exercise 5 (see appendix 7.2.1. tables 12-13). The task can again be classified as a reasoning-gap, involving the cognitive process of problem solving in the form of a pedagogic task which appropriates the real-world activity of speculating about further events. The textual input from activity 5 (Gerngross et al. 2017: 30) consists of an inauthentic text which is shared by the participants, who use the strategy of predicting in order to reach a shared agreement regarding a possible ending to the previously read story, while the task's functional goal lies in gaining an understanding of everyday life patterns. The task design suggests normal classroom settings, with the teacher monitoring proceedings. The likelihood for meaning negotiation is reduced by the fact that information exchange is optional in the task and that it includes an open structure in terms of its outcome, while its interaction structure and relative complexity may contribute to it, amounting to a solid medium propensity for active meaning negotiation. In terms of noticing, the task design creates only a superficial need to utilize and direct attention to the desired language function – expressing deontic modality via the modal verb 'should'/'shouldn't' – which already occurs in the input material. Despite this strategy of input flooding, the students may well be able to complete the task without using this specific form. The task can also be argued to serve as a facilitator for collaborative dialogue and peer mediation, however, its effect in this domain may be increased if students were asked to produce a (short) written outline of their envisioned ending.

With regard to the CAF domains, *Work in pairs. Think of an ending to the story* can be argued to yield relatively complex output due to it requiring the integration of information, its suspension of visual or contextual support, the fact that information is shared between the participants, and its tendency to involve relatively complex cognitive functions in the area of causal and intentional reasoning. The same conclusion is suggested by the fact that the task is generally open ended and involves a narrative discourse mode allowing students to act creatively and make hypotheses. However, the tasks tendency to yield complex language production is also partially balanced out by the fact that it required students to converge on a singular outcome, which may increase the fluency of performances. Furthermore, the task can be argued to be appropriately difficult for its target group, with the input material containing a high level of redundancy and low level of information density, high frequency words, clear and explicit syntax and structure as well as appropriate length and familiar topic (Halloween), while the operations of thought to be carried out with it, are situated on a low level of

abstraction and processing depth (concrete descriptions and simple inferences / restructuring). Concerning implementation variables, instructions provided in the task description itself are sparse, however, the task's design suggests schema building as a feasible option for the pre-task phase, which could be integrated via the previous reading exercises. As is the case with several of the tasks under scrutiny, no specifications are made with regard to how the task results are to be presented or what timeframe should be awarded for it.

A different example can be found in task U4.14 titled *Discuss your answers with a partner* (Gerngross et al. 2017: 37), which is immediately linked to a previous practice activity in which students must place animals into the correct order according to different attributes (see appendix 7.2.1. table 14-15). Classifiable as a reasoning-gap activity, this task involves the cognitive processes of ordering and sorting in the form of a pedagogic task based on inauthentic input made to resemble the real-life activity of completing a quiz. On the whole, the task design implies converging on a correct set of answers via multiple steps (doing the quiz, followed by a discussion) as its main goal, while also following the functional goal of mediating some understanding of the systematic nature of language use. The task allows for students to become more autonomous in monitoring the proceedings during the task-based sequence, while the teacher may operate mainly as sequencer and strategy instructor. In contrast to the previously discussed task, this activity contains a higher likelihood of active meaning negotiation to occur because it actively requires the exchange of information in a two-way interactional structure, is closed in terms of outcomes, and requires detailed information to be communicated. Once again, the activity pushes noticing of its target form via a structure that creates communicative need to use it, while opportunities for explicit instruction are placed sequentially at the end of the unit. However, previous encounters in more form-oriented language activities may also serve to create the necessary awareness to serve as activator in the noticing process.

Due to the fact that information exchange is more immediately required in order to fulfil this task, that it contains a two-way interactional structure, more strongly directs cognitive resources towards a specific language feature, and provides contextual support in the form of pictures, it can be presumed that *Discuss your answer with a partner* would yield relatively fluent language use. A similar conclusion is suggested by it requiring students to converge on a shared outcome, while the presence of a causal reasoning demand may lead to greater complexity in the corresponding linguistic structures. The difficulty of this task can be judged as lower when compared to the previous examples as it provides much visual support, requires only limited verbal reaction and operates with static information – despite the fact

that it contains multiple steps and operates on a more removed, there-and-then level of abstraction. The written examples provided as support during the task performance can also be interpreted as a form of scaffolding strategy ('demonstration'), which the teacher could take up during the pre-task phase and combine with other strategies such as 'recruitment' or 'reduction in degrees of freedom'. Other options for the pre-task phase include schema building and looking at pictures, while the task description once again makes no concrete reference to a possible time limit or specific ways in which the task results should be reported back to the class and receive feedback.

An example for a real-world task which immediately draws upon language use in everyday life can be found in U6.5 (Gerngross et al. 2017: 44), a task titled *Giving directions,* in which students work with two different versions of the same map in order to ask each other directions to different locations in the represented city (see appendix 7.2.1. tables 16-17). The task is clearly identifiable as an information-gap, with the input material being distributed among the participants, who work in a two-way interactional structure to arrive at the task's stated goal – gaining information about a set of pre-defined locations – through several sub-steps. Beyond that, the task design suggests the main functional goal to lie in gaining an understanding of everyday life patterns, wherein the students may work with greater autonomy in monitoring their own proceedings as the teacher operates as guide and instructor in the strategy of applying the relevant conversational patterns. In this task, meaning negotiation is likely to occur with higher frequency, as its structure and design requires the exchange of information in a two-way structure as well as the convergence on a closed outcome. The same conclusion is suggested by the fact that the task is focused around collaborative problem solving and requires the communication of precise information regarding a topic which is context-reduced but relatively familiar. Again, the strategy regarding noticing lies in placing the activity after a sequence of exercises in which the desired target structures – propositions of place as well as certain key phrases needed for giving directions – have been introduced and practised in order to then be applied in a task, which creates an immediate communicative need to use them. This is achieved through a focused task design, prompting students to employ spatial reasoning.

This tendency of excluding resource-dispersing design variables also suggests that *Giving directions* may lead students to produce fluent, albeit potentially inaccurate output with reduced complexity – a presumption which is also supported by the tasks imminent likelihood of triggering a pragmatic mode of production. Similarly, its reliance on concrete, here-and-now information, provision of visual support in the form of maps, distribution of

information sources, and lack of more complex reasoning demands point towards a more fluent while less accurate and complex production. The task itself can be judged as adequately complex and demanding, requiring multiple steps and task demands while allowing for the participants to control interaction, and providing help in the form of a written example for a possible task performance. Here again, an appropriate balance between complexity and active support may allow for students to engage in spontaneous scaffolding and peer-mediation – a tendency which could be extended by the teacher through the conscientious use of scaffolding strategies in order to support weaker learners. Considering implementation, the preceding activities, in particular U6.1 (Gerngross et al. 2017: 42) constitute forms of controlled practice to be carried out during the pre-task phase, while other options for a lead-in include looking at pictures and providing students with a model performance. Once again, no concrete timeframe is indicated, however, the resource-directing task design suggests setting a time limit. If and how the task results should be reported to the rest of the class is not specified, as is the way in which feedback should be given to the students' performances.

A different, more sophisticated type of information-gap task can be found in U18.5-6, titled *Asking about pets* (Gerngross et al. 2017: 129), in which students must hold interviews with two classmates about their pets (see appendix 7.2.1. tables 18-19). The task, built around the cognitive process of collecting and listing information, is derived from the real-world activity of friendly exchange about pet animals, relating to the functional goal of learning how to use language for establishing and maintaining interpersonal relations. Once again, students are awarded an opportunity to self-monitor the steps they take, working as goal-setters and users of note taking and conversational patterns as the main strategies in an 'open' classroom setting, while the teacher may backtrack and serve as supporter and guide during the process. Here again, the required meaning exchange, two-way interactional structure, and relative specificity of the goal entail a relatively high likelihood of meaning negotiation to occur, as does the fact that it concerns a topic which is likely to be familiar and of immediate interest to most students as well as requiring some degree of cognitively complex language functions at least on the side of the interviewee. The targeted language structures – expressions 'neither do/have I' and 'so do/have I' – are not formally introduced previous to the task, however, students may encounter them in the preceding listening exercises 3 and 4 (Gerngross et al. 2017: 129), subsequently being led to noticing the gap as a communicative need for using these structures arises during the interview task. However, students may also be able to conclude the task without the use of these structures, and it can be argued that the task design

holds a tendency of dispersing cognitive resources rather than focusing them on a single linguistic correlate.

With regard to the different CAF domains, it can be concluded that *Asking about pets* may once again be likely to yield relatively fluent language output as it relies on concrete, here-and-now data, does not require the integration or transformation of information and primarily requires the mediation of distributed information as its main task demand rather than the application of complex cognitive operation upon shared material. However, this design factor may also reduce the likelihood of spontaneous peer-mediation or collaborative dialogue to occur. In terms of its overall complexity, the task can be judged as adequate for its intended learner level as it provides necessary language help, requires code of only medium linguistic complexity and variety in vocabulary, operates in a familiar discourse genre as well as low level of abstraction and processing depth, and allows its participants to control the interaction they take part in. Nevertheless, the lack of visual support as well as multiple steps and task demands involved in it may also pose a certain challenge. In this sense, a valid option for the pre-task phase (which is not immediately implied in the task design) lies in looking at pictures in order to activate the students' necessary schematic knowledge. Beyond that, the preceding activity 4 can be interpreted as a form of authentic listening practice, providing a model for the language use during the subsequent main-task phase. In contrast to the previously analysed tasks, the way in which individual outcomes are to be reported back to the class is explicitly specified, with the main task phase following a task-cycle progression of task performance, preparing report, and presenting report, i.e. conducting interviews, writing down notes, and giving an oral summary of them. Other than that, the task description does not specify ways in which feedback should be given on individual task performances.

Finally, an example for a more complex, project oriented task can be found in activity 3 of the extension unit 'Life in the USA', constituting the centrepiece of a task-based sequence titled *American national parks* (Gerngross et al. 2017: 140), in which students are prompted to work in groups, choosing an Austrian national park and collecting pictorial and written information about it in order to do a poster presentation (see appendix 7.2.1. tables 20-21). The activity can be classified as an information-gap task insofar as it primarily requires the transfer, not the restructuring or generation of new information from its source material. Although not explicitly stated, the task description suggests that students are required to work with authentic material from the internet, utilizing the cognitive processes of listing, ordering and sorting throughout multiple steps in order to arrive at a poster containing written and pictorial material as the main goal. The functional goal can be argued to lie in applying

language to broader cultural topics, i.e. under the rubric of language and cultural awareness goals, with the students working in relative autonomy in open classroom settings, taking up the roles of group-participant, goal-setter and monitor, while the teacher may take up the role of guide, nurturer and supporter. However, because information exchange is not required to occur *between* the learners themselves and the task aims towards an open outcome, meaning negotiation is likely to occur less frequently, although the relatively complex discourse mode and orientation towards problem solving may also lead to an increase in these areas. Conversely, the multi-way interaction structure of the task itself can be argued to facilitate the occurrence of spontaneous peer-mediation and collaborative dialogue.

As the task does not attempt to direct cognitive resources towards a specific language feature, resource-dispersing variables such as pre-task planning, familiarity of topic or active support may be focused on in order to increase complexity of the subsequent performances. Complexity is also likely to be increased due to the fact that the task involves the integration of information and transformation of material, involves a there-and-then aspect, multiple task demands, and information shared among participants. However, it must be noted that the task constitutes a considerable challenge as it operates on a relatively higher level of abstraction and processing depth (there-and-then, restructuring), involves multiple steps and some degree of communicative stress, requires working with authentic material, and students have not had the chance to participate in a similar task before. For this reason, it seems necessary to mitigate these effects in the pre-task phase by making extensive use of the schema building options in the previous activities 1 and 2 and awarding students adequate, but not excessive time for strategic planning. Here also, no specifications are made with regard to how task results should be reported, but how feedback should be given on outcomes.

4.2.2. *Prime Time 4. Coursebook*

When compared to the *More! 1 Student's book,* the tasks in *Prime Time 4* generally display a greater autonomy from their primary role as tools for developing language functions (i.e. as focused tasks). As with some instances in the second grade textbook, examples can be found in which tasks are used as lead-in to the topic of a unit, as is the case with U4.1 titled *Your unXpected Xperience* (Hinterberger et al 2021: 31), a task in which students first complete a quiz to find out which type of extreme sport fits them best before talking about what they know about these extreme sports with a partner, listen to a radio advertisement about the extreme sports, and finally decide if they would like to take part in them (see appendix 7.2.2. tables 22-21). The activity combines elements of an information-gap and an opinion-gap task

in its central two-way speaking phases (b and c), requiring students to work as self-evaluators and users of the strategies of inferencing and affective personalizing in normal classroom settings, while the teacher takes up the role of guide and sequencer of the classroom proceedings. Beyond the stated goal of determining one's own preference regarding extreme sports, the functional goal of the task can be argued to lie in being able to relate personal preferences on an interpersonal level. With regard to the activity's propensity for fostering meaning negotiation, the optional information exchange and open outcomes structure of the task as well as the unfamiliarity of the topic and context-embedded, associative outline make it less likely for pushed output and output modification to occur. Beyond that, the task does not make attempts at guiding learners attention towards noticing of a specific language feature other than the vocabulary which is necessary to complete it.

Furthermore, it can be contented that the task is unlikely to lead to collaborative talk, peer- or self-mediation as it suspends elements of collaborative problem solving in favour of a potentially stilted exchange of preference and opinion. However, it can be argued that the design variables of *Your unXpected Xperience* may yield relatively complex language use in production as it provides different forms of contextual support, requires the integration of information which is readily shared between the participants, and involves the causal reasoning and justification which require the use of more complex language functions. Concerning task difficulty, the task fulfils its purpose as a lead-in as it contains cognitive operations of a relatively simple nature, operates on a medium level of abstraction and processing depth and requires the production of adequately complex code in a context of relatively low communicative stress, while embedding its unfamiliar topic in the necessary contextual and language support. Implementation options for the task include schema building via the initial quiz, looking at pictures as well as a general introduction to the topic. As is the case with several of the analysed tasks in the *More! 1 Students' Book,* no direct references are made with regard to the ways in which results should be reported back to the class or feedback be given on individual task performances.

An example for a task which features at a later stage in the sequential logic of its respective unit can be found in U5.10 titles *Design your own chart* (Hinterberger et al. 2021: 45), in which students must first choose a question about watching habits from a previous activity (Hinterberger et al. 2021: 44), use it to interrogate several other people in the class, and then design and present a pie or bar chart illustrating the results (see appendix 7.2.2. tables 24-25). The task can be categorized as an information-gap activity which is derived from the real-world activity of conducting a survey and involves the cognitive processes of

listing, ordering and sorting as well as the strategy types of note-taking and diagramming. While the teacher operates mainly as sequences, and guide, the students take up the roles of goal-setter and strategy user, working with relative autonomy in an open classroom setting. The dialogic interaction and required information exchange pattern of the task along with its cognitively complex requirement of communicating detailed information about a familiar topic in a context-free situation contributes to its predisposition of enhancing meaning negotiation. However, this tendency may be hampered by its open outcomes structure. Interestingly, the task employs a central intentional reasoning demand in order to focus students' attention towards grammatical structures covered in the *previous* unit – different forms of reported speech – to which students have already gained a certain distance and which can thus serve as a cognitive activator for noticing to occur during the task performance.

The relative complexity of *Design your own chart* is also likely to lead to spontaneous peer-mediation and collaborative dialogue, however, this effect could be increased by allowing students to design their charts in pairs or groups. With regard to the different CAF domains, one can easily see how the task is likely to yield language production of relative complexity and accuracy: It contains resource-dispersing variables such as planning, familiarity of topic and a clear internal structure, requires the integration of information, and involves multiple task demands in a setting which contains only limited contextual support. All in all, the task itself may be rather challenging for its target group provided that it requires working with information on a relatively abstract level, complex restructuring of data and some computation with only limited support, and is likely to result in a potentially stressful and difficult to organize communicational situation. Here, the rather extensive pre-task preparation occurring in the previous activity 9 promises to provide a remedy as it enables controlled practice of the central cognitive element – understanding and creating a chart – as well as key language functions required for it in the form of a model. Furthermore, pre-task variables include a chance for strategic planning which may be awarded to the students – a choice which is also likely to increase complexity and accuracy during the task. Finally, clear specifications are made concerning how task results should be reported to the class. However, no indications regarding feedback are present in the task description.

The same is not the case with activity U5.12 titled *Speaking: Group talk* (Hinterberger et al. 2021: 46), which is situated in the *Show what you can do* extension section following the unit (see appendix 7.2.2. tables 26-27). The task requires students to prepare a short summary of the topics covered in the previous unit along three guiding questions before presenting the summary to a group of colleagues, who then use a grid to give feedback on the performances.

Following the task, students are also encouraged to reflect on their own skill development. The task falls into the category of an information-gap activity, primarily involving the cognitive processes of listing, ordering and sorting, constituting a pedagogic appropriation of the real-life activity of presenting information. Students work on the task as group participants and goal-setters, using the strategies of summarizing and concept mapping while monitoring the sequencing of sub-steps autonomously within their respective groups. Correspondingly, the task's functional goal lies in the learning-how-to-learn goal of being able to plan and carry out a content summary. However, the occurrence of meaning negotiation during the task is minimized by its one-way interactional structure, open outcome, merely descriptive discourse mode and relative cognitive simplicity. Similarly, the lack of cognitive complexity and need for productive interaction makes it unlikely for spontaneous peer-mediation or collaborative dialogue to occur during the task.

When it comes to production, *Speaking: Group work* is likely to yield relatively complex and accurate turns as it awards the participants ample time for planning and preparation, involves the integration and transformation of data in a setting with reduced contextual support and allows for potentially divergent outcomes, however, the lack of any higher reasoning demand or discourse mode which goes beyond simple reproduction may create a detriment to this effect. On the whole, the difficulty of this task may be judged as somewhat meagre as it involves only basic operations of selection and reproduction on a low level of abstraction, despite the fact that it lacks any kind of contextual support as well as language help. Most interesting about the implementation variables for this task is the post-task phase, which clearly specifies a way in which peer-feedback should be given and also provides a pre-set framework for it. This type of post-task reflection and self-mediation activity is further extended by a self-assessment section which constitutes a practical if somewhat simplistic way in which students can be made to consider ways of improvement and develop a meta-cognitive awareness of their own strengths and weaknesses.

An instance of a task which is focussed primarily on writing can be found in U8.9 under the heading of *Writing: Sustainable life tips* (Hinterberger et al. 2021: 69), where students are tasked with creating an entry for a fictitious competition called 'It's our world – take care of it' in which they should present strategies for a sustainable life (see appendix 7.2.2. tables 28-29). Crucially, the learners are given a choice as to whether they want to work on the task individually, in pairs or in groups, and what form the outcome should take (poster, collage, acrostic, word cloud, etc.). Classifiable as a reasoning-gap task as it requires for the creative transformation of information along the lines of causal and deductive reasoning, this activity

involves learners in the roles of goal-setter and group-participant, utilizing the strategy types of brainstorming and co-operating in a pedagogic task which relates again to a learning-how-to-learn functional goal of being able to negotiate and plan a small project to work on over a certain time period. Supposing that the task is carried out either in pairs or in groups, one can easily see how this setup would likely yield a good amount of active exchange, as the topic is likely to be perceived as relevant, holding also ethical implications, and the discourse mode required for the task contains a high level of interpretation and hypothesising, with the effect on meaning negotiation being the largest for students working in a two-way interactional structure. Here also, the task design is not directed specifically towards noticing of a specific language feature.

However, the task design of *Writing: Sustainable life tips*, if realized in a collective form, constitutes precisely the type of collective writing or co-authoring activity which facilitates the natural occurrence of collaborative talk and peer-mediation during tasks. This tendency is fortified by the fact that the task can be argued to provide an adequate balance between complexity and opportunities for active support: It requires learners to operate on a relatively abstract level, provides little help and contains multiple steps, all the while being concerned with a topic that may not be immediately familiar to the learners. In this sense, it becomes crucial for the teacher to take up an actively supporting role during the task process. Once again, the central strength of this task with regard to production can be made out to lie in promoting complex and accurate language use. This is due to the fact that it involves resource-dispersing variables such as increased planning time, involves transformation of material on a relatively abstract and challenging level, requires causal reasoning, working with shared information and several task demands. Considering implementation, pre-task planning and relating to personal experience suggest themselves as the most reasonable options. The task also follows a clear cyclical structure,. However, a determined way in which the task results may be reported and receive feedback is not specified. Here, holding a form of exhibition with groups' different creations and awarding peer-feedback as well as reflective feedback from the teacher constitutes a feasible option.

Another task focused on developing writing skills titled *Wallflower power* draws upon the coming-of-age epistolary novel *The Perks of Being a Wallflower* by Stephen Chbosky (Hinterberger et al 2021: 76), engaging students in an individual work process in which they should first read the ending to the novel and reply to it in the form of a letter (see appendix 7.2.2. tables 30-31). In this creative information-gap task, the learners work with authentic material, taking up the roles of innovator and monitor and using the central strategy of

affective personalizing, whereas the teacher acts as preparer and nurturer who supervises the self-organized proceedings in the classroom. The main functional goal of the task is a communicative one and lies in being able to use language in order to establish and maintain personal relationships. As the task outline does not involve co-operation, the different modalities of interactive work such as meaning negotiation or modified input and output are not applicable in the context of this task, as are the different forms in which scaffolding or peer-mediation may contribute to the language learning process. However, the task could easily be appropriated as a collaborative writing activity, and may also in its current form provide a solid basis for scaffolding to occur between teacher and individual students. In terms of noticing, the task again follows the strategy of guiding students towards use of a specific target language feature – the use of emphatic pronouns – through the immanent communicative necessity of relating to a letter correspondent. Looking at the ways in which the CAF domains may be affected by the design variables present in *Wallflower power,* one can see that the guided planning conditions implemented in steps b and c may contribute to greater complexity in subsequent production. These production areas are also likely to see an increase due to the open structure of the task's outcome, its relative complexity as well as its requirement for integration and transformation of information. In terms of difficulty, the task balances relatively demanding operations of thought, i.e. involving rhetorically and pragmatically sophisticated code, relating to a (fictitious) interlocutor's intention in a way which enables persuasion, and taking part in a potentially non-linear text composition process, with adequate forms of language support and schema building. Concerning possible options for a post-task phase, a collaborative error review coupled with peer feedback and reflection suggests itself as a valid option.

Lastly, an example for a task primarily focused on integrated development of pragmatic competences as well as reading and writing skills can be found in U15.2 titled *Persuade me!* (Hinterberger et al. 2021: 120), in which students first read about a number of persuasion strategies frequently employed in advertisements, then identify an example for each strategy in an (inauthentic) example advertisement before finally using some of the strategies to create their own advertisement (see appendix 7.2.2. tables 32-33). Directly mirroring the real-life activity of designing advertisements, this creative reasoning-gap activity involves students in the roles of goal-setters and strategy users, working through several sub-steps in order to develop a clearly communicative artefact, while simultaneously developing the functional goal of gaining an understanding about specific ways in which language works in a cultural and pragmatic context. Also here, the teacher serves mainly as activity sequencer and strategy

instructor, while the students may be granted autonomy to self-monitor their progress. As no particular co-operation type for the task is indicated in the description, interaction during the task may take a one-, two-, or multi-way structure, with pairwork suggesting itself as the most efficient option for the central task stages b and c in order to increase the likelihood of meaning negotiation to occur. The task design also contributes to this factor by involving a closed outcomes structure (identifying a *determined* number of persuasion strategies in the sample text), involves elements of goal-directed problem solving, and concerns a topic of immediate interest and ethical relevance.

Similarly, the task design promotes occurrences of peer-mediation and collaborative dialogue through the cognitive challenge it poses in connection with the space it creates for productive collaboration and integration of different skills in a setting that reflects real world activities and circumstances. Similar to the previously analysed examples, the production focus of *Persuade me!* lies on complexity and accuracy, as its outline involves strategic planning, a clear internal structure, as well as an abstract focus without much visual or other types of contextual support. In particular, the complexity of two-way interaction during the text composition phase may be increased by the fact that students have to work with shared information during the text composition phase, selecting and arguing for different options, all the while labouring under complex causal as well as intentional reasoning demands. With regard to task implementation, the elaborate pre-task preparation sequence of the task has to be foregrounded, which involves elements of form-focus and modelling while also suggesting strategic planning as an option. Following a clear cyclical progression of task performance, preparing report and presenting report, the different 'reaction phrases' specified in section d ("...the cleverest", "...the most surprising", "the least boring?", etc.) may be adapted for peer-feedback and performance reflection guided by the teacher.

4.2.3. *Make Your Way 6*

As mentioned before, the task in *Make Your Way 6* follow a more uniform conception, with many task types recurring on multiple occasions throughout the textbook. An example for a task focused around groupwork can be found in EU1.17-18 titles *Work in groups.../Now compare…* (Davis et al 2010: 18-19), where students should first work in groups in order to collect possible reasons for why people start to take illegal drugs, before comparing their findings with the theories presented in a leaflet (see appendix 7.2.3. tables 34-35). This reasoning-gap task requiring students to operate in the cognitive processes of listing and comparing can be said to be aimed at the functional goal of gaining understanding of the

systematic nature of language use. In it, students may take up the role of group-participant, applying the strategies of co-operating and brainstorming as well as goal-oriented reading in a self-organized procedure during which the teacher may operate mainly as guide and supporter. Throughout the different phases of the task, meaning negotiation is likely to occur with only limited frequency due to the fact that it contains an open outcomes structure, does only partially require the exchange of information, and is closer to an open debate than a problem solving activity in terms of its central processes. Beyond that, an active exchange during the task may be facilitated by the immediate ethical relevance of the topic as well as relative complexity of the task, involving a discourse mode that requires relatively complex cognitive functions without proving a lot of contextual support.

For much the same reasons, *Work in groups.../Now compare…* provides a solid framework for collaborative dialogue and peer-mediation to occur. As is the case with the rest of the analysed tasks in *Make Your Way 6,* no distinct focus on language structures can be discerned from the design of the present task. Much rather, the focus seems to lie on producing consistently complex and accurate language use in production as it involves abstract information as well as the logical integration and evaluation of data, reduces contextual support and contains multiple task demands. Especially the second part of the activity, which requires students to argue for or against a notion based on information shared between them (the leaflet) as well as allowing for hypothesising and a potentially divergent outcome may further contribute to this tendency. Looking at task difficulty as a whole, one can already see in this example that the general demandingness is greatly increased in comparison to the lower secondary books: The required operations of thought involve linguistically complex code to be used in a non-linear operational sequence, while the input data demands a high level of abstraction and processing depth – presenting information in a way that is structurally and syntactically challenging. More than with the lower secondary textbooks, the teacher is required to provides a sequential structure to the implementation of the task, for instance, via schema building (e.g. looking at pictures) or pre-teaching necessary language forms of vocabulary. Also here, no particular ways are specified in which results should be reported or feedback given.

Similar observations can be made with regard to task EU3.13 titled *Writing station: book review* (Davis et al. 2010: 61), where students are tasked with writing a review for a book they have read for the rest of the class (see appendix 7.2.3. tables 36-37). The creative information-gap task relates closely to the corresponding real-life activity, involving students in the strategies of brainstorming and affective personalizing along multiple interim goals in

order to produce a finished review as its main communicative outcome, while also catering to the learning-how-to-learn functional goal of training students to plan and implement a smaller work project. This task also allows for students to work widely self-contained, with the teacher operating as strategy-instructor and sequencer. However, instructions regarding how co-operation should be managed within the task are not present in its description – suggesting that students are meant to work individually. As a result, the likelihood of meaning negotiation to occur is effectively minimized, as is the chance for spontaneous peer-mediation or collaborative dialogue. Nonetheless, the task layout still provides a solid basis for expert scaffolding to take place.

The central production focus of *Writing station: book review* can again be said to lie in complexity and accuracy, albeit in a written mode of language production. The task requires relatively complex integration of information which should nevertheless be familiar to the individual students, also allowing for strategic planning to be a part of the task-based sequence. Beyond that, complexity in production is also likely to be improved due to the argumentative discourse mode required in completing the task as well as the fact that it relates to a topic of some personal relevance to the participants. A relatively high level of abstraction and processing depth – evaluating and assessing material – as well as the considerable linguistic and pragmatic complexity of the code required for the task contribute to its perceived difficulty. However, the task outline mitigates this tendency by providing a model in the foregoing activity 12 to be received during the pre-task phase – an authentic example of a review of Ann Brashares' novel *The Second Summer of the Sisterhood*. Other pre-task options include strategic planning via a specific grid in which information such as title, author, or type of the book may be selected previous to the writing process. Specifications regarding reporting and feedback are not made in the task description.

A task following an outline which recurs throughout the book is EU4.9 titles *Internet project* (Davis et al. 2010: 80). As the title implies, this task involves the learners in conducting research and using information from the internet in order to design a page for their portfolio – in this case about the immigration situation in Austria and other European countries (see appendix 7.2.3. tables 38-39). Here also, students are evidently required to work by themselves on an information-gap activity combining the cognitive processes of listing, ordering, and sorting with creative elements in a pedagogic task which can be said to have its functional goal in gaining an understanding of everyday life patterns. For this, they work in various sub-steps of planning, research, and writing which they monitor individually, taking up the roles of goal-setter and innovator while the teacher serves mainly as nurturer

and guide. In its apparent design, this task once again precludes any possibility of meaning negotiation, peer-mediation or -scaffolding to occur, however, one could easily imagine the same activity to be carried out as a collaborative endeavour, optionally in pairs or in groups. In its basic form, the task is likely to lead to complex and accurate language production as it offers the chance for planning, provides a clear structure for the different steps to be taken, and requires the transformation of given materials, while suspending most contextual support and involving its participants in multiple task demands at the same time. As is the case with the previously discussed task from *Make Your Way 6*, the difficulty of *Internet project* can be judged as high, although adequate for its target group: It is cognitively complex, involving multiple steps with no direct help available, while requiring learners to engage with authentic input texts which are likely to be structurally and lexically dense, unclear in terms of their presentation, and concern unfamiliar topics. These factors should once again be balanced by awarding sufficient planning time during the pre-task phase, as well as applying different motivating strategies such as looking at pictures, predicting or brainstorming.

An instance of a task which is focused more immediately on interaction can be found in EU5.24 with the title *Work in pairs. Look at the photos…* (Davis et al. 2010: 121), wherein students must work in pairs and write the final chapter to a fictitious diary which they have dealt with in previous activities based on a series of pictures before giving and receiving friendly feedback on the outcome of their work (see appendix 7.2.3. tables 40-41). Appropriating the real-world activity of diary writing for a creative reasoning-gap task, the activity requires for students to work as goal-setters and strategy-users in the actions of co-operating and inferencing as they once again work towards the socio-cultural functional goal of gaining some understanding of everyday life patterns in the target language community. The chance for active meaning negotiation during the task is relatively solid due to its two-way interaction structure, cognitively complex discourse mode outcomes-oriented outline. However, the effect may be reduced by the fact that the task contains an open structure and does not necessitate the exchange of detailed information between its participants. The task also contains a design which is likely to promote scaffolding between the participants as it is focused around the joint co-authoring of a text, while the issue of directing attention towards a specific language feature is once again generally suspended.

All in all, the task design behind *Work in pairs. Look at the photos…* can be counted among the kind of picture-based narrative tasks which are likely to increase complexity in production, even more so since it requires the integration of information under a there-and-then aspect, and is likely to trigger relatively complex processes of causal and intentional

reasoning as well as hypothesising. However, these variables are also well balanced with those which are likely to facilitate fluency, for instance, the provision of pictorial material as support, relating to concrete information and subject areas, and requiring students to converge on a shared outcome, implying that the present type of task may be well-suited to mitigate trade-off effects between the different CAF domains. In terms of difficulty, the task may lie somewhat below the level adequate for its target group – a factor which might also cause a detriment to the possibility of collaborative talk to occur – since it operates on a relatively low level of abstraction and processing depth and suspends any (potentially challenging) textual material in favour of images as its sole input. While it clearly follows the outline of a task-cycle with options for strategic planning and schema building in the pre-task phase, a particular strong point of this activity lies in its post-task strategy, which is implemented via the following activity 25 (Davis et al. 2010: 121): Here, an outline is presented for how students may give "friendly feedback" to their colleagues, including suggestions such as "identify what you like", "[b]e sensitive", or "[m]ake sure your criticism is constructive". Using this framework, students may use the process of giving and receiving peer-feedback to reflect on personal strengths as well as areas of improvement, thus awarding them with a valuable opportunity to monitor and assess their individual target language use.

Another recurring task format can be exemplified via activity CU2.6 under the title *Talk about the topic* (Davis et al. 2010: 145), in which students should take two images as the starting point for discussing seven questions about demonstrations (see appendix 7.2.3. tables 42-43). Here, students are involved in a reasoning-gap activity with opinion-gap elements, applying the cognitive process of listing in order to arrive at a shared consensus as the principle communicative goal, while the functional goal of the task itself lies in learning to use language to establish and maintain personal relations, as the task closely mirrors real-life communicative situations. Several design factors present in the task may contribute to its efficiency in promoting meaning negotiation, for instance, its two-way interaction structure and relatively high cognitive complexity. However, factors such as the open outcomes structure, the fact that information exchange is optional, and the central topic's relative unfamiliarity may create a considerable detriment in this area. Once again not employing strategies for directing learners' attention towards noticing of any specific language features, this task is also unlikely to result in peer-scaffolding or collaborative talk as it arguably does not provide the necessary space for collaboration and support amidst its relatively tight structure.

Nevertheless, it can be argued that the task design behind *Talk about the topic* is likely to raise fluency in production as it is centred around relatively concrete and personal information, provides some contextual support, and involves only a single task demand at a time. Interestingly, however, the task seems to employ a strategy in the organization of its central questions which seem to progress from concrete/personal on towards abstract/general issues, gradually posing more complex reasoning demands on the participants – which implies an initial focus on supporting fluency to then shift towards complexity. On the whole, the received difficulty of the present task can be judged as medium to low, given that it draws upon short and structurally simple input, involves a linear, manageable conversation situation, and learners have already participated in similar tasks before. As the previously discussed progression within the task implies, a meaningful option to the pre-task phase could lie in relating the task's topic to personal experience as well as looking at pictures or other visual material together. In light of the fact that concrete ways of reporting results back to the class are not outlined in the task description, a practical strategy would lie in asking students to collect the answers to the questions as a written outline to form the basis for feedback and reflection. In this way, the goal-oriented structure of the task would also become more tangible.

As a final exponent from *Make Your Way 6*, one could point at activity CU5.10 under the heading of *Work in groups of four…* (Davis et al. 2010: 185), in which the learners are tasked to form groups of four and make two lists – one containing everything they already know about chemical weapons and one containing everything they would like to know – before discussing their lists with the rest of the class (see appendix 7.2.3. tables 44-45). Since it requires the transfer of information without any initial processes of inference, deduction or other kinds of reasoning, this activity can be classified as an information-gap task which draws upon the central cognitive process of listing. It places students in the role of group participants utilizing the strategies of co-operating and brainstorming as they work towards the functional goal of gaining some understanding of the systematic nature of language use. The task processes may be monitored by the teacher, who works mainly as nurturer and supporter. While once again not designed to facilitate the noticing of a particular language item, the task involves a relatively consistent amount of meaning negotiation to occur due to the fact that the activity requires the exchange of detailed information in a widely context-free setting, requires students to work in a multi-way interactional structure and to converge on a shared outcome rather than participating in an open debate.

Correspondingly, *Work in groups of four…* is also likely to result in relatively fluent, although not as complex language use, as it operates on a relatively low level of abstraction, does not require complex reasoning or multiple task demands, and contains an element of personal preference in that the learners should name things *they* themselves would like to know. In this sense, the overall difficulty of the task can be judged as adequate, if somewhat low, on account of the fact that it involves only few steps, operates with concrete, if dynamic information, and requires cognitive processes on a relatively low level of abstraction and cognitive processing. A challenge could lie in the not immediately familiar topic, which could be mitigated by processes of schema building or looking at pictorial images during the pre-task phase. Concerning implementation, the task lends itself for a cyclical realization, with the final class discussion phase serving as both presentation and opportunity for error review and reflection. Another convenient option for the post-task phase lies in carrying out the following activity 11 (Davis et al. 2010: 185), in which students listen to an interview with a scientist, relating the information to the questions they have collected in their groups. This activity may serve to add an additional layer of reflexive engagement with the topic of the preceding task.

4.2.4. *English in Context 7/8. Student's Book*

In the 8th grade section of the *English in Context 7/8* textbook, the trend of unification and recurrence of task designs which can already be observed in *Make Your Way 6* is continued, with task in general fulfilling the purpose of providing opportunities for practice in the different CAF domains rather than targeting specific language features through a focused task design. An example of this can be found in T7.3 titled *Speculating about the future* (Abram & Williams 2019: 155). Here, students work in pairs in order to discuss a series of five statements describing what life will be like in thirty years' time and judge them with regard to their likelihood, before formulating two new statements themselves (see appendix 7.2.4. tables 46-47). In this problem solving oriented reasoning gap-task, the students to co-operate and predict, while the teacher takes up the role of nurturer and guide in a normal classroom setting wherein the learners may work autonomously as they work through the different statements in multiple sub-steps. This task design is likely to lead to only a moderate amount of meaning negotiation since, despite the fact that it involves a two-way interaction structure and concerns a topic with some ethical relevance, it does not require the exchange of detailed information, and contains a non-closed outcomes structure similar to an open debate. Some collaborative talk and spontaneous scaffolding is likely to occur due to the task's appropriate balance between challenge and space for active support. However, it is unlikely that the type

of problem solving involved in it, which is aimed more at hypothesising and evaluating rather than goal-oriented co-operation, would create a particularly strong effect in this regard.

Concerning the different CAF domains, one can argue that *Speculating about the future* is likely to bring about a relatively high amount of complexity in production due to the fact that it contains a clear structure, requires students to consider the topic under a displaced temporal aspect as well as the integration of information, provides only limited support, and involves information which is shared between the participants and forms the basis for complex argumentative discourse involving interpretation and hypothesising. The open structure of the task also allows participants to diverge in terms of the intended goal of the activity, which may further contribute to the complexity of the learners' language use during the activity. In correspondence with the higher skill level of the book's target group, the difficulty of this task can be classified as relatively high: It involves mental operations requiring a deep level of processing, the learners need to use some complex code and a wide variety of vocabulary in order to complete the task, and it touches on topic areas which may not be immediately familiar to its participants. In order to prepare students in the best possible way for their task performances, the various pictures on the same page of the task could be used as a means for schema building and motivating. For the post-task phase, the task description indicates that learners should exchange the statements they have formulated with another pair and decide whether they agree/disagree with them. A final step in the task may involve each of the resulting groups of four to report their conclusions to the plenum in the style of a pyramid discussion – a step which would enable the teacher to enact further post-task options such as reviewing potential errors or guided reflection regarding individual performances.

An example for a similar type of task which also recurs throughout the textbook is U7C.1 under the heading of *Think – pair – share: brainstorming* (Abram & Williams 2019: 177), in which students must first think individually about the personal effects of a drought and formulate a list, then compare their list with a partner, before finally forming a group of four with another pair in order to formulate a list of five things they would find the hardest to live without in the case of water shortage (see appendix 7.2.4. tables 48-49). Combining the cognitive processes of listing, comparing and problem solving, this opinion-gap task uses a cumulative structure passing through several steps with different interaction structures, the functional goal of which lies in gaining some understanding of the systematic nature of language use. Throughout the activity, the students take up the role of group participants operating in normal classroom settings, while the teacher works mainly as selector and guide

and monitors the transitions from one task phase to another. The amount of meaning negotiation which is likely to occur during this task design promises to be slightly higher than in the previous task, since despite the fact that the activity does not require two- or multi-way interaction throughout and does not involve a strictly closed structure in terms of its outcomes, its outline is directed more clearly towards a convergent goal while also concerning a more familiar topic related to personal preferences. However, its tighter structure also makes it less likely to bring in its wake the positive effect of an open, collaborative setting such as spontaneous scaffolding and peer-mediation.

When looking at the capacity of the task design behind *Think – pair – share: brainstorming* to affect production, one can argue that its focus lies on fluency on account of the fact that it revolves around concrete information, requires decision making, and contains an eminently personal element. However, the task may also lead to production which is relatively complex due to the fact that students are awarded individual time for preparation during the 'think' phase and are required to apply some complex discourse strategies such as argumentation and hypothesising throughout the activity. These reasoning demands also contribute positively to the received difficulty of the task which, however, can be judged as relatively low due to it eschewing the use of input material, concerning a concrete and familiar topic, and keeping the overall communicative situation manageable. Consequently, the pre-task planning phase also becomes more likely to positively affect fluency rather than reducing accuracy due to overcomplicating. With regard to possible pre- and post-task phases, no specific proposals are made in the task description beyond the planning involved in the initial 'think' phase of the task sequence. Nonetheless, the task design suggests creating motivation via looking at pictures or relating to personal experiences as meaningful pre-task activities. Following the general structure of a task cycle, the post-task phase may be used to collect the reported results of the different groups and address them in a discussion with the entire class, providing further opportunities for language work and reflection.

An example for a task centred around more extensive project work can be found in U24C.4 under the heading of *Class project* (Abram & Williams 2019: 207), another recurring task format which – in this case – divides the class into two groups, one of which is tasked with doing research on the United Nations, the other on the European Union (see appendix 7.2.4. tables 50-51). Within their groups, the students take up a number of different roles (group participant, goal-setter, innovator) as they first work individually or in smaller groups to research specific aspects of the topic, before ultimately pooling their findings in a multimedia display to be presented in the form of a class exhibition. In contrast to the

previously discussed activity, this task offers more opportunities for collaborative dialogue and peer-scaffolding to occur, as students work autonomously in an open classroom setting and are generally free to self-monitor the different stages of the task process. The central functional goal clearly lies in a learning-how-to-learn domain, as the students are required to set goals for themselves and take part in a more extensive process of preparing and implementing a workplan. Throughout these processes, however, active meaning negotiation is less likely to occur than in the previous task since the exchange of information between the students is merely optional, the goal structure of the task open, and the topic under scrutiny should be widely unfamiliar to the students.

Nevertheless, the strength of activities from the type of *Class project* again lies in effecting relatively complex and accurate production. This is due to the fact that it requires the active transformation and integration of different informational sources, involves elements of planning as well as potentially divergent outcomes, and concerns a topic combining different temporal aspects and reasoning demands. These factors may be further increased by the fact that the task follows a clear linear structure and has the learners working productively on shared sets of data in the final preparation stage. The task itself can be said to be appropriate, if quite challenging for its target group: It requires them working with authentic materials from the internet or other sources which is likely to be structurally complex, involving some information density in a structure which is not necessarily clear and accessible. Beyond that, the task contains multiple steps, an unfamiliar topic, a difficult to control communicational situation, and does not provide any language help or contextual support. For these reasons, it seems again important to award students time for pre-task planning which is sufficient, but not too extensive as to potentially reduce the accuracy during performance, as well as providing some means for schema building or relating the topic to personal experience. The class exhibition, in which students may present their findings in different stations, once again provides a useful basis for feedback and reflection.

Taking a stronger focus on rational argumentation, task U25B.6 titled *Class debate* can serve to exemplify yet another recurring type of task (Abram & Williams 2019: 218). In this particular instance, the students are grouped in two different ‘teams’, one of which should argue for an optimistic, one for a pessimistic view of human nature (see appendix 7.2.4. tables 52-53). In a pre-task planning phase, the members of each group collect different arguments from the previous exercise 5 (Abram & Williams 2019: 219), using the strategies of co-operating and brainstorming in the process. This phase is followed by the main discussion, during which each group chooses two members as the ‘main speakers’, who hold the debate

in alternation before the main arguments are summed up and a final vote is taken. All the while, the teacher monitors the succession of the different steps, operating mainly in the roles of guide and nurturer. Combining elements of reasoning- as well as opinion-gap with different cognitive processes such as listing and comparing, the task design is likely to effect some amount of spontaneous peer-mediation and scaffolding at least during the initial planning phase when students co-operate on a shared outcome. However, the amount of meaning negotiation to occur during the task may only be marginal due to the fact that students are essentially working towards an open outcome in an unfamiliar topic. For similar reasons, the task design is also unlikely to lead to peer-scaffolding or collaborative dialogue, not least because the debate itself precludes these types of interaction based on its socio-culturally defined script.

Nonetheless, an argument can be made supporting the notion that *Class debate* is likely to achieve a solid balance between fluency and complexity in production due to several factors: It involves a clear structure and extensive planning, requires the integration of complex information as well as speculative and argumentative modes of discourse relating to different (causal, intentional) reasoning demands – factors all of which may result in relatively complex output. On the other hand, the pushed interaction structure of the debate phase itself may naturally contribute to the fluency of performance, as does the fact that the activity requires its participants to converge on an ultimate decision. However, the overall effectiveness of the task could still be improved by conducting the discussion as a 'fishbowl' debate, with all of the group participants alternating as main speakers rather than just two of them. In terms of difficulty, the task can be judged as appropriate for its target audience as it balances the relative complexity of its topic and the cognitive challenges posed by the task design with a clear structure, ways of controlling the communicative situation involved in it, and some additional language help – a box suggesting phrases for expressing agreement, expressing disagreement, and adverbs of degree. As already indicated, the previous activity 5 serves as the pre-task phase, containing opportunities for schema building, planning and personalization, while the clear cyclical structure of the task is meaningfully integrated in the final round up serving at the same time as a post-task phase.

Spread throughout the different units, the most important non-interactional types of task can be found under the heading of *Writing,* such as activity U26A.7 with the title *Writing: article* (Abram & Williams 2019: 225), wherein the learners work individually planning and writing an article for a fictitious youth magazine regarding the topic of gender roles based on a self-chosen heading (see appendix 7.2.4. tables 54-55). This task may once again be

analysed as a combination of reasoning- and opinion-gap, involving mainly the cognitive process of problem solving in an activity which closely resembles the real-life activity of writing a magazine article. Students work on the task in normal classroom settings and monitor their own composition processes, all the while applying strategies such as brainstorming and affective personalizing, while the teacher takes up the central role of nurturer and guide within the composition process. Activities of this type satisfy the criteria to be classified as communicative tasks as meaning is central in them, they contain cognitive processes aimed at the development of language abilities, and they contain a genuine communicative outcome. However, the non-interactional structure present in the given example once again precludes the possibility for meaning negotiation as well as collaborative talk or peer-mediation to occur. Still, this factor could easily be reverted by recontextualizing the task as a collaborative writing activity. In terms of its capacity to foster language production, the task design of *Writing: article* is likely to yield output of great complexity and accuracy due to its internal structure (provided by the points to be covered which are indicated in the writing prompt) and the fact that it naturally lends itself for a foregoing planning process, as well as the fact that it concerns a cognitively challenging topic for which no contextual support is provided, employs multiple reasoning demands and sub-steps to be handled simultaneously, and, on the whole, contains a relatively open-ended, interpretative structure. As a consequence, implementation strategies suggest themselves preparing the students via schema building, relating the topic to personal experiences, and provide chances for planning and brainstorming. Concrete ways of reporting the results of this task are not specified, as are the modalities of giving feedback or other post-task options.

As a final example which should be taken into regard due to the fact that tasks of a similar type can be found on several occasions throughout the book is U28C.4 with the title *EXTRA discussion* (Abram & Williams 2019: 248), in which students work in pairs to discuss the way they see themselves as Austrians as well as what they believe the general image of Austrians to be in an international context (see appendix 7.2.4. tables 56-57). This opinion-gap activity which draws mainly upon the cognitive process of listing involves the students in affective personalizing as they work towards the functional goal of gaining some understanding of everyday life structures in a socio-culturally mediated context. The structurally simple procedures of the task may be carried out in normal classroom settings and monitored by the teacher, who otherwise serves as guide and supporter. Due to the fact that the task does not include input material to be worked on, it requires the learners to engage in information exchange despite it opinion-gap outline – a fact which, along with its two-way

interaction structure, the immediate personal and ethical relevance of its topic, and the relative complexity of the cognitive functions involved in its discourse mode may contribute to the activity's propensity for facilitating active meaning negotiation. For reasons similar to the previously discussed example, *EXTRA discussion* is likely to bring about a kind of language production which contains a high amount of complexity. This notion can be supported by the observation that the task design requires relatively complex modes of argumentative discourse concerning a topic which is situated on a high level of abstraction, involves causal as well as intentional reasoning demands and a high degree of interpretation and hypothesising, while at the same time containing a clear structure with reduced contextual support. Also here, the inherent difficulty of the task may be mitigated in a productive way by providing opportunities for pre-task planning and schema building, while the post-task reporting phase specified in the task description could be taken as an opportunity for error review and further reflection.

5. Discussion of results

5.1. Research question I: *How and to what extent are communicative tasks integrated in current EFL textbooks used in Austrian secondary education?*

The first research question concerns the specific manner as well as the extent to which communicative tasks are integrated in current EFL textbooks used in Austrian secondary education. Here, a crucial finding lies in the fact that activities classifiable as tasks become more frequent throughout the examined textbooks, with percentages rising continuously from the lowest level (2nd grade) material to the highest level (8th grade) material. This observation has to be considered in the light of another evident trend, which is the progressive increase in task complexity throughout the analysed materials not only in terms of the overall cognitive demand of the tasks, but also with regard to the level of abstraction in their topic and central workplan: While tasks from the lower level textbooks are generally based on concrete, every day subjects and activities relating to immediate communicative needs (telling the way, writing a text message, talking about pet animals), higher level tasks display an inclination of covering mostly abstract topic areas through more contrived and infrequent real-life target activities. Based on this observation, it can be argued that the textbooks under scrutiny indicate a general concern for providing an appropriate level of difficulty in order not to dissipate the attentional resources of students (Skehan 1998: 97), and that they account for the cognitive development from a more concrete to an abstract perspective in learners (Duran and Ramaut 2013: 52). Included in this tendency is also a general shift in the purpose fulfilled by tasks within the instructional logic of the textbooks, frequently serving as focused activities

which target a specific language structure through their design in the lower secondary textbooks – a strategy which is widely eschewed in upper secondary materials. While focused tasks designed to necessitate the use of a specific linguistic feature may be especially feasible for lower level learners (Ellis 2003: 141), engaging students at higher skill levels in freer task forms promises to facilitate the "[i]interactive engagement" of learners with meanings as they provide an appropriate "context for familiar language to be activated" (Bygate 2015: 386).

Another interesting observation lies in the fact that, whereas the majority of the analysed tasks from the 2nd grade textbook (four out of six) can be classified as information-gap tasks, with no opinion-gap tasks occurring in the sample, opinion- and reasoning-gap activities constitute the most frequent types of activity in the sample taken from the 8th grade book, with a gradual increase also evident in the 4th and 6th grade exponents. This tendency can be explained by the fact that, whereas information-gap tasks involving the transfer of a specific, pre-set piece of information (Prabhu 1987: 46) are better suited for targeted practice of specific language structures, the open and creative nature of opinion- and reasoning-gap tasks, requiring learners to go "beyond the information given" (Ellis 2003: 86), pose a greater cognitive demand and lend themselves better to autonomously engaging in meaningful language use. A similar slope can be observed in the interaction structure of the analysed tasks, with four two-way and only one multi-way activity present in the 2nd grade book, whereas multi-way tasks constitute the prevalent type of activity in the 8th grade book (three out of six). This inclination to foreground a more demanding two- or multi-way task design again reflects the increase in task difficulty from lower to higher level textbooks (Gan 2011: 921), while also supporting the meaningful practice of more advanced pragmatic aspects of language use (Seedhouse 1999: 151).

5.2. Research question II: *How effective/successful is the integration of communicative tasks on the level of entire textbook as well as on the level of individual tasks with regard to aiding L2 acquisition and development?*

The second research question concerned the successfulness of the integration of communicative tasks with regard to aiding L2 acquisition and development. Concerning the tasks propensity for effecting active exchange and meaning negotiation, the tasks from *More! 1 Student's Book* can be judged as solid, however, a certain want exists for tasks pushing students' production via having them work in pairs to solve a problem for which there is only a determinate outcome. A case can be made for tasks of this kind to be particularly feasible for lower level learners as they facilitate the negation of meaning in settings which are familiar and manageable (Nunan 1989; Long 1989), while also easier to get involved in and

providing clear indications for successful task performance (Willis 1996: 28). In contrast, the analysed tasks in the *Prime Time 4. Coursebook* show less indications of factors likely to support active meaning negotiation, however, some of the activities could easily be enhanced in this regard by changing the interaction structure or adapting the required task outcomes. For instance, creative writing tasks such as U8.9 *Writing: sustainable life tips* (Hinterberger et al. 2021: 69) may be realized as a collaborative group activity with a determined set of outcomes, enhancing the probability of active meaning negotiation to occur (Long 1989; Zuengler and Bent 1991) as well as opening up a space for socio-cultural learning processes to occur between learners of different skill levels (Vygotsky 1978: 86; Ellis 2003: 178). Similar conclusions could be drawn for both of the upper secondary books, in which communication often concerns more unfamiliar topics and takes the form of debates rather than problem solving. Such tasks could be supplemented by a requiring students to converge on a singular outcome (Bygate 2015: 391) in order to mitigate the potential weaknesses of open discussions with regard to fostering meaning negotiation (Nunan 1989: 44).

With regard to noticing, *More! 1* in particular contains a number of elaborate examples for focused tasks which through their design create an immediate communicative requirement, directing learner's attention towards a specific language feature. The same can be said with regard to *Prime Time 4*, where tasks nonetheless occur more frequently outside the role of developing language functions – a trend which is led to its conclusion in the upper secondary books. On the one hand, the appropriately spaced distribution of form and meaning focused activities in the lower level books make it likely that intentionally learned linguistic knowledge may serve as an activator for implicit noticing during the activities (Ellis et al. 2020: 31). On the other hand, the non-focused tasks present in the higher level books are suited to the communicative needs of their target group, indicating that they would overall be successful in providing the kind of real-world oriented authentic and meaningful language practice that communicative tasks – in their most basic forms – are aimed at (Long 1985: 89). All of the books show an appropriate balance between the different CAF domains within the tasks themselves as well as on the alternation of their focus on the level of the entire textbooks, with most tasks containing a structure that is likely to mitigate trade-off effects and provide well-proportioned practice within the different performance areas. For example, *English in Context 7/8* contains smaller decision making activities focused on concrete information such as U7C.1 *Think – pair – share: brainstorming,* which are likely to provide solid fluency practice (Abram & Williams 2019: 177), while more complex, multi-modal and creative tasks such as U24C.4 *Class project* are more likely to push learners towards complex

and accurate language use (Abram & Williams 2019: 207). In this way, the books under scrutiny can be said to offer balanced practice in the different CAF domains through an even distribution of characteristics focusing students' attention on complexity, accuracy, or fluency at a relatively equal measure (Skehan 1998: 112).

However, an area of improvement lies in the overall way in which key insights from socio-cultural theory are implemented in the textbooks: Despite the fact that some of the analysed tasks can be shown to form an adequate basis for processes of peer- and expert-scaffolding as well as collaborative dialogue to take place (see for instance activity EU5.24 *Work in pairs. Look at the photos*…., Davis et al. 2010: 121), no instances of activities related to areas such as private speech or strategies of verbalization and self-repetition can be found within the analysed materials. Such activities, which would include sub-vocal repetition, self-directed questions, reflection on feedback, verbalization of thought, shadowing or dialogic journal writing are seen as valuable strategies for gaining self-determination in language use (De Guerrero 2018: 24-25; Storch 2017: 75-77). Furthermore, improvements could be made in terms of the possibilities offered for task implementation, specifically with regard to potential activities for the pre- and post-task phases: No options are offered regarding authentic modelling strategies such as providing pre-recorded examples of task performances, and no specifications are made for activities such as creating task recordings or transcripts for later feedback. In this sense, activity U5.12 *Speaking: group activity*, in which specifications for peer-feedback during the post-task phase are explicitly provided as part of the task description (Hinterberger et al. 2021: 46), constitutes an interesting example for how post-task activities could be used to self-evaluation and building meta-cognition (Ellis 2006: 37). In general, suggestions made for task implementation are relatively sparse throughout the different textbooks, placing the freedom – and responsibility – for evaluating and selecting different implementation modalities such as introduction, pre-teaching, reporting, and feedback giving primarily on the teacher. As a final point, it is worth noting that the majority of the examined tasks rely on inauthentic materials, with a total of five activities from the sample using either non-original literary works or external research data as task input. Despite the fact that the applicability of authentic materials in task-based learning and institutionalized EFL context in general has been called into question (Widdowson 1998: 711), they are nonetheless seen as a beneficial means for preparing students for language use outside the classroom (Nunan 2004: 50). In this vein, particularly lower level textbooks could easily provide simple authentic texts such as recipes, menus, newspaper clips or product descriptions as the basis for tasks appropriated from the corresponding input genre (Oxford 2006: 102).

6. Conclusion

The aim of the foregoing study has been to conduct a systematic investigation of EFL materials from the perspective of theory and research in the field of task-based language teaching, prompted by the observation that the integration of communicative tasks in EFL textbooks constitutes a theoretically relevant trend, not least in the context of widespread CEFR implementation and skills-based language education. Results have shown that activities classifiable as communicative tasks occur with increasing frequency from lower- to upper secondary materials (while simultaneously losing in diversity), are gradually less focused on particular language structures as the skill level of their target group increases, and generally display an appropriate difficulty as well as balance of practice in the different domains of production. Areas for improvement lie in the integration of insights from socio-cultural theory as well as specifications made regarding the concrete modalities of task implementation (i.e. pre- and post-task phases) and the potential use of authentic materials as task input. In the light of these findings, suggestions can be made with regard to materials designers to expand the focus of their considerations beyond the scope of individual activities and take account of the different modalities of task implementation via different pre- and post-task activities. For practising teachers, a central conclusion lies in the necessity to develop a 'best practice' in reference to the vast array of theoretical findings regarding task design and implementation when utilizing communicative tasks present in textbooks, as well as gaining the confidence to work autonomously and creatively with the materials at their disposal.

A limitation of the present investigation lies in the fact that, due to restrictions imposed by its scope and time constraints, only a representative sample of textbooks and tasks could be selected for thorough examination, compromising the validity of general claims to be made based on its results. In this regard, comprehensive studies of single textbooks, textbook series, or different books available for the same age group suggest themselves as future directions of study, whereas the results of the thesis at hand lie first and foremost in painting a broader picture of the supposed rationale underlying the tendencies in materials development within a specific context. Furthermore, the study is limited since it deliberately takes up a predictive aspect on its topic, excluding the vital perspective of task use in actual practice. With this consideration, an action-research study drawing from the framework established in the present thesis could not only serve to confirm or contest the reliability of its claims, but more importantly shed light on the diverse ways in which communicative tasks are appropriated, recontextualized and re-negotiated by the relevant stakeholders with their personal interests and background within daily practice.

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8. Appendices

8.1. Global analysis grids

Title: *More! 2 Student's Book*	
Author/s	Günter Gerngross, Herbert Puchta, Christian Holzmann, Peter Lewis-Jones, Jeff Stranks
Date of publication	First published 2017, third print run 2019
Publisher	Helbling Languages
Accompanying Materials	**Teacher's Book:** Yes **Tests:** Yes, "Test Builder" **Workbook:** Yes **Cassettes:** No **Video:** Diverse online materials, DVD "Story of the Stones" **Pictorial Materials:** Included in textbook, diverse online materials, e.g. 'graphic story' **CD-ROM:** Yes, contains audio for different activities (chants, listenings, poems, etc.) **Other:** More! Media App, Cyberhomework, E-Book +
Target learners	**Age:** 12 **Grade:** 2nd **Language Level:** A1-A2
Target teaching context	NMS / AHS "Mit Bescheid vom 4. Oktober 2007, GZ: BMUKK-5.000/51-V/9/2006, hat den Bundesministerium für Unterricht, Kunst und Kultur des Unterrichtsmittel ‚More! Student's Book 2" von Gerngross u.a. antragsgemäß in der vorliegenden Fassung gemäß § 14 Abs. 2 und 5 des Schulunterrechtsgesetzes, BGBI. Nr. 472/86 und gemäß den derzeit geltenden Lehrplänen als für den Unterrichtsgebrauch an Hauptschulen und an allgemein bildenden höheren Schulen für die Klasse 2 im Unterrichtsgegenstand Englisch (1. lebende Fremdsprache) geeignet erklärt." (Gerngross et al. 2017: II). „Aufgrund der geänderten Rahmenbedingungen durch die Einführung eines gemeinsamen Lehrplanes für die AHS und NMS wurde die vorliegende aktualisierte Ausgabe von More! 2 Student's Book antragsgemäß am 10.05.2016 dem Bundesministerium für Bildung vorgelegt. Mit Bescheid von 12.10.2016, GZ: BMBF-5.028/0004.IT/3/2016 teilt das Bundesministerium für Bildung mit, ‚dass gegen die aktualisierte Fassung des Werkes MORE – Student's Book 2, BNR 135.560, kein Einwand besteht'." (Gerngross et al 2017: II).
Structure of students' book	Frontispiece, page containing legend and publication information, table of contents, eighteen units centred around different topics, extra unit "Holidays", extra section "Life in the USA", supplementary section containing grammar tables and explanations, supplementary section "Classroom Language" containing useful phrases for teaching, supplementary section containing phonetic transcriptions of example words and the English alphabet, supplementary vocabulary lists (alphabetical), acknowledgements
Structure of units	Statement of learning goals for the unit ("You learn"; "You can"), recurring segments in variable order: "Vocabulary", "A Song 4 U", "Story time", "Get talking", "Sounds right", "Choices", "Grammar chant", "Writing for your portfolio, practice exercises, explicit grammar explanation at the end followed by "More fun with Fido!" cartoon strip. Supplementary sections "Everyday English", "Developing speaking competencies"/"The Twins", "The story of the Stones", "Kids in NYC"
Total number of pages	176
Total number of activities	Unit 1: 12, U2: 7, Story of the Stones 1: 4, U3: 9, The Twins 1: 6, U4: 13, SS2: 4, U5: 18, Kids in NYC 1: 7, U6: 11, TT2: 6, U7: 11, SS3: 4, U8: 13, U9: 12, SS4: 4, TT3: 6, U10: 12, KNYC2: 7, U11: 14, SS5: 4, U12: 18, TT4: 6, U13: 12, SS6: 5, U14: 12, TT5: 6, U15: 14, KNYC3: 8, U16: 13, U17: 11, TT6: 6, U18: 13, KNYC4: 8, Holidays: 1, Life in the USA: 13 = **330**
Total number of tasks	Unit 1: 2, U3: 1, The Twins 1: 1, U4: 2, U5: 2, U6: 2, TT2: 1, U7: 2, U8: 2, U9: 2, TT3: 1, U10: 1, U11:

	2, U12: 1, TT4: 1, U13: 1, U14: 1, TT5: 1, U15: 3, U16: 2, U17: 2, TT6: 1, U18: 3, Life in the USA: 1 = **38**	
Identified tasks	U1.5 Oliver is from England… U1.12 Tricia is from Brighton in the UK…. U3.9B Look at the pictures. Write a story… TT1.6 Work in pairs… / role play U4.8 Work in pairs. Think of an ending... U4.12 Read Sarah's email to you… U5.14 Discuss your answers with a partner… U5.18 Design your own animal from Atlantis U6.5 Work in pairs. Student A works with… U6.11 Your friend is coming to visit you… TT2 Work in pairs…/role play U7.6 Listen to Emma and Harry talking… U7.11A/B Imagine you are at the same… U8.6 Find out about your partner's plans… U8.13A/B Read Jill's invitation…/Imagine… U9.7 Look at the pictures again. Then write… U9.12 Write another ending TT3 Work in pairs…/role play U10.11 Read these…/Look at the picture…	U11.11 Work in pairs. Say what you think… U11.14 Write an ending to the story… U12.18 The owner of the Horrible Hotel… TT4 Work in pairs…/role play U13.12/A/B Look at the pictures… U14.12 Write a text about the best place… TT5 Work in pairs…/role play U15.1 Listen to the jokes… U15.2 Here are three more "doctor, doctor" … U15.14. Read this text message… U16.6. Work in pairs. Look at the map… U16.12. Think back on your holiday… U17.7 Work in small groups… U17.11 Write a text about your favourite sport… TT6 Work in pairs…/Role play U18.2 Play a memory game… U18.5-6 Hold interviews…/Report… U18.13 Read the texts. Then write your… Life in the USA 3 Work in groups. Choose an...
Further notes	Many of the activities under the rubric "Get talking" satisfy some of the conditions to be identified as communicative task but have not been included if (a) they lack a defined communicative outcome and (b) if they contain such a large amount of language support that their focus is clearly not on meaning.	

Table 6: *More! 2 Student's Book* global analysis grid

Title: *Prime Time 4. Coursebook*	
Author/s	Claudia Hinterberger, Dave Lambert, Anna Leitner, Elisabeth Scharf, Stephan Waba, Martina Zauner
Date of publication	Erste Auflage 2021
Publisher	Österreichischer Bundesverlag (öbv)
Accompanying Materials	**Teacher's Book:** Yes **Tests:** Yes, "Test Resource Pack" **Workbook:** Yes **Cassettes:** No **Video:** DVD **Pictorial Materials:** Included in textbook **CD-ROM:** Yes, audio for different units, "Mario's Rhyme Time" **Other:** Online support via codes, E-Book +, Lehrwerk Online, digital homework
Target learners	**Age:** 14 **Grade:** 4th **Language Level:** A2-B1
Target teaching context	NMS / AHS "Mit Bescheid des Bundesministeriums für Bildung, Wissenschaft und Forschung vom 14. August 2020, GZ BMBWF-5.018/0032-Präs/14/2019, gemäß § 14 Absatz 2 und 5 des Schulunterrichtsgesetzes, BGBI. Nr. 472/86, und gemäß den derzeit geltenden Lehrplänen als für den Unterrichtsgebrauch für die 4. Klasse an Mittelschulen in Unterrichtsgegenstand Englisch (Lebende Fremdsprache) (Lehrplan 2012) und für die 4. Klasse an Mittelschulen im Unterrichtsgegenstand Englisch (Lebende Fremdsprache) (Lehrplan 2012) und für die 4. Klasse an allgemein bildenden höheren Schulen – Unterstufe im Unterrichtsgegenstand Englisch (Erste lebende Fremdsprache) geeignet erklärt." (Hinterberger et al.

	2021: II).	
Structure of students' book	Frontispiece, page containing publication information, table of contents, page containing legend & user manual, sixteen units covering different topics, supplementary section with grammar explanations / examples, supplementary section containing phonetic transcriptions of example words and the English alphabet, supplementary vocabulary lists (sorted by unit), key for the different activities, acknowledgements.	
Structure of units	Statement of learning goals for the unit ("New things"), opening activity with pictures, activities focusing on different skills in various order, final self-assessment page ("Show what you can do") with 'can do' descriptors.	
Total number of pages	192	
Total number of activities	Unit 1: 12, U2: 10, U3: 9, U4: 9, U5: 12, U6: 9, U7: 10, U8: 11, U9: 8, U10: 9, U11: 11, U12: 9, U13: 8, U14: 9, U15: 9, U16: 12 = **157**	
Total number of tasks	Unit 1: 3, U2: 2, U4: 2, U5: 5, U7: 4, U8: 1, U9: 2, U11: 1, U12: 1, U13: 3, U14: 3, U15: 1 = **28**	
Identified tasks	U1.2 Have you ever travelled…? U1.7 Questionnaire. What travelling type… U1.10 Talking about *wanderlust* U2.4 Listening. Ellis Island U2.10 More about NYC U4.1 Your unXpected Xperience U4.9 Writing: A note to Joshua U5.2 First in colour! U5.4. Speaking: The good and bad effects… U5.7 Writing project. Do an interview… U5.10 Design your own chart U5.12 Speaking: Group talk U7.1b Safer internet quiz / Discuss… U7.2b/c. Write a comment on Ally's blog…	U7.6 Speaking: A survey on civil courage U7.8 Writing: A picture story U8.9 Writing: sustainable life tips U9.2e Work with a partner U9.6e Now write your letter to Charlie… U11.1 Where should you travel next? U12.7 Reading between the lines… U13.1b With your partner, imagine some… U13.6 The best and worst inventions of all time U13.8 Speaking: Everyday excellence U14.4b Then ask two classmates... U14.5b Do you think that these jobs… U14.8 Listening: Applying for a job by phone U15.2c Make up an advertisement…
Further notes	Task which are only part of a larger activity were included if they constitute a sufficiently important element of this activity and if its overall focus was on meaning rather than form.	

Table 7: *Prime Time 4: Coursebook* global analysis grid

Title: *Make Your Way 6*	
Author/s	Robin Davis, Günter Gerngross, Christian Holzmann, Peter Lewis-Jones, Herbert Puchta
Date of publication	Erste Auflage 2010
Publisher	Österreichischer Bundesverlag (öbv)
Accompanying Materials	**Teacher's Book:** Yes **Tests:** "Test Resource Pack" / "Testen und Fördern" **Workbook:** No **Cassettes:** No **Video:** Included via DUA **Pictorial Materials:** Included in textbook, diverse online materials **CD-ROM:** Yes **Other:** DUA (Digitaler Unterrichtsassistent), Make Your Way-Online
Target learners	**Age:** 16 **Grade:** 6th **Language Level:** B1-B2
Target teaching context	AHS "Mit Bescheid des Bundesministeriums für Unterricht, Kunst und Kultur vom 25. Oktober 2010, GZ

	BMUKK-5.018/0136-Präs.8/2009, gemäß § 14 Abs. 2 und 5 des Schulunterrichtsgesetzes, BGBI. Nr. 472/86, und gemäß den derzeit geltenden Lehrplänen als für den Unterrichtsgebrauch für die 6. Klasse an allgemein bildenden höheren Schulen (Oberstufe) im Unterrichtsgegenstand Englisch (Erste Lebende Fremdsprache) geeignet erklärt." (Davis et al. 2010: II).	
Structure of students' book	Frontispiece, page containing publication information, table of contents, five extensive units followed by six compact units covering different topics, acknowledgements.	
Structure of units	The extended units contain a longer general part which is strongly oriented towards communicative activities. This is followed by a section detailing the vocabulary for the unit ("Vocabulary station") and a shorter section containing more language oriented activities ("Becoming familiar with…"). The compact unit follow the same outline, albeit with a smaller total amount of activities.	
Total number of pages	208	
Total number of activities	Extensive Unit 1: 30, EU2: 30, EU3: 34, EU4: 36, EU5: 33, Compact unit 1: 14, CU2: 18, CU3: 18, CU4: 19, CU5: 18, CU6: 17 = **267**	
Total number of tasks	Extensive Unit 1: 9, EU2: 9, EU3: 9, EU4: 8, EU5: 8, Compact unit 1: 4, CU2: 6, CU3: 4, CU4: 6, CU5: 5, CU6: 4 = **72**	
Identified tasks	EU1.3 Think about the answers from your… EU1.4 Brave New World, by Aldous Huxley… EU1.5 Talk about the topic EU1.6 Listen to the beginnings of these two… EU1.9 Writing station: A diary entry EU1.14 Choose one of the people in the picture EU1.15 Read the following briefing from an… EU1.16b Design a page for your… EU1.17-18 Work in groups…/Now compare… EU2.3 During the nineteenth century, Britain… EU2.4 Talk about the topic… EU2.9 Use the table below to make questions… EU2.12 For the Victorian "establishment"… EU2.14 Discuss the family budget for the week EU2.16-17 Discuss in groups / Read this short text EU2.18 Writing station EU2.22 Look at eight more inventions EU2.27 Internet project: Choose a project EU3.1 In this unit you will talk about… EU3.2 Language for discussion. Choose three… EU3.7 Here is a list of first lines from some… EU3.9 Talk about the topic. Here are some… EU3.10 Internet project. Design a page… EU3.13 Writing station: A book review EU3.15 Here's a list taken from the book… EU3.18 How might the story go on? EU3.23 Work in pairs, write down as many... EU4.1-2 People are often…/Now read the… EU4.5 Study the map of London showing… EU4.9 Internet project. Design a page for… EU4.10 Look at the three pictures of people… EU4.15 Talk about the topic EU4.19 Read and listen to the poem… EU4.20 What is it like to live in a multicultural… EU4.30 Many black people feel it might help…	EU5.7 Match the titles with the descriptions… EU5.11 Talk about the topic. Here are some… EU5.13 Listen to the "St. Louis Hotline"… EU5.15 Internet project II. Write a tourist… EU5.16 Read Jackie's diary entry and answer… EU5.24 Work in pairs. Look at the photos… EU5.27 You are going to hold a dinner party… CU1.1 Here are some suggestions for… CU1.4 Listen to three of Mrs Sullivan's… CU1.9 Learning strategies. Now it's your turn… CU1.10-11 Writing station.../Internet project… CU2.3 Read about five events that helped… CU2.6 Talk about the topic. Look at the… CU2.9 Globalisation is not just an economic… CU2.10 Read the text and discuss the questions CU2.12 Listen to the news report… CU2.14 Internet project I. Design a page… CU3.2-3-4 Read through the following article… CU3.5 You are going to hear Fergus… CU3.6 Talk about the topic… CU3.16 Internet project. Use the Internet to… CU4.1 "The Simpsons" is an American… CU4.6 Internet project. Design a page… CU4.8 Writing station. Using the same… CU4.11 Talk about the topic: Sitcoms CU4.15 Work with a partner. Think of… CU4.16 Work in groups of four… CU5.1 Talk about the topic. Are you… CU5.4 Work in pars and make a list of… CU5.5 Language for discussion. Making… CU5.10-11 Work in groups of four.../Listen… CU5.15 Writing station. Choose one of the… CU6.5 Internet project. Design a page for… CU6.6 Write down on a sheet of paper… CU6.10 You are going to hear an extract…

	EU5.4 Read the following extract from…	CU6.13 Read this text about an experiment…
Further notes	Multiple activities which clearly constitute elements of a single task have been counted as one.	

Table 8: *Make Your Way 6* global analysis grid

Title:		
Author/s	James Abram, Steve William	
Date of publication	2019	
Publisher	Veritas	
Accompanying Materials	**Teacher's Book:** Yes, plus "Companion" and keys for different activities **Tests:** Yes, "Tasks for Testing" **Workbook:** No, but training book **Cassettes:** No **Video:** Yes **Pictorial Materials:** Included throughout the book and via diverse online materials **CD-ROM:** Yes **Other:** Skill Viewing, X-TRA-Topics, Companion, E-Book	
Target learners	**Age:** 17-18 **Grade:** 7th / 8th grade **Language Level:** B2-B2+	
Target teaching context	AHS "Mit Bescheid des Bundesministeriums für Bildung vom 29. März 2018, GZ.5.050/0024-IT/3/2017, gemäß den aktuellen Lehrplänen 2017 als für den Unterrichtsgebrauch an allgemein bildenden höheren Schulen für die 7.-8. Klasse im Unterrichtsgegenstand Englisch (1. Lebende Fremdsprache) geeignet erklärt." (Abram & Williams 2019: 2).	
Structure of students' book	Frontispiece, page containing explanations, table of contents, main section is subdivided into ten topics plus two X-TRAs. Each topic consists of: A lead in aimed at introducing the topic, a two pages introducing the core vocabulary for the topic ("Words in context"), three units addressing different aspects of the topic (= 30 units in total), followed by a grammar section and a self-assessment section with can-do statements. The book closes with a final "Check your Progress" section and a content key.	
Structure of units	Each unit contains three sections (A/B/C) which cover it's content via diverse inputs for reading and listening. Vocabulary is provided sporadically at the fringe of pages, grammar is treated via references to the companion volume.	
Total number of pages	298	
Total number of activities	Topic 7/Words in Context: 5, U19: 12, U20: 13, U21: 10, T8/W: 5, U22: 10, U23: 13, U24: 12, CC: 3, T9/W: 6, U25: 16, U26: 18, U27: 12, CC: 2, T10/W: 5, U28: 11, CC: 1, U29: 11, U30: 16, Check your progress: 25 = **206**	
Total number of tasks	Topic 7/Words in Context: 1, U19: 2, U20: 4, U21: 4, U22: 4, U23: 2, U24: 3, CC: 1, T9/W: 2, U25: 6, U26: 5, U27: 4, T10/W: 2, U28: 4, CC: 2, U29: 2, U30: 3, Check your progress: 10 = **61**	
Identified tasks	T7/W.3 Speculating about the future U19.A5 Writing: blog entry U19.C4 Speaking: paired activity U20.A1 Analysing a diagram U20.B3 Creative writing: diary entry U20.B7 EXTRA Discussing ethical issues U20.C3 Examining both sides of the issue U20.C4 Writing: essay U21.A2 Analysing and assessing a music video U21.B3 Analysing the potential of various…	U26.A7 Writing: article U26.B4 Research project: the latest Global… U26.C5 Research project U26.C7 Writing: report U27.A1-2 Doing research…/Giving a… U27.B5 Research project… U27.C3 A class discussion U27.C5 Writing: article T10/W.1 Think – pair – share: reflecting… U28.A3 Speaking: paired activity

	U21.C1 Think – pair – share: brainstorming	U28.A5 EXTRA Research
	U21.C4 Creative writing: diary entry	U28.C3 Writing: formal email
	U22.B3 Writing: article	U28.C4 EXTRA Discussion
	U22.B4 A class survey	U29.A3 Creative writing. Write a diary…
	U22.B5 Writing: report	U29.B4 EXTRA Beyond the text
	U22.B6 Speaking: paired activity	U30:A3 Beyond the text
	U23.B5 Writing: blog entry	U30.B3 Imagery in the text
	U23.C3 Class discussion	U30.B4 Writing: essay
	U24.B4 Four-minute presentation	U30.C2 Analysis. Explain what McAuley
	U24.B6 Writing: essay	U30.C3 Speaking: paired activity
	U24.C4 Class project	U30.D6 Writing: article
	CC.3 Role-play: negotiating in a model…	CYP.1 Writing: formal email
	T9/W.1. Think – pair – share: talking about…	CYP.2 Writing: blog entry
	T9/W.2 Brainstorming: individuals and…	CYP.3 Writing: blog comment
	U25.A1 How we see other people	CYP.4 Writing: report
	U25.A3 Speaking: paired activity	CYP.5 Writing: article
	U25.B6 Class debate	CYP.6 Writing: article
	U25.C7 Writing: blog comment	CYP.7 Writing: essay
	U25.C3 Project. Work in groups…	CYP.8 Writing: essay
	U25.C6 Writing: article	CYP.4 Speaking: paired activity
	U26.A6 Discussion. Discuss the following…	CYP.5 Speaking: paired activity
Further notes	Many of the tasks in this book are part of a larger sequence of activities which can be analysed as constituting the respective pre- and post-task phases within a task-based teaching sequence.	

Table 9: *English in Context 7/8. Student's Book* global analysis grid

8.2. Detailed analysis grids

8.2.1. *More! 2 Student's Book*

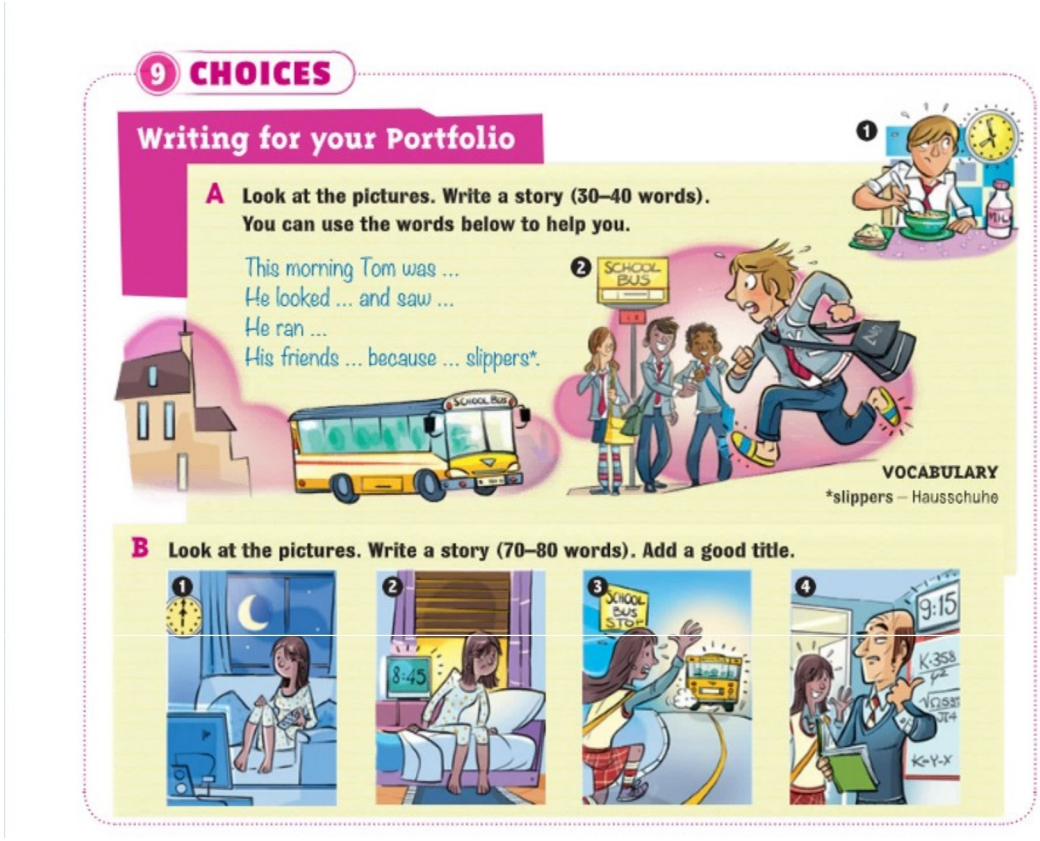


Figure 5: *Look at the pictures. Write the story* (Gerngross et al 2017: 25)

General										
Title(s) of task: "Look at the pictures. Write a story"							**Textbook:** More! 2 Student's Book			
Unit(s): Unit 3							**Unit/page number(s):** 9B/25			
Comments:										
Categories										
Information Structure	**Information-gap**		**Reasoning-gap**	**X**	**Opinion-gap**					
Comments:										
Cognitive Process	**Listing**		**Ordering and sorting**		**Comparing**		**Problem solving**		**Creative task**	**X**
Comments:										
Pedagogic task	**X**	**Real-world task**		**Underlying lifeworld activity:** Reciting events / storytelling						
Comments:										
Components										
Input	**Authentic**		**Inauthentic**	**X**	**Input Enhancement**					
	Shared		**X**	**Distributed**						
Comments:										
Roles	**Teacher:** Preparer, guide			**Students:** Strategy user, innovator						
Comments:										
Actions	**Strategy type:** Inferencing			**Sub-steps/interim goals:** /						
Comments:										
Outcomes	**Functional goal:** Understanding real-life patterns of behavior (socio-cultural).			**Stated goal:** Produce a written story based on a series of images.						
Comments:										
Settings: Normal classroom setting			**Monitoring:** Teacher monitors proceedings				**Feedback:** /			
Comments:										

Table 10: *Look at the pictures. Write the story,* descriptive analysis grid.

Design variables										
Information structure	**Required information exchange**		**Optional information exchange**							
Comments:										
Interaction structure	**One-way**	**X**	**Two-way**		**Multi-way**					
Comments: Task conceptualized as non-interactional, but could easily be appropriated for collaboration										
Task outcomes:			**Open**	**X**	**Closed**					
Comments:										
Topic:			**Familiar**	**X**	**Unfamiliar**					
Comments:										
Discourse mode: Narrating										
Comments:										
Aspects of cognitive complexity	**Reasoning demand(s):** Causal, intentional									
	Single task demand	**X**	**Multiple task demands**							
	Resource-directing	**X**	**Resource-dispersing**							
	Context-embedded	**X**	**Context-reduced**							
Comments: Task design directs cognitive resources towards a specific target feature via specific reasoning demand.										
Production focus	**Complexity**	**X**	**Accuracy**		**Fluency**	**X**				
Comments: Indicated by specific reasoning demand, resource-dispersing design, and task type (picture story).										
Language focus / communicative functions	Using the causal conjunction 'because'/giving reasons for actions									
Comments: See also language/skill focus stated at the start of the corresponding unit (Gerngross et al. 2017: 22)										
Self-mediation strategies:			**Collaboration / peer support:**							
Comments: Task allows for easy modification in these areas										
Task difficulty										
Global factors	**Learner:** Has necessary prior learning experience, has necessary language skills/socio-cultural knowledge									
	Task: Medium cognitive complexity, only one step, plenty of context/help available									

	Text / Input: n.a.							
Comments: Task uses clear, comprehensible visual material as it's main input								
Information	**Static**		**Dynamic**	**X**	**Abstract**			
Comments:								
Operations of thought	**Code complexity**	Requires code of relatively basic complexity, but some interpretative analysis needed						
	Cognitive complexity	Very familiar, predictable topic, clear information given, task type previously unknown						
	Communicative stress	No stated time limit, no participants, low speed of presentation, self-controlled interaction						
Comments:								
Input data	**World**	**Level of abstraction:** Concrete descriptions (here-and-now)						
		Degree of visual support: Much visual support / exclusively visual input						
		Linguistic context: n.a.						
	Task	**Level of processing:** Descriptive (understanding information as presented)						
		Modality: Verbal reaction (writing at descriptive level)						
	Text	**Vocabulary:** n.a.						
		Syntax: n.a.						
		Text structure: n.a.						
		Text length: n.a.						
Comments:								
Implementation Variables								
Task sequence	**Pre-task**	**X**	**During-task**	**X**	**Post-task**			
Alternative task stages	**Schema building**		**Controlled practice**		**Authentic listening practice**			
	Focus on linguistic elements		**Free practice**		**Introduction / performance**	**X**		
Comments:								
Pre-task phase	**Motivating**	**Predictions**		**Looking at pictures**	**X**			
		Brainstorming		**Relating personal experiences**	**X**			
	Strategic planning		**Providing a model**	**X**				
	Scaffolding strategies		**Form-focus**					
Comments: Model is provided via example sentence beginnings								
During-task phase	**Task cycle**	**Task performance**	**X**	**Preparing report**		**Presenting report**		
	Open time-frame		**X**	**Restricted timeframe**				
	Access to input material		**X**	**No access to input material**				
Comments:								
Post-task phase	**Reflection**	**Report**	**Error review**	**Task transcript**	**Task recording**			
	Repetition	**Immediate**	**Time-displaced**	**X**	**None**			
Comments: Another picture story occurs in Unit 13, Gerngross et al. 2017: 97								

Table 11: *Look at the pictures, Write the story,* inferential analysis grid.

Story time

5 Read the story.

Trick or treat

Last Halloween, I went trick-or-treating with my twin sister Kerry. "Larry and Kerry, don't go too far away," our mum said. But we didn't listen and soon we were on the other side of town. There we met a boy about the same age as us. He told us his name was Jim. He said he wanted to go trick-or-treating with us. "There are some really good houses in this street," he told us. So we went with him.

At the end of the street was a really big old house with a big gate and a long drive up to the front door. We stopped and looked at it. It was the kind of house you see in horror films. "Let's try this house," said Jim.

"We shouldn't go in there," I said. "And you shouldn't be a baby," said Jim. "Come on."

Jim walked up the long drive. We followed. An old man opened the door. He wasn't very happy to see us. "Trick or treat?" Jim asked. The old man looked at us. "Go away," he said. "Go away – now!" He closed the door. "Come on," I said. And we walked to the gate. At the gate Jim stopped. "That man was mean," he said. "We should play a mean trick on him." "OK," I said. "Let's make ghost noises." "No," said Jim. "We should play a really mean trick on him." "Let's throw a stone at his window," said Kerry. "No," said Jim. "Let's put superglue in his door lock." "I think we should go home," I said. But it was too late.

Get talking Creating an ending to a story

8 Work in pairs. Think of an ending to the story.

CD1 22 **9** Now listen to the end of the story.

Figure 6: *Work in pairs. Think of an ending to the story* (Gerngross et al 2017: 30-31)

General										
Title(s) of task: "Work in pairs. Think of an ending to the story"							**Textbook:** More! 2 Student's Book			
Unit(s): Unit 4							**Unit/page number(s):** 5, 8, 9/30-31			
Comments: The preceding activity titled "Read the story" is taken as a constitutive component of the task.										
Categories										
Information Structure	**Information-gap**		X	**Reasoning-gap**			**Opinion-gap**			
Comments:										
Cognitive Process	**Listing**		**Ordering and sorting**		**Comparing**		**Problem solving**	X	**Creative task**	
Comments:										
Pedagogic task	X	**Real-world task**		**Underlying lifeworld activity:** Speculating about further events						
Comments:										
Components										
Input	**Authentic**			**Inauthentic**	X	**Input Enhancement**				
	Shared		X	**Distributed**						
Comments:										
Roles	**Teacher:** Preparer, pre-task consciousness raiser			**Students:** Strategy users						
Comments:										
Actions	**Strategy type:** Predicting			**Sub-steps/interim goals:** /						
Comments:										
Outcomes	**Functional goal:** Understanding everyday life patterns (socio-cultural)			**Stated goal:** Think of and agree on an ending to the previously read story.						
Comments:										
Settings: Normal classroom setting				**Monitoring:** Teacher organized proceedings			**Feedback:** n.a.			
Comments:										

Table 12: *Work in pairs. Think of an ending to the story,* descriptive analysis grid.

Design variables										
Information structure	**Required information exchange**			**Optional information exchange**		X				
Comments:										
Interaction structure	**One-way**		**Two-way**		X	**Multi-way**				
Comments:										
Task outcomes:			**Open**		X	**Closed**				
Comments:										
Topic:			**Familiar**		X	**Unfamiliar**				
Comments:										
Discourse mode: Narrating										
Comments:										
Aspects of cognitive complexity	**Reasoning demand(s):** Causal, intentional									
	Single task demand			X	**Multiple task demands**					
	Resource-directing			X	**Resource-dispersing**					
	Context-embedded			X	**Context-reduced**					
Comments:										
Production focus	**Complexity**	X	**Accuracy**		**Fluency**					
Comments: Open task demanding hypothesising in a narrative discourse mode tends to increase complexity.										
Language focus / communicative functions	Expressing deontic modality via the modal verb 'should'/'shouldn't'/ talking about what someone ought to do or ought not to do									
Comments: Indicated by occurrence of target structures in the input material as well as language/skill focused at the start of the unit (Gerngross et al. 2017: 28)										
Self-mediation strategies:				**Collaboration / peer support:**		X				
Comments: Task design aimed at promoting a collaborative outcome.										
Task difficulty										
Global factors	**Learner:** Confident about task, motivated, necessary prior learning experience, has necessary language skill/cult. knowl.									

	Task: Moderate cognitive complexity, few steps, plenty of context, does not require accuracy, enough time										
	Text / Input: Text of medium length, not dense, clear presentation, contextual clues, familiar, everyday content										
Comments:											
Information	**Static**		**X**	**Dynamic**			**Abstract**				
Comments:											
Operations of thought	**Code complexity**	No particularly complex forms, reduced variety in vocab, but some redundancy for context									
	Cognitive complexity	Familiar & predictable topic, clear and sufficient information, familiar task type									
	Communicative stress	No set time limit, only two participants, moderate text length, relatively simple response									
Comments:											
Input data	**World**	**Level of abstraction:** Concrete descriptions (here-and-now)									
		Degree of visual support: Limited visual support									
		Linguistic context: High level of redundancy/low level of information density									
	Task	**Level of processing:** Medium, restructuring information									
		Modality: Verbal reaction (talking at writing level)									
	Text	**Vocabulary:** High frequency words									
		Syntax: Short, simple sentences									
		Text structure: Clear and explicit structure									
		Text length: Reasonably long									
Comments:											
Implementation Variables											
Task sequence	**Pre-task**		**X**	**During-task**		**X**	**Post-task**				
Alternative task stages	**Schema building**		**X**	**Controlled practice**			**Authentic listening practice**				
	Focus on linguistic elements			**Free practice**			**Introduction / performance**				
Comments: Introduction to topic via reading/accompanying pictures; form-focus in post-task phase											
Pre-task phase	**Motivating**	**Predictions**				**Looking at pictures**					
		Brainstorming				**Relating personal experiences**				**X**	
	Strategic planning			**Providing a model**							
	Scaffolding strategies			**Form-focus**							
Comments: Topic can easily be related to students' personal experiences											
During-task phase	**Task cycle**	**Task performance**	**X**	**Preparing report**			**Presenting report**			**X**	
	Open time-frame		**X**	**Restricted timeframe**							
	Access to input material		**X**	**No access to input material**							
Comments: It is left open in the task description whether students should prepare the report of their results in a specific way											
Post-task phase	**Reflection**	**Report**	**X**	**Error review**		**Task transcript**		**Task recording**			
	Repetition	**Immediate**		**Time-displaced**		**None**					
Comments: Listening to the 'correct' ending to the story in the post-task phase											

Table 13: *Work in pairs. Think of an ending to the story,* inferential analysis grid.

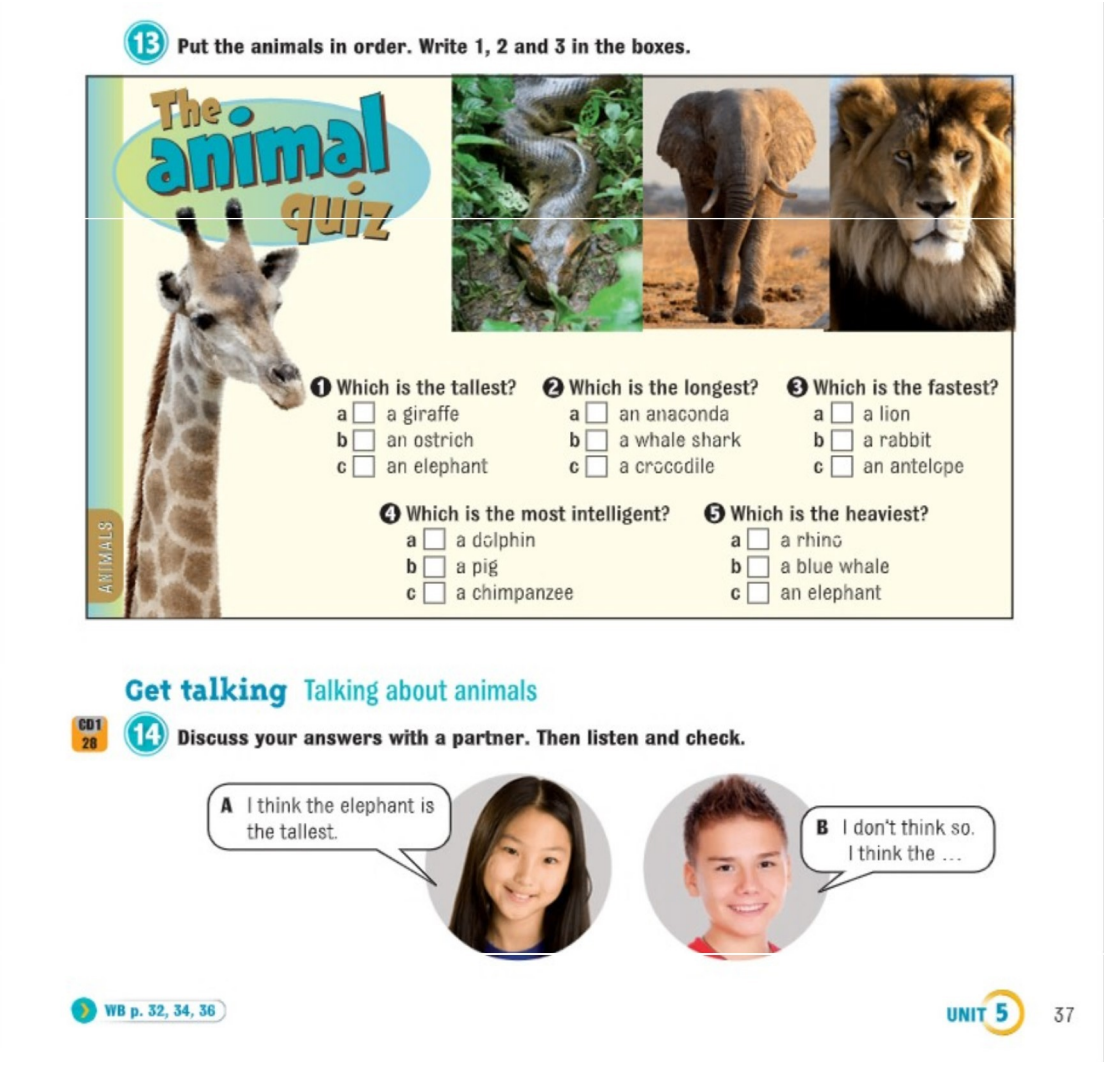


Figure 7: *Discuss your answers with a partner* (Gerngross et al 2017: 37)

General										
Title(s) of task: "Discuss your answer with a partner."							**Textbook:** More! 2 Student's Book			
Unit(s): Unit 5							**Unit/page number(s):** 13-14/37			
Comments: The previous activity "Put the animals in order" is taken as an integral component of the task										
Categories										
Information Structure	**Information-gap**		**Reasoning-gap**		X	**Opinion-gap**				
Comments:										
Cognitive Process	**Listing**		**Ordering and sorting**	X	**Comparing**		**Problem solving**		**Creative task**	
Comments:										
Pedagogic task	X	**Real-world task**		**Underlying lifeworld activity:** Doing a quiz						
Comments:										
Components										
Input	**Authentic**		**Inauthentic**	X	**Input Enhancement**					
	Shared		X	**Distributed**						
Comments:										
Roles	**Teacher:** Sequencer, strategy instructor				**Students:** Strategy users					
Comments:										
Actions	**Strategy type:** Co-operating				**Sub-steps/interim goals:** /					
Comments:										
Outcomes	**Functional goal:** Gaining understanding of the systematic nature of language use (language & culture)				**Stated goal:** Discuss your answers to the animal ordering quiz with a partner					
Comments:										
Settings: Normal classroom setting			**Monitoring:** Students direct proceedings				**Feedback:** n.s.			
Comments:										

Table 14: *Discuss your answers with a partner,* descriptive analysis grid.

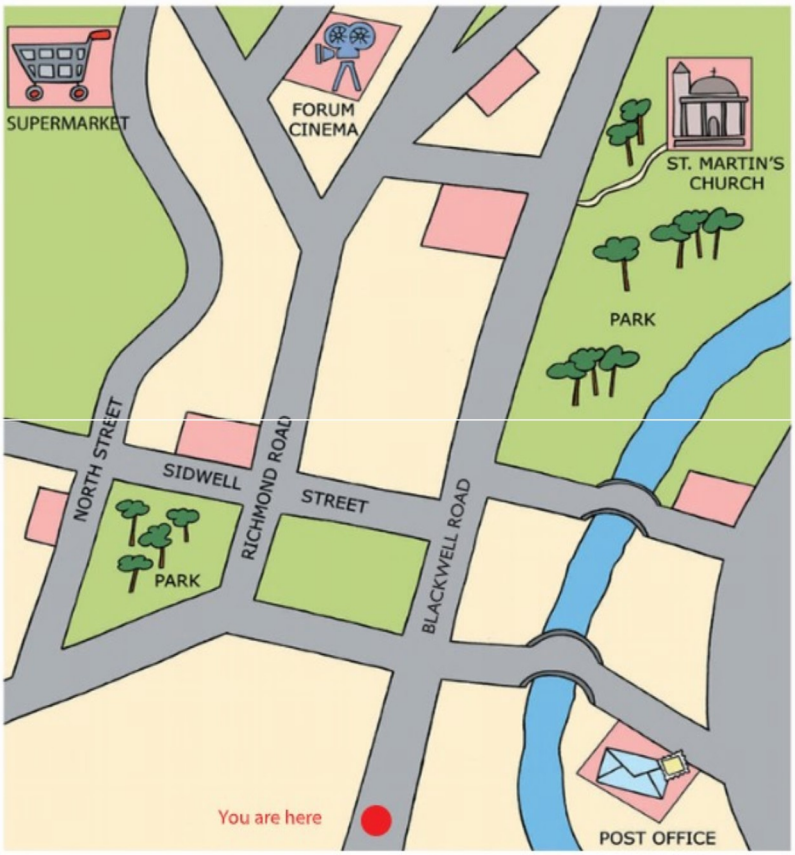
Design variables										
Information structure	**Required information exchange**		X	**Optional information exchange**						
Comments:										
Interaction structure	**One-way**		**Two-way**		X	**Multi-way**				
Comments:										
Task outcomes:			**Open**			**Closed**	X			
Comments:										
Topic:			**Familiar**			**Unfamiliar**	X			
Comments:										
Discourse mode: Description										
Comments:										
Aspects of cognitive complexity	**Reasoning demand(s):** Causal									
	Single task demand			**Multiple task demands**	X					
	Resource-directing			**Resource-dispersing**	X					
	Context-embedded	X		**Context-reduced**						
Comments: Students are required to argue their answers as well as filling in the quiz themselves										
Production focus	**Complexity**		**Accuracy**			**Fluency**	X			
Comments:										
Language focus / communicative functions	Comparatives and superlatives / making comparisons between objects									
Comments:										
Self-mediation strategies:			**Collaboration / peer support:**		X					
Comments:										
Task difficulty										
Global factors	**Learner:** Has necessary prior learning experience / language skills / cultural knowledge									
	Task: Medium complexity, few steps required, some context provided, some help provided									

	Text / Input: Sparse and straightforward textual input, clear presentation, not immediately familiar content							
Comments: Information in the 'quiz' analysed as text								
Information	**Static**	**X**	**Dynamic**		**Abstract**			
Comments:								
Operations of thought	**Code complexity**	Simple structures and vocabulary, no redundancy, but also no great density						
	Cognitive complexity	Topic / discourse mode not immediately familiar, familiar task-type, clear information						
	Communicative stress	No time limit, only two participants, very little text, relatively simple type of response						
Comments:								
Input data	**World**	**Level of abstraction:** In other time/space (there-and-then)						
		Degree of visual support: Much visual support						
		Linguistic context: Limited level of redundancy						
	Task	**Level of processing:** Restructuring information						
		Modality: Limited verbal reaction (speaking at copying level)						
	Text	**Vocabulary**: Highly frequent						
		Syntax: Short, simple phrases						
		Text structure: Clear and explicit structure						
		Text length: Short						
Comments:								
Implementation Variables								
Task sequence	**Pre-task**		**During-task**	**X**	**Post-task**	**X**		
Alternative task stages	**Schema building**	**X**	**Controlled practice**		**Authentic listening practice**			
	Focus on linguistic elements		**Free practice**		**Introduction / performance**	**X**		
Comments:								
Pre-task phase	**Motivating**	**Predictions**			**Looking at pictures**	**X**		
		Brainstorming			**Relating personal experiences**			
	Strategic planning			**Providing a model**	**X**			
	Scaffolding strategies			**Form-focus**				
Comments:								
During-task phase	**Task cycle**	**Task performance**	**X**	**Preparing report**		**Presenting report**	**X**	
	Open time-frame			**Restricted timeframe**	**X**			
	Access to input material		**X**	**No access to input material**				
Comments:								
Post-task phase	**Reflection**	**Report**	**X**	**Error review**		**Task transcript**		**Task recording**
	Repetition	**Immediate**		**Time-displaced**		**None**	**X**	
Comments:								

Table 15: *Discuss your answers with a partner,* inferential analysis grid.

Get talking Giving directions

5 **Work in pairs. Student A works with the map here, student B works with the map in the Workbook (page 43).**



You ask your partner the way to the tourist office, the restaurant, the police station and the bank.

A Excuse me, how do I get to the tourist office? (Excuse me, I'm trying to find … / Excuse me, I'm looking for …)

B That's easy. Take the …

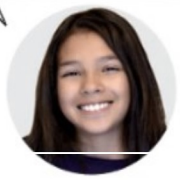


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Figure 8: *Work in pairs. Student A works...* (Gerngross et al 2017: 44)

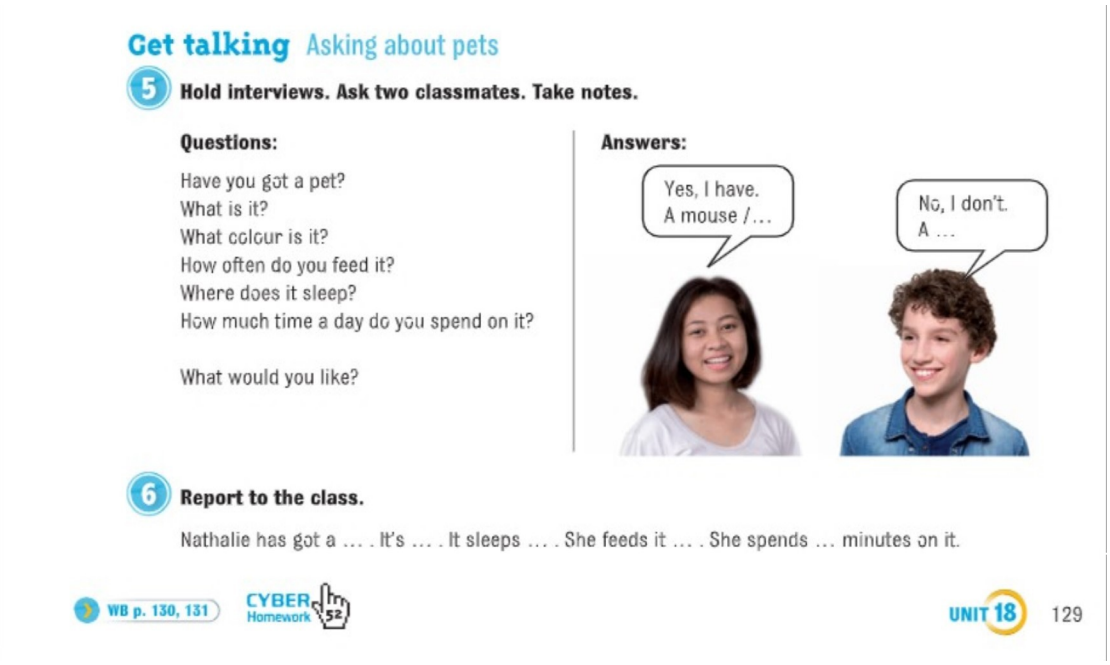
General										
Title(s) of task: "Work in pairs. Student A works…"							**Textbook:** More! 2 Student's Book			
Unit(s): Unit 6							**Unit/page number(s):** 5/44			
Comments: Input material for the task also involves the corresponding pages in the workbook										
Categories										
Information Structure	**Information-gap**	**X**	**Reasoning-gap**		**Opinion-gap**					
Comments:										
Cognitive Process	**Listing**		**Ordering and sorting**		**Comparing**		**Problem solving**	**X**	**Creative task**	
Comments:										
Pedagogic task		**Real-world task**	**X**	**Underlying lifeworld activity:** Giving directions						
Comments:										
Components										
Input	**Authentic**		**Inauthentic**	**X**	**Input Enhancement**					
	Shared		**Distributed**	**X**						
Comments:										
Roles	**Teacher:** guide, strategy-instructor		**Students:** strategy-user, provider of assistance							
Comments:										
Actions	**Strategy type:** Conversational patterns		**Sub-steps/interim goals: /**							
Comments:										
Outcomes	**Functional goal:** Understanding of everyday life patterns (socio-cultural)		**Stated goal:** Find out the way to the locations specified below your map through a conversation with your partner.							
Comments: It is not completely clear what form of results are expected										
Settings: Normal classroom setting / possible rearrangement of pairs		**Monitoring:** Students monitor progress themselves		**Feedback:** n.s.						
Comments:										

Table 16: *Work in pairs. Student a works...,* descriptive analysis grid.

Design variables										
Information structure	**Required information exchange**	**X**	**Optional information exchange**							
Comments:										
Interaction structure	**One-way**		**Two-way**	**X**	**Multi-way**					
Comments:										
Task outcomes:			**Open**		**Closed**	**X**				
Comments:										
Topic:			**Familiar**	**X**	**Unfamiliar**					
Comments:										
Discourse mode: Explaining										
Comments:										
Aspects of cognitive complexity	**Reasoning demand(s):** Spatial									
	Single task demand		**Multiple task demands**	**X**						
	Resource-directing	**X**	**Resource-dispersing**							
	Context-embedded		**Context-reduced**	**X**						
Comments:										
Production focus	**Complexity**		**Accuracy**	**X**	**Fluency**	**X**				
Comments: Personalized discourse mode, concrete information, convergent task outcome										
Language focus / communicative functions	Prepositions of place / giving directions									
Comments:										
Self-mediation strategies:			**Collaboration / peer support:**	**X**						
Comments:										
Task difficulty										
Global factors	**Learner:** May not be completely confident, has prior learning experience, has necessary language skill									

	Task: Relatively cognitively complex, few steps, context provided, little grammatical accuracy required									
	Text / Input: n.a.									
Comments:										
Information	**Static**		**Dynamic**	**X**	**Abstract**					
Comments:										
Operations of thought	**Code complexity**	Medium complexity, relatively straightforward vocabulary, some complex operations								
	Cognitive complexity	Familiar topic / discourse genre, familiar task, information relatively clear and sufficient								
	Communicative stress	Two-way interaction may bring about some degree of communicative stress								
Comments: Students are already familiar with the basic requirements from earlier exercises										
Input data	**World**	**Level of abstraction:** Concrete descriptions (here-and-now)								
		Degree of visual support: Much visual support								
		Linguistic context: n.a.								
	Task	**Level of processing:** Descriptive (understanding information)								
		Modality: Verbal reaction (talking at descriptive level)								
	Text	**Vocabulary:** High frequency words								
		Syntax: Short, simple sentences								
		Text structure: Structure is explicit and clear								
		Text length: Short								
Comments:										
Implementation Variables										
Task sequence	**Pre-task**	**X**	**During-task**	**X**	**Post-task**	**X**				
Alternative task stages	**Schema building**		**Controlled practice**	**X**	**Authentic listening practice**	**X**				
	Focus on linguistic elements		**Free practice**		**Introduction / performance**	**X**				
Comments: The preceding exercises can be interpreted as constituents of the pre-task phase, involving aspects such as controlled practice										
Pre-task phase	**Motivating**	**Predictions**			**Looking at pictures**	**X**				
		Brainstorming			**Relating personal experiences**					
	Strategic planning			**Providing a model**	**X**					
	Scaffolding strategies			**Form-focus**						
Comments:										
During-task phase	**Task cycle**	**Task performance**	**X**	**Preparing report**		**Presenting report**	**X**			
	Open time-frame			**Restricted timeframe**	**X**					
	Access to input material		**X**	**No access to input material**						
Comments:										
Post-task phase	**Reflection**	**Report**	**X**	**Error review**		**Task transcript**		**Task recording**		
	Repetition	**Immediate**		**Time-displaced**		**None**	**X**			
Comments: Task would lend itself very well to create transcripts / task recordings										

Table 17: *Work in pairs. Student a works,* inferential analysis grid.



Get talking Asking about pets

5 **Hold interviews. Ask two classmates. Take notes.**

Questions:

Have you got a pet?
What is it?
What colour is it?
How often do you feed it?
Where does it sleep?
How much time a day do you spend on it?

What would you like?

Answers:

Yes, I have.
A mouse /...

No, I don't.
A ...

6 **Report to the class.**

Nathalie has got a ... . It's ... . It sleeps ... . She feeds it ... . She spends ... minutes on it.

Figure 9: *Get talking. Hold interviews* (Gerngross et al 2017: 129)

General										
Title(s) of task: "Get talking. Hold interviews"							**Textbook:** More! 2 Student's Book			
Unit(s): Unit 18							**Unit/page number(s):** 5/129			
Comments: The following activity 6 "Report to class" has to be taken as part of the task itself.										
Categories										
Information Structure	**Information-gap**		**X**	**Reasoning-gap**			**Opinion-gap**			
Comments:										
Cognitive Process	**Listing**	**X**	**Ordering and sorting**		**Comparing**		**Problem solving**		**Creative task**	
Comments:										
Pedagogic task		**Real-world task**	**X**	**Underlying lifeworld activity:** Chatting about pets						
Comments:										
Components										
Input	**Authentic**		**Inauthentic**		**Input Enhancement**					
	Shared		**Distributed**							
Comments:										
Roles	**Teacher:** Supporter / guide				**Students:** Goal-setter, strategy-user					
Comments:										
Actions	**Strategy type:** Taking notes, conversational patterns				**Sub-steps/interim goals:** prepare, different interviews, report					
Comments:										
Outcomes	**Functional goal:** Establishing interpersonal relations (communicative goal)				**Stated goal:** Interview two classmates about their pets and report your findings back to the class					
Comments:										
Settings: 'Open' classroom setting			**Monitoring:** Students self-monitor				**Feedback:** n.s.			
Comments:										

Table 18: *Get talking. Hold interviews,* descriptive analysis grid.

Design variables										
Information structure	**Required information exchange**			**X**	**Optional information exchange**					
Comments:										
Interaction structure	**One-way**		**Two-way**			**X**	**Multi-way**			
Comments:										
Task outcomes:				**Open**		**X**	**Closed**			
Comments:										
Topic:				**Familiar**		**X**	**Unfamiliar**			
Comments:										
Discourse mode: Interviewing										
Comments:										
Aspects of cognitive complexity	**Reasoning demand(s):** n.a.									
	Single task demand				**Multiple task demands**			**X**		
	Resource-directing				**Resource-dispersing**			**X**		
	Context-embedded				**Context-reduced**			**X**		
Comments:										
Production focus	**Complexity**		**X**	**Accuracy**		**X**	**Fluency**			
Comments:										
Language focus / communicative functions	'So do / have I' – 'Neither do / have I' / words and phrases (chunks) for talking about pets									
Comments:										
Self-mediation strategies:					**Collaboration / peer support:**			**X**		
Comments:										
Task difficulty										
Global factors	**Learner:** No prior experiences, thus maybe not too confident, can learn at the required speed, has necessary knowledge									

	Task: Has multiple steps, low to medium cognitive complexity, no context, help available								
	Text / Input: n.a.								
Comments:									
Information	**Static**		**Dynamic**	**X**	**Abstract**				
Comments:									
Operations of thought	**Code complexity**	Medium lingusitic complexity, some variety in vocabulary, required some interpretation							
	Cognitive complexity	Familiar topic / discourse genre, unfamiliar task type, multiple sub-steps, no clear developm.							
	Communicative stress	Relatively complex communication situation, fewer opportunities to control interaction							
Comments:									
Input data	**World**	**Level of abstraction:** Concrete descriptions (here-and-now)							
		Degree of visual support: No visual support							
		Linguistic context: n.a.							
	Task	**Level of processing:** Descriptive (understanding information as presented)							
		Modality: Verbal reaction (talking at descriptive level)							
	Text	**Vocabulary:** n.a.							
		Syntax: n.a.							
		Text structure: n.a.							
		Text length: n.a.							
Comments:									
Implementation Variables									
Task sequence	**Pre-task**	**X**	**During-task**	**X**	**Post-task**	**X**			
Alternative task stages	**Schema building**		**Controlled practice**		**Authentic listening practice**	**X**			
	Focus on linguistic elements		**Free practice**		**Introduction / performance**	**X**			
Comments: The preceding exercises in the unit, especially 3, can be considered as pre-task preparation									
Pre-task phase	**Motivating**	**Predictions**			**Looking at pictures**				
		Brainstorming			**Relating personal experiences**				
	Strategic planning			**Providing a model**	**X**				
	Scaffolding strategies			**Form-focus**					
Comments: Model is provided in the previous exercise 3.									
During-task phase	**Task cycle**	**Task performance**	**X**	**Preparing report**	**X**	**Presenting report**	**X**		
	Open time-frame		**X**	**Restricted timeframe**					
	Access to input material			**No access to input material**					
Comments:									
Post-task phase	**Reflection**	**Report**	**X**	**Error review**		**Task transcript**		**Task recording**	
	Repetition	**Immediate**		**Time-displaced**		**None**	**X**		
Comments:									

Table 19: *Get talking. Hold interviews,* inferential analysis grid.

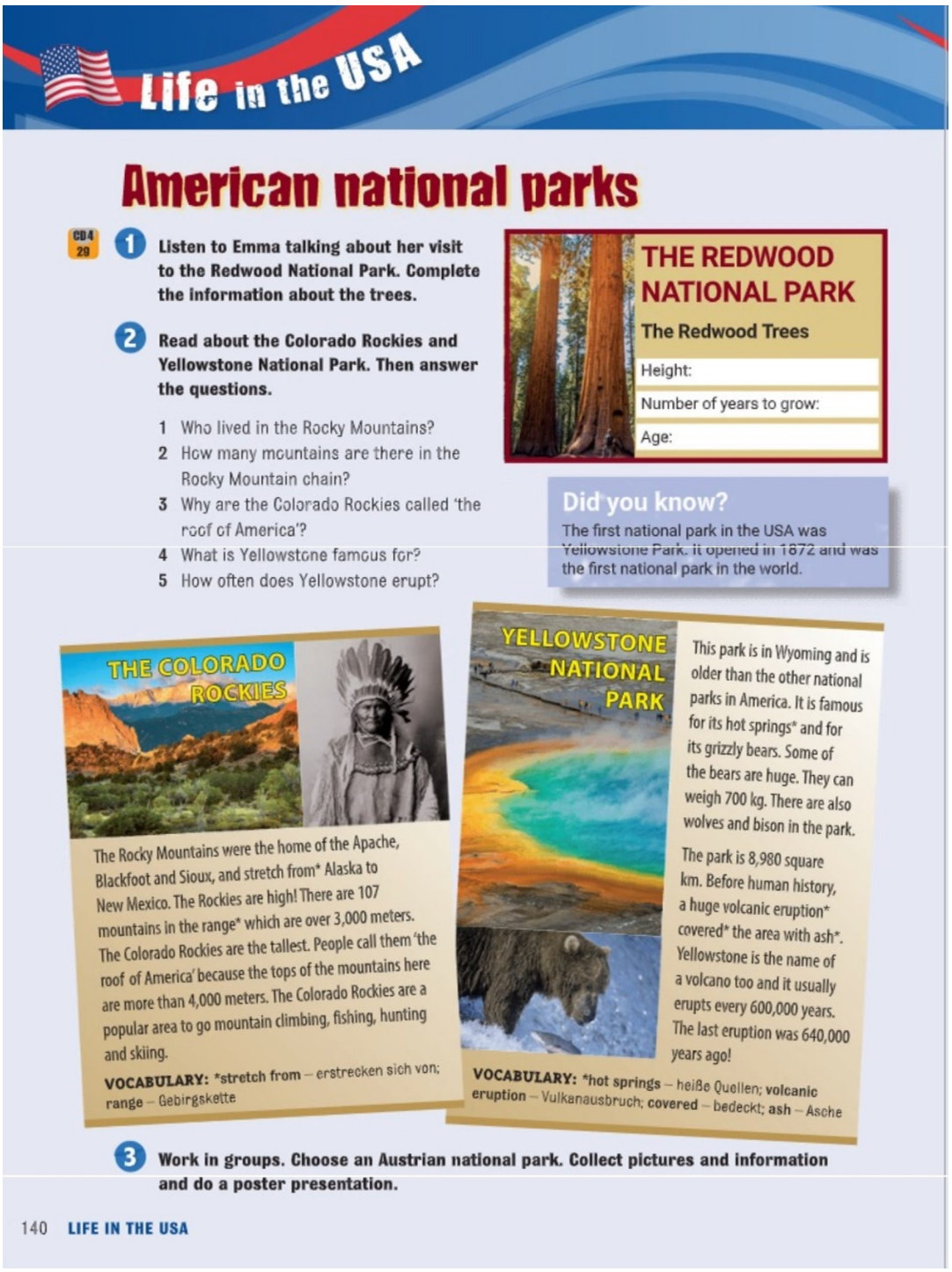


Figure 10: *Work in groups. Choose an Austrian national park* (Gerngross et al 2017: 140)

General										
Title(s) of task: „Work in groups. Choose an Austrian national..."							**Textbook:** More! 2 Student's Book			
Unit(s): Life in the USA							**Unit/page number(s):** 3/140			
Comments: The entire section „American national parks" can be seen as one coherent task-based sequence with 3 serving as the central task.										
Categories										
Information Structure	**Information-gap**		**X**	**Reasoning-gap**			**Opinion-gap**			
Comments:										
Cognitive Process	**Listing**	**X**	**Ordering and sorting**	**X**	**Comparing**		**Problem solving**		**Creative task**	
Comments:										
Pedagogic task	**X**	**Real-world task**		**Underlying lifeworld activity:** Researching information for a presentation						
Comments:										
Components										
Input	**Authentic**	**X**	**Inauthentic**		**Input Enhancement**					
	Shared			**X**	**Distributed**					
Comments:										
Roles	**Teacher:** guide, nurturer				**Students:** Group-participant, goal-setter, monitor					
Comments:										
Actions	**Strategy type:** Summarizing, co-operating				**Sub-steps/interim goals:** Research / elaboration / presentation					
Comments:										
Outcomes	**Functional goal:** Applying language to broader cultural topics (language and cultural awareness goals)				**Stated goal:** Do research about a national park and report your findings in the form of a poster presentation					
Comments:										
Settings: Adapted classroom settings / possibly outside classroom			**Monitoring:** Students self monitor				**Feedback:** n.s.			
Comments:										

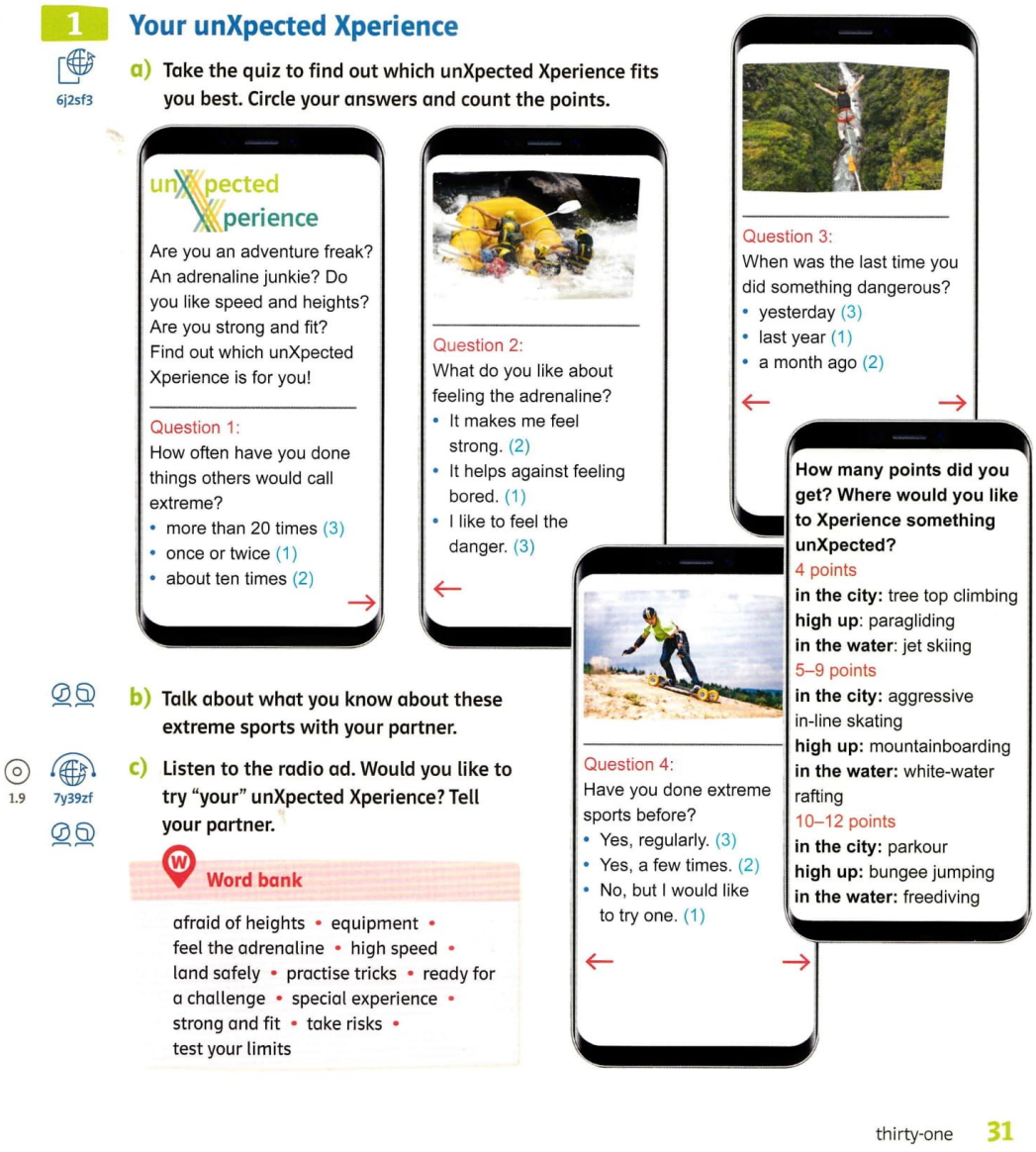
Table 20: *Work in groups. Choose an Austrian national park,* descriptive analysis grid.

Design variables										
Information structure	**Required information exchange**			**Optional information exchange**	**X**					
Comments:										
Interaction structure	**One-way**		**Two-way**		**Multi-way**	**X**				
Comments:										
Task outcomes:		**Open**	**X**	**Closed**						
Comments:										
Topic:		**Familiar**		**Unfamiliar**	**X**					
Comments:										
Discourse mode: Discussing / describing										
Comments:										
Aspects of cognitive complexity	**Reasoning demand(s):**									
	Single task demand		**Multiple task demands**	**X**						
	Resource-directing		**Resource-dispersing**	**X**						
	Context-embedded	**X**	**Context-reduced**							
Comments:										
Production focus	**Complexity**	X	**Accuracy**		**Fluency**					
Comments:										
Language focus / communicative functions	/									
Comments:										
Self-mediation strategies:			**Collaboration / peer support:**	**X**						
Comments:										
Task difficulty										
Global factors	**Learner:** No previous task experience, learners may not be confident to do the task by themselves									

	Task: Cognitively complex, has multiple steps, but help available, no grammatical accuracy required										
	Text / Input: May be long and dense, unclear and lacking contextual clues depending on source material										
Comments: Textual and visual material researched from the internet taken as input for the task.											
Information	**Static**			**Dynamic**	**X**	**Abstract**					
Comments:											
Operations of thought	**Code complexity**	Linguistically complex, operations to be conducted on material require interpretation									
	Cognitive complexity	Topic / discourse type / task type only relatively familiar, some amount of computation									
	Communicative stress	Multiple participants, little opportunities to control interaction, non-linear									
Comments:											
Input data	**World**	**Level of abstraction:** In other time-space (there-and-then)									
		Degree of visual support: Limited visual support									
		Linguistic context: Probably high density of information									
	Task	**Level of processing:** Restructuring (reorganizing information)									
		Modality: Verbal reaction (talking at descriptive level)									
	Text	**Vocabulary:** Less frequent words									
		Syntax: Reasonably long sentences									
		Text structure: Structure onl partly explicit									
		Text length: Reasonably long									
Comments:											
Implementation Variables											
Task sequence	**Pre-task**	**X**	**During-task**	**X**	**Post-task**	**X**					
Alternative task stages	**Schema building**	**X**	**Controlled practice**		**Authentic listening practice**						
	Focus on linguistic elements		**Free practice**		**Introduction / performance**	**X**					
Comments:											
Pre-task phase	**Motivating**	**Predictions**			**Looking at pictures**	**X**					
		Brainstorming		**X**	**Relating personal experiences**	**X**					
	Strategic planning	**X**	**Providing a model**								
	Scaffolding strategies		**Form-focus**								
Comments:											
During-task phase	**Task cycle**	**Task performance**	**X**	**Preparing report**	**X**	**Presenting report**	**X**				
	Open time-frame	**X**	**Restricted timeframe**								
	Access to input material	**X**	**No access to input material**								
Comments: Task follows a very clear cycle structure											
Post-task phase	**Reflection**	**Report**	**X**	**Error review**		**Task transcript**		**Task recording**			
	Repetition	**Immediate**		**Time-displaced**		**None**	**X**				
Comments:											

Table 21: *Work in groups. Choose an Austrian national park,* inferential analysis grid.

8.2.2. *Prime Time 4. Coursebook*



1 Your unXpected Xperience

6j2sf3

a) Take the quiz to find out which unXpected Xperience fits you best. Circle your answers and count the points.

unXpected Xperience

Are you an adventure freak? An adrenaline junkie? Do you like speed and heights? Are you strong and fit? Find out which unXpected Xperience is for you!

Question 1:
How often have you done things others would call extreme?
- more than 20 times (3)
- once or twice (1)
- about ten times (2)

Question 2:
What do you like about feeling the adrenaline?
- It makes me feel strong. (2)
- It helps against feeling bored. (1)
- I like to feel the danger. (3)

Question 3:
When was the last time you did something dangerous?
- yesterday (3)
- last year (1)
- a month ago (2)

Question 4:
Have you done extreme sports before?
- Yes, regularly. (3)
- Yes, a few times. (2)
- No, but I would like to try one. (1)

How many points did you get? Where would you like to Xperience something unXpected?

4 points
in the city: tree top climbing
high up: paragliding
in the water: jet skiing

5–9 points
in the city: aggressive in-line skating
high up: mountainboarding
in the water: white-water rafting

10–12 points
in the city: parkour
high up: bungee jumping
in the water: freediving

b) Talk about what you know about these extreme sports with your partner.

1.9 7y39zf

c) Listen to the radio ad. Would you like to try "your" unXpected Xperience? Tell your partner.

Word bank

afraid of heights • equipment • feel the adrenaline • high speed • land safely • practise tricks • ready for a challenge • special experience • strong and fit • take risks • test your limits

Figure 11: *Your unXpected Xperience* (Hinterberger et al. 2021: 31)

General												
Title(s) of task: "Your unXpected Xperience"								**Textbook:** Prime Time 4. Student's Book				
Unit(s): Unit 4								**Unit/page number(s):** 1/31				
Comments:												
Categories												
Information Structure	**Information-gap**		**Reasoning-gap**		**Opinion-gap**	X						
Comments:												
Cognitive Process	**Listing**		**Ordering and sorting**	X	**Comparing**		**Problem solving**		**Creative task**			
Comments:												
Pedagogic task		**Real-world task**	X	**Underlying lifeworld activity:** Doing an online quiz								
Comments:												
Components												
Input	**Authentic**		**Inauthentic**	X	**Input Enhancement**							
	Shared	X	**Distributed**									
Comments:												
Roles	**Teacher:** guide, sequencer				**Students:** strategy users, self-evaluator							
Comments:												
Actions	**Strategy type:** affective personalizing, inferencing				**Sub-steps/interim goals:** Complete quiz / discuss / listen / agree							
Comments:												
Outcomes	**Functional goal:** Relate personal preferences on an interpersonal level (communicative)				**Stated goal:** Use a pre-set quiz format to work out your own preferences regarding extreme sports							
Comments:												
Settings: Normal classroom setting			**Monitoring:** Teacher organizes proceedings				**Feedback:** n.s.					
Comments:												

Table 22: *Your unXpected Xperience,* descriptive analysis grid.

Design variables												
Information structure	**Required information exchange**		X	**Optional information exchange**								
Comments:												
Interaction structure	**One-way**		**Two-way**		X	**Multi-way**						
Comments:												
Task outcomes:			**Open**		X	**Closed**						
Comments:												
Topic:			**Familiar**			**Unfamiliar**	X					
Comments:												
Discourse mode: Discussing												
Comments:												
Aspects of cognitive complexity	**Reasoning demand(s):** n.a.											
	Single task demand		**Multiple task demands**	X								
	Resource-directing		**Resource-dispersing**	X								
	Context-embedded	X	**Context-reduced**									
Comments:												
Production focus	**Complexity**	X	**Accuracy**		**Fluency**							
Comments:												
Language focus / communicative functions	Vocabulary in the semantic field of 'extreme sports' / talking about extreme sports											
Comments:												
Self-mediation strategies:			**Collaboration / peer support:**	X								
Comments:												
Task difficulty												
Global factors	**Learner:** Motivated to do the task, no previous experiences with the material, has necessary language / cultural knowl.											
	Task: Not especially cognitively complex, multiple stages, help available, no grammatical accuracy required											

	Text / Input: Simple, short sentences, clear presentation, contextual clues, content may not be familiar									
Comments:										
Information	**Static**		**Dynamic**	**X**	**Abstract**					
Comments:										
Operations of thought	**Code complexity**	Does require to produce medium complex code, some redundancy, not too dense vocabulary								
	Cognitive complexity	Potentially unfamiliar topic / task type, clear organization of information, computation								
	Communicative stress	Only one-way / two-way interaction, time pressure due to multiple steps,								
Comments:										
Input data	**World**	**Level of abstraction:** In other time/space (there-and-then)								
		Degree of visual support: Limited visual support								
		Linguistic context: Limited level of redundancy								
	Task	**Level of processing:** Restructuring (reorganizing)								
		Modality: Verbal reaction (writing and talking at descriptive level)								
	Text	**Vocabulary:** Less frequent words								
		Syntax: Short, simple sentences								
		Text structure: Structure is explicit and clear								
		Text length: Short								
Comments:										
Implementation Variables										
Task sequence	**Pre-task**	**X**	**During-task**	**X**	**Post-task**	**X**				
Alternative task stages	**Schema building**		**Controlled practice**	**X**	**Authentic listening practice**					
	Focus on linguistic elements		**Free practice**		**Introduction / performance**	**X**				
Comments:										
Pre-task phase	**Motivating**	**Predictions**			**Looking at pictures**					
		Brainstorming			**Relating personal experiences**	**X**				
	Strategic planning			**Providing a model**	**X**					
	Scaffolding strategies			**Form-focus**						
Comments:										
During-task phase	**Task cycle**	**Task performance**	**X**	**Preparing report**		**Presenting report**	**X**			
	Open time-frame		**X**	**Restricted timeframe**						
	Access to input material		**X**	**No access to input material**						
Comments:										
Post-task phase	**Reflection**	**Report**	**X**	**Error review**		**Task transcript**		**Task recording**		
	Repetition	**Immediate**		**Time-displaced**		**None**	**X**			
Comments:										

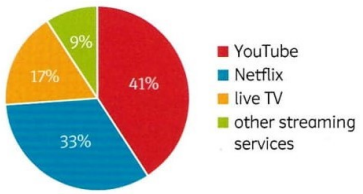
Table 23: *Your unXpected Xperience,* inferential analysis grid.

b) **Now share your results with a partner.**

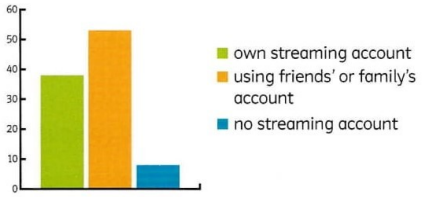
I usually watch TV/YouTube/Netflix/… *On average I spend … hours in front of the screen.*

c) **Look at the charts about watching habits from recent surveys in the US. Then decide whether the statements below are true or false.**

1 screen time of US teenagers



2 streaming accounts of US college students



	T	F
1. The most used streaming service by US teenagers is *Netflix*.	☐	☑
2. Less than a quarter of US teenagers watch live TV.	☐	☐
3. A great majority of US teenagers prefer streaming services to live TV.	☐	☐
4. More than half of US college students have their own streaming account.	☐	☐
5. More than half of US college students use a streaming account.	☐	☐
6. Less than 10 percent of US college students don't use streaming services at all.	☐	☐

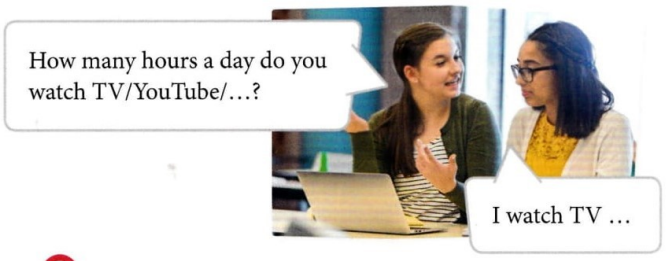
10 Design your own chart

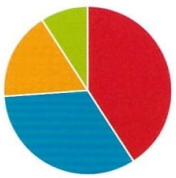
1. Choose a question about watching habits.
2. Ask people in your class.
3. Then design your own chart (pie chart or bar chart).
4. Summarise your results in 3–5 sentences.

Tip

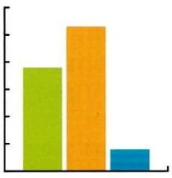
1. If you ask 10 persons for your survey, each person counts for 10 percent!

2. Offering some fixed answers to choose from, makes it easier for you!





pie chart



bar chart

Useful phrases

Describing a chart

The chart shows … • 70 percent of the students said that … • Most students said that … • The majority/minority of students usually …

Figure 12: *Design your own chart* (Hinterberger et al. 2021: 45)

General										
Title(s) of task: "Design your own chart"							**Textbook:** Prime Time 4. Student's Book			
Unit(s): Unit 5							**Unit/page number(s):** 10/45			
Comments: The preceding exercise 9 constitutes a part of the task-based sequence which may be classified as a pre-task										
Categories										
Information Structure	**Information-gap**	**X**	**Reasoning-gap**		**Opinion-gap**					
Comments:										
Cognitive Process	**Listing**	**X**	**Ordering and sorting**	**X**	**Comparing**		**Problem solving**		**Creative task**	
Comments:										
Pedagogic task		**Real-world task**	**X**	**Underlying lifeworld activity:** Conducting a survey						
Comments:										
Components										
Input	**Authentic**		**Inauthentic**		**Input Enhancement**					
	Shared		**Distributed**							
Comments:										
Roles	**Teacher:** Sequencer, guide		**Students:** Goal-setter, strategy-user							
Comments:										
Actions	**Strategy type:** taking notes, diagramming		**Sub-steps/interim goals:** Prepare / interview / write chart / report							
Comments:										
Outcomes	**Functional goal:** Gaining an understanding of common patterns of media reception (socio-cultural)		**Stated goal:** Conduct a survey about your classmates watching habits and present them via a chart							
Comments:										
Settings: Open classroom setting			**Monitoring:** Students self-monitor				**Feedback:** n.s.			
Comments:										

Table 24: *Design your own chart,* descriptive analysis grid.

Design variables										
Information structure	**Required information exchange**	**X**	**Optional information exchange**							
Comments:										
Interaction structure	**One-way**		**Two-way**	**X**	**Multi-way**					
Comments:										
Task outcomes:			**Open**	**X**	**Closed**					
Comments:										
Topic:			**Familiar**	**X**	**Unfamiliar**					
Comments:										
Discourse mode: Interviewing										
Comments:										
Aspects of cognitive complexity	**Reasoning demand(s):** Intentional									
	Single task demand		**Multiple task demands**	**X**						
	Resource-directing		**Resource-dispersing**	**X**						
	Context-embedded		**Context-reduced**	**X**						
Comments:										
Production focus	**Complexity**	**X**	**Accuracy**		**Fluency**					
Comments:										
Language focus / communicative functions	Reported speech forms / reporting questions									
Comments: Central grammar focus of the unit lies on used to + infinitive / negation / emphasis using 'did', not applicable in task										
Self-mediation strategies:			**Collaboration / peer support:**	**X**						
Comments:										
Task difficulty										
Global factors	**Learner:** May be motivated, but not too confident, no prior experiences with this type of task, has relevant knowledge									

	Task: Relatively cognitively complex, multiple steps, some help available, presentation could be clearer, no context										
	Text / Input: n.a.										
Comments:											
Information	**Static**		**Dynamic**		**Abstract**	**X**					
Comments:											
Operations of thought	**Code complexity**	Relatively complex linguistic operations required, questions requiring analysis & interpret.									
	Cognitive complexity	Familiar topic, unfamiliar discourse genre / task type, multiple requirements, particular patt.									
	Communicative stress	Only two-way interaction, linear conversation, need to organize responses, difficult speed									
Comments:											
Input data	**World**	**Level of abstraction:** Abstract perspective									
		Degree of visual support: Limited visual support									
		Linguistic context: Limited level of redundancy									
	Task	**Level of processing:** Restructuring (reorganizing information)									
		Modality: Verbal reaction (speaking and writing at descriptive level)									
	Text	**Vocabulary:** Less frequent words									
		Syntax: Reasonably long									
		Text structure									
		Text length									
Comments: Written materials from pre-task exercises in 9 were taken as input (Hinterberger et al. 2021: 44-45)											
Implementation Variables											
Task sequence	**Pre-task**	**X**	**During-task**	**X**	**Post-task**	**X**					
Alternative task stages	**Schema building**		**Controlled practice**		**Authentic listening practice**						
	Focus on linguistic elements		**Free practice**		**Introduction / performance**						
Comments:											
Pre-task phase	**Motivating**	**Predictions**			**Looking at pictures**	**X**					
		Brainstorming			**Relating personal experiences**	**X**					
	Strategic planning	**X**	**Providing a model**	**X**							
	Scaffolding strategies		**Form-focus**								
Comments:											
During-task phase	**Task cycle**	**Task performance**	**X**	**Preparing report**	**X**	**Presenting report**	**X**				
	Open time-frame	**X**	**Restricted timeframe**								
	Access to input material		**No access to input material**	**X**							
Comments:											
Post-task phase	**Reflection**	**Report**	**X**	**Error review**		**Task transcript**		**Task recording**			
	Repetition	**Immediate**		**Time-displaced**		**None**	**X**				
Comments:											

Table 25: *Design your own chart,* inferential analysis grid.

12 Speaking: Group talk

a) Take two minutes to prepare a short summary of this unit's topic using the questions below.

- What do you know about the invention of television?
- How has the activity of watching TV changed over the last few decades?
- What are the newest developments in television?

b) Present your summary to a small group who then give you feedback using the grid below.

☺	😐
The student mentioned the most important information.	The student only mentioned some information.
The student presented the information in an interesting way.	The student did not present the information in an interesting way.
It was easy to follow and understand the information.	It was a bit difficult to follow and understand the information.

☺ 😐 ☹ I can talk about a topic I have prepared before.

☺ = This is easy
😐 = This is okay
☹ = This is difficult

Figure 13: *Speaking: Group talk* (Hinterberger et al. 2021: 46)

General										
Title(s) of task: "Speaking: Group talk"							**Textbook:** Prime Time 4. Student's Book			
Unit(s): Show what you can do 5							**Unit/page number(s):** 12/46			
Comments:										
Categories										
Information Structure	**Information-gap**	**X**	**Reasoning-gap**		**Opinion-gap**					
Comments:										
Cognitive Process	**Listing**	**X**	**Ordering and sorting**	**X**	**Comparing**		**Problem solving**		**Creative task**	
Comments:										
Pedagogic task	**X**	**Real-world task**		**Underlying lifeworld activity:** Giving a presentation						
Comments:										
Components										
Input	**Authentic**		**Inauthentic**		**Input Enhancement**					
	Shared		**Distributed**							
Comments:										
Roles	**Teacher:** Strategy-instructor, goal-setter		**Students:** Group participant, goal-setter							
Comments:										
Actions	**Strategy type:** Summarizing, concept mapping		**Sub-steps/interim goals:** Preparation /							
Comments:										
Outcomes	**Functional goal:** Planning and carrying out a content summary (learning-how-to-learn goal)		**Stated goal:** Prepare a short summary of the unit's topic and present it to a group of colleagues							
Comments:										
Settings: Reorganized classroom setting		**Monitoring:** Students self-monitor			**Feedback:** Peer feedback					
Comments:										

Table 26: *Speaking: Group talk,* descriptive analysis grid.

Design variables										
Information structure	**Required information exchange**	**X**	**Optional information exchange**							
Comments:										
Interaction structure	**One-way**	**X**	**Two-way**		**Multi-way**					
Comments:										
Task outcomes:		**Open**		**X**	**Closed**					
Comments:										
Topic:		**Familiar**			**Unfamiliar**	**X**				
Comments:										
Discourse mode: Presenting										
Comments:										
Aspects of cognitive complexity	**Reasoning demand(s):** n.a.									
	Single task demand		**Multiple task demands**	**X**						
	Resource-directing		**Resource-dispersing**	**X**						
	Context-embedded		**Context-reduced**	**X**						
Comments:										
Production focus	**Complexity**		**Accuracy**	**X**	**Fluency**	**X**				
Comments:										
Language focus / communicative functions	/									
Comments:										
Self-mediation strategies:			**Collaboration / peer support:**	**X**						
Comments:										
Task difficulty										
Global factors	**Learner:** May not be confident or motivated, has some prior experience, has the necessary language knowledge									
	Task: Cognitively simple, has multiple steps, no direct help available, no grammatical accuracy required									

	Text / Input: n.a.								
Comments:									
Information	**Static**		**Dynamic**	**X**	**Abstract**				
Comments:									
Operations of thought	**Code complexity**	Medium linguistic complexity, relatively high linguistic variety, requires some interpretation							
	Cognitive complexity	Not immediately familiar topic, familiar with task type / discourse mode, easy multiple steps							
	Communicative stress	Talking before a group in order to be assessed, multiple members,							
Comments:									
Input data	**World**	**Level of abstraction:** In other time/place (there-and-then)							
		Degree of visual support: Limited visual support							
		Linguistic context: Limited level of redundancy							
	Task	**Level of processing:** Descriptive (understanding information)							
		Modality: Verbal reaction (talking and writing at descriptive level)							
	Text	**Vocabulary:** n.a.							
		Syntax: n.a.							
		Text structure: n.a.							
		Text length: n.a.							
Comments:									
Implementation Variables									
Task sequence	**Pre-task**	**X**	**During-task**	**X**	**Post-task**	**X**			
Alternative task stages	**Schema building**		**Controlled practice**		**Authentic listening practice**				
	Focus on linguistic elements		**Free practice**		**Introduction / performance**	**X**			
Comments:									
Pre-task phase	**Motivating**	**Predictions**			**Looking at pictures**				
		Brainstorming		**X**	**Relating personal experiences**				
	Strategic planning		**X**	**Providing a model**					
	Scaffolding strategies			**Form-focus**					
Comments:									
During-task phase	**Task cycle**	**Task performance**	**X**	**Preparing report**		**Presenting report**			
	Open time-frame			**Restricted timeframe**		**X**			
	Access to input material			**No access to input material**		**X**			
Comments: Timeframe of 2 min indicated, may be quite short									
Post-task phase	**Reflection**	**Report**		**Error review**	**X**	**Task transcript**		**Task recording**	
	Repetition	**Immediate**		**Time-displaced**		**None**	**X**		
Comments: Peer feedback serves as the post-task activity, no necessity for reporting back specified, self-evaluation and reflection									

Table 27: *Speaking: Group talk,* inferential analysis grid.

9 Writing: Sustainable life tips

Your school has decided to take part in a competition called "It's our world – take care of it". Every student is invited to share their ideas for a better and more sustainable planet.

- Either work
  - on your own,
  - with a partner or
  - in a group of three.
- Design a creative piece of writing, for example,
  - a poster,
  - a collage,
  - an acrostic,
  - a word cloud,
  - a poem,
  - etc.
- Use the keywords in the word cloud as an inspiration.

Figure 14: *Writing: Sustainable life tips* (Hinterberger et al. 2021: 69)

General										
Title(s) of task: "Writing: Sustainable life tips"							**Textbook:** Prime Time 4. Student's Book			
Unit(s): Unit 8							**Unit/page number(s):** 9/69			
Comments:										
Categories										
Information Structure	**Information-gap**		**Reasoning-gap**	X	**Opinion-gap**					
Comments:										
Cognitive Process	**Listing**		**Ordering and sorting**		**Comparing**		**Problem solving**		**Creative task**	X
Comments:										
Pedagogic task		**Real-world task**	X	**Underlying lifeworld activity:** Designing a piece of art						
Comments:										
Components										
Input	**Authentic**		**Inauthentic**	X	**Input Enhancement**					
	Shared	X	**Distributed**							
Comments:										
Roles	**Teacher:** nurturer, guide, supporter				**Students:** goal-setter, group-participant					
Comments:										
Actions	**Strategy type:** brainstorming, co-operating				**Sub-steps/interim goals:** /					
Comments:										
Outcomes	**Functional goal:** Negotiate and plan work over a certain time period (learning-how-to-learn goals)				**Stated goal:** Create a piece of art depicting sustainable life goals					
Comments:										
Settings: Open classroom setting			**Monitoring:** Students self-monitor				**Feedback:** n.s.			
Comments:										

Table 28: *Writing: Sustainable life tips,* descriptive analysis grid.

Design variables										
Information structure	**Required information exchange**		**Optional information exchange**	X						
Comments:										
Interaction structure	**One-way**		**Two-way**	X	**Multi-way**	X				
Comments: Tasks leaves different choices regarding interaction structure										
Task outcomes:			**Open**	X	**Closed**					
Comments:										
Topic:			**Familiar**		**Unfamiliar**	X				
Comments:										
Discourse mode: Discussing										
Comments:										
Aspects of cognitive complexity	**Reasoning demand(s):** Causal									
	Single task demand		**Multiple task demands**	X						
	Resource-directing		**Resource-dispersing**	X						
	Context-embedded		**Context-reduced**	X						
Comments:										
Production focus	**Complexity**	X	**Accuracy**		**Fluency**					
Comments:										
Language focus / communicative functions	/									
Comments:										
Self-mediation strategies:			**Collaboration / peer support:**	X						
Comments:										
Task difficulty										
Global factors	**Learner:** Likely to me motivated for the task, has no previous experiences with task type, has necessary language skill									
	Task: Cognitively complex, has multiple steps, no context / help available, open timeframe, no grammatical accuracy									

	Text / Input: input made up of individual words / what else students may find, context widely unfamiliar							
Comments:								
Information	**Static**		**Dynamic**		**Abstract**	**X**		
Comments:								
Operations of thought	**Code complexity**	No complex forms required, some variety in vocabulary, task requires some interpretation						
	Cognitive complexity	Medium cognitive complexity, unfamiliar topic / task, requires some amount of computation						
	Communicative stress	Co-operation with multiple participants, non-linear and evaluative communication						
Comments:								
Input data	**World**	**Level of abstraction:** Abstract perspective						
		Degree of visual support: No visual support						
		Linguistic context: Nigh density of information						
	Task	**Level of processing:** Restructuring (reorganizing information)						
		Modality: Verbal reaction (writing and speaking on descriptive level)						
	Text	**Vocabulary:** Infrequent words						
		Syntax: Only individual words						
		Text structure: n.a.						
		Text length: n.a.						
Comments: Accompanying word cloud was taken as input material								
Implementation Variables								
Task sequence	**Pre-task**	**X**	**During-task**	**X**	**Post-task**	**X**		
Alternative task stages	**Schema building**	**X**	**Controlled practice**		**Authentic listening practice**			
	Focus on linguistic elements		**Free practice**		**Introduction / performance**	**X**		
Comments:								
Pre-task phase	**Motivating**	**Predictions**			**Looking at pictures**			
		Brainstorming		**X**	**Relating personal experiences**	**X**		
	Strategic planning		**X**	**Providing a model**				
	Scaffolding strategies			**Form-focus**				
Comments:								
During-task phase	**Task cycle**	**Task performance**	**X**	**Preparing report**	**X**	**Presenting report**	**X**	
	Open time-frame		**X**	**Restricted timeframe**				
	Access to input material		**X**	**No access to input material**				
Comments:								
Post-task phase	**Reflection**	**Report**	**X**	**Error review**		**Task transcript**		**Task recording**
	Repetition	**Immediate**		**Time-displaced**		**None**	**X**	
Comments:								

Table 29: *Writing: Sustainable life tips,* inferential analysis grid.

x3ti8s

Wallflower power

6 Reading and writing: Dear friend

a) **Imagine you are Charlie's "dear friend". Read the end of *The Perks of Being a Wallflower*.**

Info

The **sophomore** year is the second year in US American high school. The first year is called **freshman** year.

Tomorrow, I start my sophomore year of high school. And believe it or not, I'm really not that afraid of going. I'm not sure if I will have the time to write any more letters because I might be too busy trying to "participate."
So, if this does end up being my last letter, please believe that things are good with me, and even when they're not, they will be soon enough. And I will believe the same about you.
Love always,
Charlie

b) **You decide to answer Charlie's letter. Tick the best beginning.**

I'm busy myself. Everything is different this year. Everybody in my class is so cool – myself not included. Don't stop writing because I really need advice. ○

Dear Charlie,
I really hope that things are good with you. But as you said yourself, they will be soon enough. I have started a new school year myself and there are so many things I would like to tell you. Although I know some of the kids in my new class, I feel shy around the "cool" kids. ○

c) **Look at the green box. Use two colours to highlight phrases about "kids in my new class" and "things I'm looking forward to".**

organise a poetry slam • makes her skirts herself • little cliques have formed • read more books in English • all of them wear black • learn about pop music genres • have known each other for a long time • into fashion • join a drama club • really good at hand lettering • go to different art galleries • nerds • do a fashion project • dance at parties

d) **Read the grammar box. Then tick. The reflexive pronouns are used ...**

because the subject and object are the same ☐
to emphasise the subject ☐
to emphasise the object ☐
because the subject and object are different ☐

Grammar For more details see → G 13

Emphatic pronouns

I know you're busy. But I'm busy **myself**.
As you said **yourself**, things will be good.
He has started a new school year **himself**.

e) **Now write your letter to Charlie. Write between 120 and 180 words and use linking words. In your letter you should ...**

- write about the kids in your new class,
- mention the things you are looking forward to this school year,
- persuade Charlie to continue writing his letters.

Figure 15: *Now write your letter to Charlie* (Hinterberger et al. 2021: 76)

General												
Title(s) of task: "Now write your letter to Charlie"								**Textbook:** Prime Time 4. Student's Book				
Unit(s): Unit 9								**Unit/page number(s):** 6/76				
Comments:												
Categories												
Information Structure	**Information-gap**		**X**	**Reasoning-gap**				**Opinion-gap**				
Comments:												
Cognitive Process	**Listing**		**Ordering and sorting**		**Comparing**		**Problem solving**		**Creative task**	**X**		
Comments:												
Pedagogic task		**Real-world task**	**X**	**Underlying lifeworld activity:** Writing a letter								
Comments:												
Components												
Input	**Authentic**	**X**	**Inauthentic**		**Input Enhancement**							
	Shared		**Distributed**									
Comments: Authentic text material abridged from 'The Perks of Being a Wallflower by Stephen Chbosky (Hinterberger et al. 2021: 76)												
Roles	**Teacher:** Nurturer, preparer of task				**Students:** Monitor, innovator							
Comments:												
Actions	**Strategy type:** affective personalizing				**Sub-steps/interim goals:** Select a beginning / write the letter							
Comments:												
Outcomes	**Functional goal:** maintain personal relationships (communicative goal)				**Stated goal:** Write a letter to your friend Charlie							
Comments:												
Settings: Normal classroom settings			**Monitoring:** Students self-monitor					**Feedback:** n.s.				
Comments:												

Table 30: *Now write your letter to Charlie,* descriptive analysis grid.

Design variables												
Information structure	**Required information exchange**				**Optional information exchange**							
Comments:												
Interaction structure	**One-way**	**X**	**Two-way**				**Multi-way**					
Comments:												
Task outcomes:				**Open**		**X**	**Closed**					
Comments:												
Topic:				**Familiar**		**X**	**Unfamiliar**					
Comments:												
Discourse mode: Narrating, persuading												
Comments:												
Aspects of cognitive complexity	**Reasoning demand(s):** Intentional											
	Single task demand				**Multiple task demands**	**X**						
	Resource-directing				**Resource-dispersing**	**X**						
	Context-embedded	**X**	**Context-reduced**									
Comments: Context provided in unit's previous activities												
Production focus	**Complexity**	X	**Accuracy**			**X**	**Fluency**					
Comments:												
Language focus / communicative functions	Emphatic pronouns / relating experiences											
Comments:												
Self-mediation strategies:				X	**Collaboration / peer support:**							
Comments:												
Task difficulty												
Global factors	**Learner:** Confident to participate in the task, has previous experiences, may lack necessary language / cultural knowl.											
	Task: Relatively cognitively complex, help available, has multiple steps, grammatical accuracy required											

	Text / Input: Long sentences, but not dense, some redundancy, clear presentation, familiar content								
Comments:									
Information	**Static**		**Dynamic**	**X**	**Abstract**				
Comments:									
Operations of thought	**Code complexity**	Requires some complex operations of thought, reference to intentions / persuasion							
	Cognitive complexity	Composition process may not follow chronological sequence, multiple actions required							
	Communicative stress	Individual work – minimal communicative stress involved							
Comments:									
Input data	**World**	**Level of abstraction:** In other time/space (there-and-then)							
		Degree of visual support: No visual support							
		Linguistic context: High level of redundancy							
	Task	**Level of processing:** Restructuring (reorganizing information)							
		Modality: Verbal reaction (written)							
	Text	**Vocabulary:** Less frequent words							
		Syntax: Long, embedded sentences							
		Text structure: Structure only partly explicit							
		Text length: Short							
Comments:									
Implementation Variables									
Task sequence	**Pre-task**	**X**	**During-task**	**X**	**Post-task**	**X**			
Alternative task stages	**Schema building**	**X**	**Controlled practice**		**Authentic listening practice**				
	Focus on linguistic elements	**X**	**Free practice**		**Introduction / performance**	**X**			
Comments:									
Pre-task phase	**Motivating**	**Predictions**			**Looking at pictures**				
		Brainstorming		**X**	**Relating personal experiences**	**X**			
	Strategic planning		**X**	**Providing a model**					
	Scaffolding strategies			**Form-focus**	**X**				
Comments:									
During-task phase	**Task cycle**	**Task performance**	**X**	**Preparing report**		**Presenting report**	**X**		
	Open time-frame		**X**	**Restricted timeframe**					
	Access to input material		**X**	**No access to input material**					
Comments:									
Post-task phase	**Reflection**	**Report**	**X**	**Error review**		**Task transcript**		**Task recording**	
	Repetition	**Immediate**		**Time-displaced**		**None**	**X**		
Comments:									

Table 31: *Now write your letter to Charlie,* inferential analysis grid.

v8552r

Persuade me!

2 Reading: Better than the best

a) **Read which language techniques are frequently used in advertisements.**

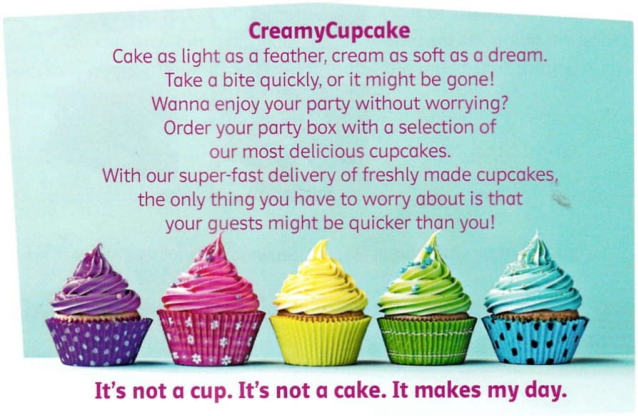
	Technique	Example
1.	comparison	Cake **as light as** a feather.
2.	addressing the reader directly	Don't **you** worry, we've got this!
3.	questions	Who wouldn't want to lose 20 pounds in two weeks**?**
4.	adverbs	**Amazingly** generous offers today! Call us **immediately**!
5.	adjectives	You will love how **clean** and **fresh** your clothes are!
6.	exaggeration	It's the **most wonderful** time of the year. Celebrate with the **most wonderful** food.
7.	alliteration	Get your **p**iece of **p**erfect **p**izza!
8.	rhyme	Sports**wear** that won't **tear**.
9.	repetition	**We** clean. **We** care.
10.	humour	We know it looks delicious. But please **don't eat this ad**.

b) **Find one example of each of the techniques in a) in the advertisement.**

c) **Make up an advertisement for one of the products and services in 1a). Use different language techniques to persuade your readers. Then present it in class.**

d) **Which of the ads that were presented in class is ...**

- ... the cleverest?
- ... the most surprising?
- ... the least boring?
- ... the funniest?
- ... simply the best?



Grammar For more details see → G 23

Comparison of adjectives (revision)

CreamyCupcakes are **as light as** a feather, and they are **not as expensive as** DreamyCupcakes. The **most expensive** ones are Steamy-Cupcakes. Some say they are **the best** because they are even **lighter than** the other cupcakes, but I think the cream is **a bit fatter**. But homemade ones are **the least expensive** and **just as good**.

Figure 16: *Persuade me!* (Hinterberger et al. 2021: 120)

General										
Title(s) of task: "Persuade me!"							**Textbook:** Prime Time 4. Student's Book			
Unit(s): Unit 15							**Unit/page number(s):** 2/120			
Comments: Step c) constitutes the main task within the task-based sequence										
Categories										
Information Structure	**Information-gap**		**Reasoning-gap**	**X**	**Opinion-gap**					
Comments:										
Cognitive Process	**Listing**		**Ordering and sorting**		**Comparing**		**Problem solving**		**Creative task**	**X**
Comments:										
Pedagogic task		**Real-world task**	**X**	**Underlying lifeworld activity:** Designing an advertisement						
Comments:										
Components										
Input	**Authentic**		**Inauthentic**	**X**	**Input Enhancement**					
	Shared		**X**	**Distributed**						
Comments:										
Roles	**Teacher:** Selector/sequencer, nurturer				**Students:** goal-setter, strategy user					
Comments:										
Actions	**Strategy type:** brainstorming				**Sub-steps/interim goals:** /					
Comments:										
Outcomes	**Functional goal:** Gain understanding about specific ways in which language works (language and cultural goals)				**Stated goal:** Design your own advertisement using a number of persuasion strategies / language techniques					
Comments:										
Settings: Open classroom setting			**Monitoring:** Students self-monitor				**Feedback:** Peer feedback			
Comments:										

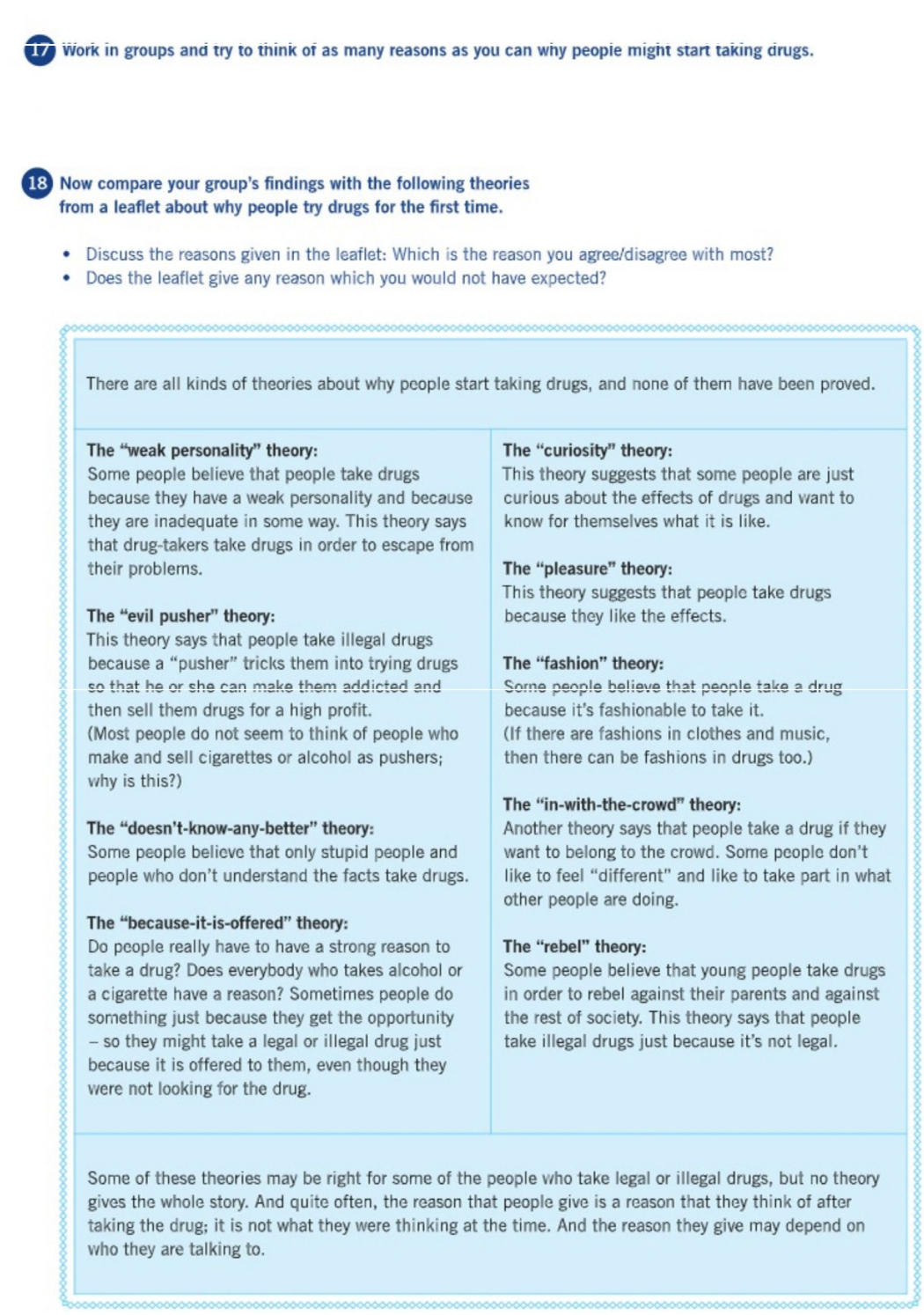
Table 32: *Persuade me!,* descriptive analysis grid.

Design variables										
Information structure	**Required information exchange**		**Optional information exchange**	**X**						
Comments:										
Interaction structure	**One-way**	**X**	**Two-way**	**X**	**Multi-way**	**X**				
Comments: No specific interaction structure indicated, but task would lend itself equally well for individual, pair or group work.										
Task outcomes:			**Open**	**X**	**Closed**					
Comments:										
Topic:			**Familiar**	**X**	**Unfamiliar**					
Comments:										
Discourse mode: Persuading										
Comments:										
Aspects of cognitive complexity	**Reasoning demand(s):** Causal									
	Single task demand		**Multiple task demands**	**X**						
	Resource-directing	**X**	**Resource-dispersing**							
	Context-embedded		**Context-reduced**	**X**						
Comments:										
Production focus	**Complexity**	X	**Accuracy**		**Fluency**					
Comments:										
Language focus / communicative functions	Persuasion strategies in advertising (pragmatics) / revision of comparison									
Comments:										
Self-mediation strategies:			**Collaboration / peer support:**	**X**						
Comments:										
Task difficulty										
Global factors	**Learner:** Arguable quite motivated but not entirely confident, no prior learning experiences, can learn at required pace									

	Task: Relatively cognitively complex, context and help provided, sufficient time available, grammatical accuracy requ.										
	Text / Input: Short, not dense, clear presentation, few contextual clues, relatively unfamiliar content										
Comments:											
Information	**Static**			**Dynamic**			**Abstract**		**X**		
Comments:											
Operations of thought	**Code complexity**	Requires relatively simple, but specific code, explanatory analysis in reception of input									
	Cognitive complexity	Norms of interpretation not immediately clear and open to interpretation, unfamiliar discourse genre, but familiar topic, some amount of computation required									
	Communicative stress										
Comments:											
Input data	**World**	**Level of abstraction:** Abstract perspective									
		Degree of visual support: No visual support									
		Linguistic context: Limited level of redundancy									
	Task	**Level of processing:** Evaluative (comparing different options)									
		Modality: Verbal reaction (talking and writing at descriptive level)									
	Text	**Vocabulary**: Less frequent words									
		Syntax: Short, simple sentences									
		Text structure: Structure is explicit and clear									
		Text length: Short									
Comments:											
Implementation Variables											
Task sequence	**Pre-task**		**X**	**During-task**		**X**	**Post-task**		**X**		
Alternative task stages	**Schema building**			**Controlled practice**			**Authentic listening practice**				
	Focus on linguistic elements			**Free practice**			**Introduction / performance**				
Comments:											
Pre-task phase	**Motivating**	**Predictions**					**Looking at pictures**				
		Brainstorming					**Relating personal experiences**				
	Strategic planning				**X**	**Providing a model**			**X**		
	Scaffolding strategies					**Form-focus**			**X**		
Comments:											
During-task phase	**Task cycle**	**Task performance**	**X**	**Preparing report**		**X**	**Presenting report**		**X**		
	Open time-frame				**X**	**Restricted timeframe**					
	Access to input material				**X**	**No access to input material**					
Comments:											
Post-task phase	**Reflection**	**Report**	**X**	**Error review**		**Task transcript**		**Task recording**			
	Repetition	**Immediate**		**Time-displaced**		**None**		**X**			
Comments:											

Table 33: *Persuade me!,* inferential analysis grid.

8.2.3. *Make Your Way 6*



17 Work in groups and try to think of as many reasons as you can why people might start taking drugs.

18 Now compare your group's findings with the following theories from a leaflet about why people try drugs for the first time.

- Discuss the reasons given in the leaflet: Which is the reason you agree/disagree with most?
- Does the leaflet give any reason which you would not have expected?

There are all kinds of theories about why people start taking drugs, and none of them have been proved.

The "weak personality" theory:
Some people believe that people take drugs because they have a weak personality and because they are inadequate in some way. This theory says that drug-takers take drugs in order to escape from their problems.

The "evil pusher" theory:
This theory says that people take illegal drugs because a "pusher" tricks them into trying drugs so that he or she can make them addicted and then sell them drugs for a high profit.
(Most people do not seem to think of people who make and sell cigarettes or alcohol as pushers; why is this?)

The "doesn't-know-any-better" theory:
Some people believe that only stupid people and people who don't understand the facts take drugs.

The "because-it-is-offered" theory:
Do people really have to have a strong reason to take a drug? Does everybody who takes alcohol or a cigarette have a reason? Sometimes people do something just because they get the opportunity – so they might take a legal or illegal drug just because it is offered to them, even though they were not looking for the drug.

The "curiosity" theory:
This theory suggests that some people are just curious about the effects of drugs and want to know for themselves what it is like.

The "pleasure" theory:
This theory suggests that people take drugs because they like the effects.

The "fashion" theory:
Some people believe that people take a drug because it's fashionable to take it.
(If there are fashions in clothes and music, then there can be fashions in drugs too.)

The "in-with-the-crowd" theory:
Another theory says that people take a drug if they want to belong to the crowd. Some people don't like to feel "different" and like to take part in what other people are doing.

The "rebel" theory:
Some people believe that young people take drugs in order to rebel against their parents and against the rest of society. This theory says that people take illegal drugs just because it's not legal.

Some of these theories may be right for some of the people who take legal or illegal drugs, but no theory gives the whole story. And quite often, the reason that people give is a reason that they think of after taking the drug; it is not what they were thinking at the time. And the reason they give may depend on who they are talking to.

Figure 17: *Work in groups.../Now compare...* (Davis et al. 2010: 18-19)

General									
Title(s) of task: "Work in groups.../Now Compare..."						**Textbook:** Make Your Way 6			
Unit(s): Extensive unit 1						**Unit/page number(s):** 17-18/18-19			
Comments:									
Categories									
Information Structure	**Information-gap**		**Reasoning-gap**	X	**Opinion-gap**				
Comments:									
Cognitive Process	**Listing**	X	**Ordering and sorting**		**Comparing**	X	**Problem solving**		**Creative task**
Comments:									
Pedagogic task	X	**Real-world task**		**Underlying lifeworld activity:** Comparing different theories					
Comments:									
Components									
Input	**Authentic**		**Inauthentic**	X	**Input Enhancement**				
	Shared		**Distributed**	X					
Comments:									
Roles	**Teacher:** Guide-supporter				**Students:** group-participant				
Comments:									
Actions	**Strategy type:** Co-operating, brainstorming, skimming				**Sub-steps/interim goals:** Pooling ideas / reading / comparing				
Comments:									
Outcomes	**Functional goal:** Gaining understanding of how language functions (language and cultural awareness)				**Stated goal:** Agree/disagree on which possible reason for drug use seems to be the most plausible				
Comments:									
Settings: Normal classroom setting			**Monitoring:** Students self-monitor				**Feedback:** n.s.		
Comments:									

Table 34: *Work in groups.../now compare...,* descriptive analysis grid.

Design variables									
Information structure	**Required information exchange**	X	**Optional information exchange**						
Comments:									
Interaction structure	**One-way**		**Two-way**		**Multi-way**	X			
Comments:									
Task outcomes:			**Open**	X	**Closed**				
Comments: Instructions specify to agree or disagree, indicating that diverging outcomes are encouraged									
Topic:			**Familiar**		**Unfamiliar**	X			
Comments:									
Discourse mode: Discussion									
Comments:									
Aspects of cognitive complexity	**Reasoning demand(s):** Causal								
	Single task demand		**Multiple task demands**	X					
	Resource-directing		**Resource-dispersing**	X					
	Context-embedded		**Context-reduced**	X					
Comments:									
Production focus	**Complexity**	X	**Accuracy**	X	**Fluency**				
Comments:									
Language focus / communicative functions	/								
Comments:									
Self-mediation strategies:			**Collaboration / peer support:**	X					
Comments:									
Task difficulty									
Global factors	**Learner:** Confident and motivated to do the task, has the relevant cultural and linguistic knowledge / prior experiences								
	Task: Cognitively complex, has multiple steps, no help available, no grammatical accuracy required								

	Text / Input: Relatively long and dense, many facts represented, some contextual clues, widely unfamiliar content										
Comments:											
Information	**Static**			**Dynamic**			**Abstract**		**X**		
Comments:											
Operations of thought	**Code complexity**	Linguistically complex code required, relatively high information density, interpretation									
	Cognitive complexity	Follows linear sequence, particular pattern, relatively unfamiliar topic, not predictable									
	Communicative stress	No way to control interaction, multiple participants, may lead to time constrains									
Comments:											
Input data	**World**	**Level of abstraction:** Abstract perspective									
		Degree of visual support: No visual support									
		Linguistic context: Limited level of redundancy									
	Task	**Level of processing:** Evaluative (comparing alternatives)									
		Modality: Verbal reaction (talking at descriptive level)									
	Text	**Vocabulary:** Less frequent words									
		Syntax: Reasonable long sentences									
		Text structure: Structure only partially explicit									
		Text length: Long									
Comments:											
Implementation Variables											
Task sequence	**Pre-task**	**X**	**During-task**		**X**	**Post-task**		**X**			
Alternative task stages	**Schema building**	**X**	**Controlled practice**			**Authentic listening practice**					
	Focus on linguistic elements		**Free practice**			**Introduction / performance**		**X**			
Comments:											
Pre-task phase	**Motivating**	**Predictions**		**X**	**Looking at pictures**						
		Brainstorming			**Relating personal experiences**		**X**				
	Strategic planning		**Providing a model**								
	Scaffolding strategies		**Form-focus**								
Comments:											
During-task phase	**Task cycle**	**Task performance**	**X**	**Preparing report**	**X**	**Presenting report**	**X**				
	Open time-frame		**X**	**Restricted timeframe**							
	Access to input material		**X**	**No access to input material**							
Comments:											
Post-task phase	**Reflection**	**Report**	**X**	**Error review**		**Task transcript**		**Task recording**			
	Repetition	**Immediate**		**Time-displaced**		**None**		**X**			
Comments:											

Table 35: *Work in groups.../now compare...,* inferential analysis grid.

12 **Read the following review of Ann Brashares' "The Second Summer of the Sisterhood".**
For which of the questions in **13** below does it provide an answer?

Ann Brashares' "The Second Summer of the Sisterhood" (2003, Delacorte Press) will be found equally riveting by the teens who loved "The Sisterhood of the Traveling Pants" (2001). As in the first novel, four teen girls who have known each other since birth (their moms shared a pregnancy aerobics class) further forge their bond of friendship through a pair of thrift-store jeans that magically, impossibly, fits them all perfectly.
As in the summer before, Carmen, Bridget, Tibby and Lena share their individual adventures with the Pants collective, creating an engaging, kaleidoscopic narrative of four voices. This summer, Tibby attends a film programme in Virginia and Bridget (Bee), whose mother has died, impulsively jets off to Alabama to get reacquainted with her estranged grandmother. Lovely Lena tries to protect herself from the heartbreak of loving her long-distance Greek-god boyfriend Kostos, and Carmen deals (poorly) with her mother dating again and having the nerve to borrow the Pants!
"The Second Summer …", while breezy and fun to read, deals seriously with love lost and found, death and finding the courage to live honestly. The teens' lessons are often painful, but the Sisterhood prevails. Quotations from luminaries such as Charlie Brown ("Nothing takes the taste out of peanut butter quite like unrequited love") to Nelson Mandela ("There is nothing like returning to a place that remains unchanged to find the ways in which you yourself have altered") open each chapter and cleverly reflect the novel's many moods.

(Karin Snelson, Amazon.com)

her estranged grandmother: ihre Großmutter, zu der sie den Kontakt verloren hat

13 **Writing station: A book review**
Choose a book you have recently read and enjoyed. Write a review for your class. Use the outline below and take notes before you start.

non-fiction: books, articles, etc. about real events and facts

Title	What is the book called?	
Author	Who wrote it?	
Other information	Who published it? When was it published? Who illustrated it?	
Type of book	Is it fiction or non-fiction? Is it a thriller, a biography, a romance, etc.?	
Subject	What is it about? E.g. a family, an adventure, a love story, etc.?	
Setting	Where and when does the story take place?	
Characters	Who are the main characters? How are they described?	
Events/Plot	What happens? Retell some important events.	
Ideas	Does the author say anything important about people/about society?	
Opinions/Comment	How did you like it? Why/Why not? Do you recommend it?	

61

Figure 18: *Writing station: book review* (Davis et al. 2010: 61)

General												
Title(s) of task: "Writing station: book review"								**Textbook:** Make Your Way 6				
Unit(s): Extensive unit 3								**Unit/page number(s):** 13/61				
Comments: The preceding activity 12 can be analysed as a pre-task to 13.												
Categories												
Information Structure	**Information-gap**		**X**	**Reasoning-gap**			**Opinion-gap**					
Comments:												
Cognitive Process	**Listing**		**Ordering and sorting**		**Comparing**		**Problem solving**		**Creative task**	**X**		
Comments:												
Pedagogic task		**Real-world task**	**X**	**Underlying lifeworld activity:** Writing a book review								
Comments:												
Components												
Input	**Authentic**	**X**	**Inauthentic**		**Input Enhancement**							
	Shared		**Distributed**									
Comments: Authentic material is a review of Ann Brashares 'The Second Summer of the Sisterhood' by Karin Snelson												
Roles	**Teacher:** sequencer, strategy-instructor				**Students:** Strategy-user							
Comments:												
Actions	**Strategy type:** Affective personalizing, brainstorming				**Sub-steps/interim goals:** Planning text / writing							
Comments:												
Outcomes	**Functional goal:** Work out a plan and carry it out (learning-how-to-learn-goals)				**Stated goal:** Write a review of a book you have read							
Comments:												
Settings: Normal classroom settings			**Monitoring:** Students self-monitor				**Feedback:** n.s.					
Comments: Peer feedback is highly implied by the task design												

Table 36: *Writing station: Book review,* descriptive analysis grid.

Design variables												
Information structure	**Required information exchange**			**X**	**Optional information exchange**							
Comments:												
Interaction structure	**One-way**		**X**	**Two-way**			**Multi-way**					
Comments:												
Task outcomes:				**Open**		**X**	**Closed**					
Comments:												
Topic:				**Familiar**		**X**	**Unfamiliar**					
Comments:												
Discourse mode: Reviewing												
Comments:												
Aspects of cognitive complexity	**Reasoning demand(s):** Causal											
	Single task demand			**X**	**Multiple task demands**							
	Resource-directing				**Resource-dispersing**					**X**		
	Context-embedded				**Context-reduced**					**X**		
Comments:												
Production focus	**Complexity**		**X**	**Accuracy**		**X**	**Fluency**					
Comments:												
Language focus / communicative functions	/											
Comments:												
Self-mediation strategies:					**Collaboration / peer support:**							
Comments:												
Task difficulty												
Global factors	**Learner:** Likely to be motivated, may not be confident due to lack of previous learning experiences / cultural knowledge											
	Task: Cognitively complex, involves planning and composition, help available, open timeframe											

	Text / Input: Long and dense, presentation only partially clear, unfamiliar content, few contextual clues								
Comments:									
Information	**Static**		**Dynamic**		**Abstract**	**X**			
Comments:									
Operations of thought	**Code complexity**	Requires linguistically complex code and pragmatic knowledge, high vocabulary load							
	Cognitive complexity	Inherently familiar topic, but lack of prior experience with task type / discourse genre							
	Communicative stress	Individual task, but peers as intended audience may create some communicative stress							
Comments:									
Input data	**World**	**Level of abstraction:** Abstract perspective							
		Degree of visual support: No visual support							
		Linguistic context: High density of information							
	Task	**Level of processing:** Evaluative (reviewing, assessing)							
		Modality: Verbal reaction (writing at descriptive level)							
	Text	**Vocabulary:** Infrequent words							
		Syntax: Long, embedded sentences							
		Text structure: Structure is left implicit							
		Text length: Reasonably long							
Comments:									
Implementation Variables									
Task sequence	**Pre-task**	**X**	**During-task**	**X**	**Post-task**	**X**			
Alternative task stages	**Schema building**	**X**	**Controlled practice**		**Authentic listening practice**				
	Focus on linguistic elements		**Free practice**		**Introduction / performance**	**X**			
Comments:									
Pre-task phase	**Motivating**	**Predictions**			**Looking at pictures**				
		Brainstorming		**X**	**Relating personal experiences**	**X**			
	Strategic planning		**X**	**Providing a model**	**X**				
	Scaffolding strategies		**X**	**Form-focus**					
Comments:									
During-task phase	**Task cycle**	**Task performance**	**X**	**Preparing report**	**X**	**Presenting report**	**X**		
	Open time-frame		**X**	**Restricted timeframe**					
	Access to input material		**X**	**No access to input material**					
Comments:									
Post-task phase	**Reflection**	**Report**	**X**	**Error review**		**Task transcript**		**Task recording**	
	Repetition	**Immediate**		**Time-displaced**		**None**	**X**		
Comments:									

Table 37: *Writing station: Book review,* inferential analysis grid.

9 Internet project

Design a page for your Internet portfolio about immigration in Austria and two other European countries.

Your page should include:

- statistics showing the ethnic mix of each of the countries
- a description of the main ethnic communities, where they live and what they do
- a description of the official immigration policy of each country
- your paragraph on what it means to be Austrian

80

Figure 19: *Internet project* (Davis et al. 2010: 80)

General												
Title(s) of task: "Internet project"								**Textbook:** Make Your Way 6				
Unit(s): Extensive unit 4								**Unit/page number(s):** 9/80				
Comments:												
Categories												
Information Structure	**Information-gap**		**X**	**Reasoning-gap**			**Opinion-gap**					
Comments:												
Cognitive Process	**Listing**	**X**	**Ordering and sorting**	**X**	**Comparing**		**Problem solving**		**Creative task**	**X**		
Comments:												
Pedagogic task	**X**	**Real-world task**		**Underlying lifeworld activity:** Doing research on the internet								
Comments:												
Components												
Input	**Authentic**	**X**	**Inauthentic**		**Input Enhancement**							
	Shared		**Distributed**									
Comments: Subsequent comments regarding input material will refer to what students may encounter when conducting internet research												
Roles	**Teacher:** Nurturer, guide				**Students:** Goal-setter, innovator							
Comments:												
Actions	**Strategy type:** Taking notes, classifying				**Sub-steps/interim goals:** Planning / research / writing							
Comments:												
Outcomes	**Functional goal:** Gaining understanding of everyday life patterns (socio-cultural)				**Stated goal:** Research immigration in Austria and two other European countries and create a page for your online portfolio							
Comments:												
Settings: Open classroom setting			**Monitoring:** Students self-monitor				**Feedback:** n.s.					
Comments:												

Table 38: *Internet project,* descriptive analysis grid.

Design variables												
Information structure	**Required information exchange**		**X**	**Optional information exchange**								
Comments:												
Interaction structure	**One-way**		**X**	**Two-way**			**Multi-way**					
Comments:												
Task outcomes:				**Open**		**X**	**Closed**					
Comments:												
Topic:				**Familiar**			**Unfamiliar**		**X**			
Comments:												
Discourse mode: n.s.												
Comments: Task description does not indicate what form the portfolio page should take												
Aspects of cognitive complexity	**Reasoning demand(s):** Causal, intentional											
	Single task demand				**Multiple task demands**				**X**			
	Resource-directing				**Resource-dispersing**				**X**			
	Context-embedded				**Context-reduced**				**X**			
Comments:												
Production focus	**Complexity**		**X**	**Accuracy**		**X**	**Fluency**					
Comments:												
Language focus / communicative functions	/											
Comments:												
Self-mediation strategies:					**Collaboration / peer support:**							
Comments:												
Task difficulty												
Global factors	**Learner:** Likely to be confident and motivated, has prior learning experiences, may lack necessary language skills											
	Task: Cognitively complex, multiple steps, no help available, grammatical accuracy required, open timeframe											

	Text / Input: Likely to be long and dense, unclear presentation, some contextual clues, unfamiliar content							
Comments:								
Information	**Static**		**Dynamic**		**Abstract**	**X**		
Comments:								
Operations of thought	**Code complexity**	Requires relatively complex code, analysis and interpretation to some degree, variable vocab.						
	Cognitive complexity	Topic not immediately familiar, particular topic with only partly generalizable schema						
	Communicative stress	Individual task, therefore lack of communicative stress						
Comments:								
Input data	**World**	**Level of abstraction:** In other time/space (there-and-then)						
		Degree of visual support: No visual support						
		Linguistic context: Limited level of redundancy						
	Task	**Level of processing:** Restructuring (reorganizing information)						
		Modality: Verbal reaction (writing at descriptive level)						
	Text	**Vocabulary:** n.a.						
		Syntax: n.a.						
		Text structure: n.a.						
		Text length: n.a.						
Comments: No input text provided, but online material likely to be relatively complex								
Implementation Variables								
Task sequence	**Pre-task**	**X**	**During-task**	**X**	**Post-task**			
Alternative task stages	**Schema building**		**Controlled practice**		**Authentic listening practice**			
	Focus on linguistic elements		**Free practice**		**Introduction / performance**	**X**		
Comments:								
Pre-task phase	**Motivating**	**Predictions**	**X**	**Looking at pictures**	**X**			
		Brainstorming	**X**	**Relating personal experiences**				
	Strategic planning	**X**	**Providing a model**					
	Scaffolding strategies		**Form-focus**					
Comments:								
During-task phase	**Task cycle**	**Task performance**	**X**	**Preparing report**		**Presenting report**		
	Open time-frame	**X**	**Restricted timeframe**					
	Access to input material	**X**	**No access to input material**					
Comments: Not specified if or in which way the portfolio page should be presented								
Post-task phase	**Reflection**	**Report**		**Error review**		**Task transcript**		**Task recording**
	Repetition	**Immediate**		**Time-displaced**	**X**	**None**		
Comments:								

Table 39: *Internet project,* inferential analysis grid.

24 **Work in pairs. Look at the photos and write the final part of Jackie's diary.**






25 **Learning strategies: Friendly feedback**

Giving and receiving feedback from your classmates can be a really useful way of helping you improve your English. It gives you a chance to get the opinions of other learners and allows you to make your work better before you hand it in for a grade from your teacher. However, there are some important things you should keep in mind.

1 It's very important to **identify what you like first**. It's much more motivating to hear what people like about your work than to listen to all the mistakes you've made.
2 **Be sensitive**. Don't use strong language like "This is wrong" or "I don't understand this". Instead, use more sensitive language: "I think this might be clearer if you ...", "I'm not sure I completely understand what you mean by this", etc.
3 Make sure your criticism is **constructive**. Don't just point out mistakes, but show how they can be corrected.
4 Do not write over your classmates' work in pen – especially **not in red pen** – you're not the teacher! Make notes in pencil and then explain any further details to them.
5 **Be open** to criticism of your criticism. Listen to what your classmates have to say about your criticism. Maybe you have misunderstood some parts of their work.
6 Work as a **team**. This is not a competition to find who has the best English. You are both trying to help each other produce the best possible result.
7 Nobody likes to be criticised – especially by friends. Try not to think of this as criticism but rather as a **helping hand**.
8 Finally, **when receiving feedback, don't be too sensitive**. Remember, your classmates have taken the time to read your work and consider it carefully. Their comments are there to help you improve your work.

Now swap your diary entry with another couple and give friendly feedback.

Figure 20: *Work in pairs. Look at the photos…* (Davis et al. 2010: 121)

General												
Title(s) of task: "Work in pairs. Look at the photos..."							**Textbook:** Make Your Way 6					
Unit(s): Extensive unit 5							**Unit/page number(s):** 24/121					
Comments: The previous activities can be seen as context for this task. The following activity 25 can be seen as part of the post-task phase.												
Categories												
Information Structure	**Information-gap**		**Reasoning-gap**	X	**Opinion-gap**							
Comments:												
Cognitive Process	**Listing**		**Ordering and sorting**		**Comparing**		**Problem solving**		**Creative task**	X		
Comments:												
Pedagogic task		**Real-world task**	X	**Underlying lifeworld activity:** Diary writing								
Comments:												
Components												
Input	**Authentic**		**Inauthentic**		**Input Enhancement**							
	Shared	X	**Distributed**									
Comments: Input provided via visual material only												
Roles	**Teacher:** Nurturer, guide				**Students:** goal-setter, innovator							
Comments:												
Actions	**Strategy type:** Co-operating, inferencing				**Sub-steps/interim goals:** /							
Comments:												
Outcomes	**Functional goal:** Gain an understanding of everyday life patterns in the target language community (socio-cultural)				**Stated goal:** Compose the final part of a fictitious travel diary based on a series of images							
Comments:												
Settings: Normal classroom settings			**Monitoring:** Teacher monitors proceedings				**Feedback:** peer feedback					
Comments:												

Table 40: *Work in pairs. Look at the photos...,* descriptive analysis grid.

Design variables												
Information structure	**Required information exchange**		**Optional information exchange**	X								
Comments:												
Interaction structure	**One-way**		**Two-way**	X	**Multi-way**							
Comments:												
Task outcomes:			**Open**	X	**Closed**							
Comments:												
Topic:			**Familiar**		**Unfamiliar**	X						
Comments:												
Discourse mode: Diary writing												
Comments:												
Aspects of cognitive complexity	**Reasoning demand(s):** Causal											
	Single task demand		**Multiple task demands**	X								
	Resource-directing		**Resource-dispersing**	X								
	Context-embedded	X	**Context-reduced**									
Comments:												
Production focus	**Complexity**	X	**Accuracy**	X	**Fluency**							
Comments:												
Language focus / communicative functions	/											
Comments:												
Self-mediation strategies:			**Collaboration / peer support:**	X								
Comments:												
Task difficulty												

Global factors	**Learner:** Confident to participate in the task, has prior experiences with similar types of task / necessary language skill										
	Task: Medium cognitive complexity, has multiple steps, no help available, grammatical accuracy required										
	Text / Input: n.a.										
Comments:											
Information	**Static**		**Dynamic**	**X**	**Abstract**						
Comments:											
Operations of thought	**Code complexity**	Relatively simple code required, but some interpretation needed									
	Cognitive complexity	Topic of some familiarity, discourse genre known, follows a generalisable schema									
	Communicative stress	Collective composition process, non-linear and difficult to control, but only two participants									
Comments:											
Input data	**World**	**Level of abstraction:** In other time/space (there-and-then)									
		Degree of visual support: Much visual support									
		Linguistic context: n.a.									
	Task	**Level of processing:** Descriptive (understanding information presented)									
		Modality: Verbal reaction (writing and talking at descriptive level)									
	Text	**Vocabulary:** n.a.									
		Syntax: n.a.									
		Text structure: n.a.									
		Text length: n.a.									
Comments:											
Implementation Variables											
Task sequence	**Pre-task**	**X**	**During-task**	**X**	**Post-task**	**X**					
Alternative task stages	**Schema building**	**X**	**Controlled practice**		**Authentic listening practice**						
	Focus on linguistic elements		**Free practice**		**Introduction / performance**	**X**					
Comments:											
Pre-task phase	**Motivating**	**Predictions**	**X**	**Looking at pictures**							
		Brainstorming	**X**	**Relating personal experiences**	**X**						
	Strategic planning	**X**	**Providing a model**								
	Scaffolding strategies		**Form-focus**								
Comments:											
During-task phase	**Task cycle**	**Task performance**	**X**	**Preparing report**	**X**	**Presenting report**	**X**				
	Open time-frame	**X**	**Restricted timeframe**								
	Access to input material	**X**	**No access to input material**								
Comments:											
Post-task phase	**Reflection**	**Report**	**X**	**Error review**		**Task transcript**		**Task recording**			
	Repetition	**Immediate**		**Time-displaced**		**None**	**X**				
Comments:											

Table 41: *Work in pairs. Look at the photos...,* inferential analysis grid.

6 Talk about the topic

Look at the pictures and discuss the questions with a partner.

1 Have you ever been at a demonstration? If so, tell your partner what happened.

2 What sort of things do people demonstrate about? Make a list.

3 What kind of people would you expect to find at these demonstrations?

4 Why might things turn ugly?

5 Why do protest organisers and the police always disagree on how many people were there?

6 Should demonstrators be allowed to march whereever they want to, or should there be some control over where they go?

7 What other ways can people use to make their feeling known publicly?

Figure 21: *Talk about the topic* (Davis et al. 2010: 145)

General										
Title(s) of task: "Talk about the topic"							**Textbook:** Make Your Way 6			
Unit(s): Compact unit 2							**Unit/page number(s):** 6/145			
Comments:										
Categories										
Information Structure	**Information-gap**		**Reasoning-gap**		**X**	**Opinion-gap**		**X**		
Comments:										
Cognitive Process	**Listing**	**X**	**Ordering and sorting**		**Comparing**		**Problem solving**		**Creative task**	
Comments:										
Pedagogic task	**X**	**Real-world task**		**Underlying lifeworld activity:** Find answers to a number of questions						
Comments:										
Components										
Input	**Authentic**		**Inauthentic**		**Input Enhancement**					
	Shared		**Distributed**							
Comments:										
Roles	**Teacher:** Strategy-instructor		**Students:** Strategy-user							
Comments:										
Actions	**Strategy type:** Co-operating		**Sub-steps/interim goals:** different questions – succession							
Comments:										
Outcomes	**Functional goal:** Maintaining personal relations (communicative goals)		**Stated goal:**							
Comments:										
Settings: Normal classroom settings			**Monitoring:** Teacher organizes proceedings				**Feedback:** n.s.			
Comments:										

Table 42: *Talk about the topic,* descriptive analysis grid.

Design variables										
Information structure	**Required information exchange**		**Optional information exchange**		**X**					
Comments:										
Interaction structure	**One-way**		**Two-way**		**X**	**Multi-way**				
Comments:										
Task outcomes:			**Open**			**Closed**		**X**		
Comments:										
Topic:			**Familiar**			**Unfamiliar**		**X**		
Comments:										
Discourse mode: Discussing										
Comments:										
Aspects of cognitive complexity	**Reasoning demand(s):** Causal, intentional									
	Single task demand				**X**	**Multiple task demands**				
	Resource-directing					**Resource-dispersing**		**X**		
	Context-embedded				**X**	**Context-reduced**				
Comments:										
Production focus	**Complexity**		**Accuracy**			**Fluency**		**X**		
Comments:										
Language focus / communicative functions	/									
Comments:										
Self-mediation strategies:					**Collaboration / peer support:**			**X**		
Comments:										
Task difficulty										
Global factors	**Learner:** Arguable confident to participate, has previous learning experiences and knows the type of task									

	Task: Reasonably complex, has multiple steps, some context provided, no grammatical accuracy required							
	Text / Input: Short, not dense, clear presentation, content not immediately familiar, few contextual clues							
Comments:								
Information	**Static**		**Dynamic**		**Abstract**	**X**		
Comments:								
Operations of thought	**Code complexity**	Not too complex, but some unfamiliar vocabulary, requires some interpretation and analysis						
	Cognitive complexity	Topic not immediately familiar, information clear and sufficient, follows ritualised pattern						
	Communicative stress	Only two participants, linear communication pattern, relatively simple type of response						
Comments:								
Input data	**World**	**Level of abstraction:** In other time/place - abstract perspecitve						
		Degree of visual support: Limited visual support						
		Linguistic context: Limited level of redundancy						
	Task	**Level of processing:** Evaluative (considering different aspects)						
		Modality: Verbal reaction (talking or writing at descriptive level)						
	Text	**Vocabulary:** Less frequent words						
		Syntax: Short, simple sentences						
		Text structure: Structure is explicit and clear						
		Text length: Short						
Comments:								
Implementation Variables								
Task sequence	**Pre-task**	**X**	**During-task**	**X**	**Post-task**	**X**		
Alternative task stages	**Schema building**		**Controlled practice**		**Authentic listening practice**			
	Focus on linguistic elements		**Free practice**		**Introduction / performance**	**X**		
Comments:								
Pre-task phase	**Motivating**	**Predictions**			**Looking at pictures**	**X**		
		Brainstorming			**Relating personal experiences**	**X**		
	Strategic planning			**Providing a model**				
	Scaffolding strategies			**Form-focus**				
Comments:								
During-task phase	**Task cycle**	**Task performance**	**X**	**Preparing report**		**Presenting report**	**X**	
	Open time-frame			**Restricted timeframe**			**X**	
	Access to input material		**X**	**No access to input material**				
Comments:								
Post-task phase	**Reflection**	**Report**	**X**	**Error review**		**Task transcript**		**Task recording**
	Repetition	**Immediate**		**Time-displaced**	**X**	**None**		
Comments:								

Table 43: *Talk about the topic,* inferential analysis grid.

10 **Work in groups of four. Write two lists:**

- Everything you know about biological and chemical weapons.
  Example: *They were used in the Vietnam War.*
- Everything you would like to know about biological and chemical weapons.
  Example: *Which countries have got them?*

Discuss your lists with the rest of the class.

11 **Listen to a radio interview with research scientist Dr Miriam Jackson. Does she answer any of your questions?**

2/13 Listen again and take notes to answer the questions.

1 What is the connection between September 11 and the book "Germs"?

2 Why does Dr Jackson believe that bio-weapons are very much an option for terrorists?

3 What proof does Dr Jackson have that crop-spraying planes could be used in a biological attack?

4 What proof does Dr Jackson have that anthrax is not especially difficult to buy and prepare for an attack?

5 What are Dr Jackson's conclusions on the threat of bio-weapons?

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Figure 22: *Work in groups of four…* (Davis et al. 2010: 185)

General										
Title(s) of task: "Work in groups of four..."							**Textbook:** Make Your Way 6			
Unit(s): Compact unit 5							**Unit/page number(s):** 10/185			
Comments:										
Categories										
Information Structure	**Information-gap**	**X**	**Reasoning-gap**		**Opinion-gap**					
Comments:										
Cognitive Process	**Listing**	**X**	**Ordering and sorting**		**Comparing**		**Problem solving**		**Creative task**	
Comments:										
Pedagogic task	**X**	**Real-world task**		**Underlying lifeworld activity:** Listing relevant information about a topic						
Comments:										
Components										
Input	**Authentic**		**Inauthentic**		**Input Enhancement**					
	Shared		**Distributed**							
Comments:										
Roles	**Teacher:** Nurturer, supporter				**Students:** Group participants					
Comments:										
Actions	**Strategy type:** Co-operating, brainstorming				**Sub-steps/interim goals:** Distinct list items					
Comments:										
Outcomes	**Functional goal:** Gaining some understanding of the systematic nature of language (language and culture)				**Stated goal:** List everything you know and everything you would like to know about chemical weapons					
Comments:										
Settings: Normal classroom setting			**Monitoring:** Teacher monitors proceedings				**Feedback:** n.s.			
Comments:										

Table 44: *Work in groups of four...,* descriptive analysis grid.

Design variables										
Information structure	**Required information exchange**	**X**	**Optional information exchange**							
Comments:										
Interaction structure	**One-way**		**Two-way**		**Multi-way**	**X**				
Comments:										
Task outcomes:			**Open**	**X**	**Closed**					
Comments:										
Topic:			**Familiar**		**Unfamiliar**	**X**				
Comments:										
Discourse mode: Discussing										
Comments:										
Aspects of cognitive complexity	**Reasoning demand(s):** /									
	Single task demand	**X**	**Multiple task demands**							
	Resource-directing		**Resource-dispersing**	**X**						
	Context-embedded		**Context-reduced**	**X**						
Comments:										
Production focus	**Complexity**		**Accuracy**		**Fluency**	**X**				
Comments:										
Language focus / communicative functions	/									
Comments:										
Self-mediation strategies:			**Collaboration / peer support:**	**X**						
Comments:										
Task difficulty										
Global factors	**Learner:** Likely to be quite confident about the task, has relevant language knowledge, may lack relevant topical knowl.									
	Task: Not particularly complex, few steps, no help available, grammatical accuracy not required									

	Text / Input: Short, not dense, clear presentation, few contextual clues, unfamiliar content									
Comments:										
Information	**Static**		**Dynamic**	**X**	**Abstract**					
Comments:										
Operations of thought	**Code complexity**	Some linguistic complexity, vocabulary load manageable, no elaborate text involved								
	Cognitive complexity	Topic not immediately familiar, relatively basic cognitive function, generalisable pattern								
	Communicative stress	Multiple participants, some difficulty to control interaction, very basic type of response								
Comments:										
Input data	**World**	**Level of abstraction:** In other time/space (there-and-then)								
		Degree of visual support: No visual support								
		Linguistic context: n.a.								
	Task	**Level of processing:** Restructuring (reorganizing information)								
		Modality: Limited verbal reaction (writing at copying level)								
	Text	**Vocabulary:** n.a.								
		Syntax: n.a.								
		Text structure: n.a.								
		Text length: n.a.								
Comments:										
Implementation Variables										
Task sequence	**Pre-task**	**X**	**During-task**	**X**	**Post-task**	**X**				
Alternative task stages	**Schema building**	**X**	**Controlled practice**		**Authentic listening practice**					
	Focus on linguistic elements		**Free practice**		**Introduction / performance**					
Comments:										
Pre-task phase	**Motivating**	**Predictions**			**Looking at pictures**	**X**				
		Brainstorming			**Relating personal experiences**					
	Strategic planning			**Providing a model**						
	Scaffolding strategies			**Form-focus**						
Comments:										
During-task phase	**Task cycle**	**Task performance**	**X**	**Preparing report**		**Presenting report**	**X**			
	Open time-frame			**Restricted timeframe**	**X**					
	Access to input material			**No access to input material**						
Comments:										
Post-task phase	**Reflection**	**Report**	**X**	**Error review**		**Task transcript**		**Task recording**		
	Repetition	**Immediate**		**Time-displaced**		**None**				
Comments: Post-task involves relating the task outcome to a selective listening activity.										

Table 45: *Work in groups of four…,* inferential analysis grid.

8.2.4. *English in Context 7/8. Student's Book*

In this topic you will learn about …

- the scientific revolution (WiC)
- modern technology (Unit 19)
- genetics (Unit 20)
- reacting to climate change (Unit 21)

C

E

F

D

3 Speculating about the future

a What do you think the world will be like in 30 years' time? With a partner, discuss the following statements and decide which of them you agree with:

1 Most people on our planet will live in peace and prosperity.
2 Hard or unpleasant labour will be done by robots.
3 Travel to outer space will be common.
4 Abundant energy will be available from renewable sources.
5 Climate change will no longer be a problem.

b Together with your partner, make two more statements about life in the future and swap your statements with another pair. Decide whether or not you agree with them.

LP 7 Talking about the Future (p. 8)

Language Help

- What makes you think that …?
- Why are you so sure that …?
- I don't agree with you on that point, because …
- Do you really think it's likely that …?
- I'm quite convinced that the problem of … can be solved.
- If progress continues at the same rate, …

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Figure 23: *Speculating about the future* (Abram & Williams 2019: 155)

General										
Title(s) of task: "Speculating about the future"							**Textbook:** English in Context 7/8			
Unit(s): Topic 7							**Unit/page number(s):** 3/155			
Comments:										
Categories										
Information Structure	**Information-gap**		**Reasoning-gap**		**X**	**Opinion-gap**				
Comments:										
Cognitive Process	**Listing**		**Ordering and sorting**		**Comparing**		**Problem solving**	**X**	**Creative task**	
Comments:										
Pedagogic task	**X**	**Real-world task**		**Underlying lifeworld activity:** Arguing the likelihood of future events						
Comments:										
Components										
Input	**Authentic**		**Inauthentic**	**X**	**Input Enhancement**					
	Shared		**X**	**Distributed**						
Comments:										
Roles	**Teacher:** Guide, nurturer			**Students:** Strategy-user						
Comments:										
Actions	**Strategy type:** predicting, co-operating			**Sub-steps/interim goals:** Work through different questions						
Comments:										
Outcomes	**Functional goal:** Gaining some understanding of everyday life patterns (socio-cultural)			**Stated goal:** Agree about a number of statements regarding life in 30 years time / make two more statements						
Comments:										
Settings: Open classroom setting			**Monitoring:** Teacher organizes proceedings			**Feedback:** n.s.				
Comments:										

Table 46: *Speculating about the future,* descriptive analysis grid.

Design variables										
Information structure	**Required information exchange**		**Optional information exchange**	**X**						
Comments:										
Interaction structure	**One-way**		**Two-way**	**X**	**Multi-way**					
Comments:										
Task outcomes:			**Open**		**Closed**	**X**				
Comments:										
Topic:			**Familiar**		**Unfamiliar**	**X**				
Comments:										
Discourse mode: Discussing										
Comments:										
Aspects of cognitive complexity	**Reasoning demand(s):** Causal									
	Single task demand		**X**	**Multiple task demands**						
	Resource-directing			**Resource-dispersing**	**X**					
	Context-embedded			**Context-reduced**	**X**					
Comments:										
Production focus	**Complexity**	**X**	**Accuracy**		**Fluency**					
Comments:										
Language focus / communicative functions	/									
Comments:										
Self-mediation strategies:			**Collaboration / peer support:**	**X**						
Comments:										
Task difficulty										
Global factors	**Learner:** Likely to be motivated and confident about the task, has prior experiences with similar task types									
	Task: Involves speculation, relatively low cognitive complexity, help available, no grammatical accuracy required									

	Text / Input: Short, not dense, clear presentation, few contextual clues, content widely familiar							
Comments:								
Information	**Static**		**Dynamic**		**Abstract**	**X**		
Comments:								
Operations of thought	**Code complexity**	Requires some complex code and variety of vocabulary						
	Cognitive complexity	Topic widely familiar, some amount of computation required						
	Communicative stress	Two-way interaction – manageable communicative situation						
Comments:								
Input data	**World**	**Level of abstraction:** In other time/space (there-and-then)						
		Degree of visual support: Limited visual support						
		Linguistic context: High density of information						
	Task	**Level of processing:** Evaluative (reasoning likelihood)						
		Modality: Verbal reaction (walking at descriptive level)						
	Text	**Vocabulary:** Infrequent words						
		Syntax: Short sentences						
		Text structure: Structure clear and explicit						
		Text length: Short						
Comments:								
Implementation Variables								
Task sequence	**Pre-task**	**X**	**During-task**	**X**	**Post-task**	**X**		
Alternative task stages	**Schema building**	**X**	**Controlled practice**		**Authentic listening practice**			
	Focus on linguistic elements		**Free practice**		**Introduction / performance**	**X**		
Comments:								
Pre-task phase	**Motivating**	**Predictions**			**Looking at pictures**	**X**		
		Brainstorming			**Relating personal experiences**			
	Strategic planning			**Providing a model**				
	Scaffolding strategies			**Form-focus**				
Comments:								
During-task phase	**Task cycle**	**Task performance**	**X**	**Preparing report**		**Presenting report**	**X**	
	Open time-frame			**Restricted timeframe**			**X**	
	Access to input material		**X**	**No access to input material**				
Comments:								
Post-task phase	**Reflection**	**Report**	**X**	**Error review**		**Task transcript**		**Task recording**
	Repetition	**Immediate**		**Time-displaced**	**X**	**None**		
Comments:								

Table 47: *Speculating about the future,* inferential analysis grid.

Austria has a virtually unlimited supply of clean, fresh water, but many regions of the world don't have this benefit and as the world population grows, the situation in some areas is likely to get worse.

1 Think – pair – share: brainstorming

SP 2 Brainstorming (p. 30)

a Think: Make a list of all the things or activites you would have to do without if there was a drought or water shortage in your area.

b Pair: Compare your list with a partner. Which items appear on both lists?

c Share: Get together with another pair. Discuss your lists together. What are the five things/activities you would find it hardest to do without?

Figure 24: *Think – pair – share: brainstorming* (Abram & Williams 2019: 177)

General												
Title(s) of task: "Think – pair – share: brainstorming"								**Textbook:** English in Context 7/8				
Unit(s): Unit 7.C								**Unit/page number(s):** 1/177				
Comments:												
Categories												
Information Structure	**Information-gap**		**Reasoning-gap**		**Opinion-gap**	X						
Comments:												
Cognitive Process	**Listing**	X	**Ordering and sorting**		**Comparing**	X	**Problem solving**	X	**Creative task**			
Comments:												
Pedagogic task	X	**Real-world task**		**Underlying lifeworld activity:** List / decide on essential commodities								
Comments:												
Components												
Input	**Authentic**		**Inauthentic**		**Input Enhancement**							
	Shared		**Distributed**									
Comments:												
Roles	**Teacher:** selector, guide				**Students:** Group participant							
Comments:												
Actions	**Strategy type:** Brainstorming, interpersonal co-operating				**Sub-steps/interim goals:** List / compare / agree on							
Comments:												
Outcomes	**Functional goal:** Gain some understanding of the systematic nature of language (language & culture)				**Stated goal:** Agree on a definitive list of essential commodities							
Comments:												
Settings: Normal classroom setting			**Monitoring:** Teacher organizes proceedings				**Feedback:** n.s.					
Comments:												

Table 48: *Think – pair – share: Brainstorming,* descriptive analysis grid.

Design variables												
Information structure	**Required information exchange**		**Optional information exchange**	X								
Comments:												
Interaction structure	**One-way**		**Two-way**	X	**Multi-way**	X						
Comments:												
Task outcomes:			**Open**		**Closed**	X						
Comments:												
Topic:			**Familiar**	X	**Unfamiliar**							
Comments:												
Discourse mode: Discussing												
Comments:												
Aspects of cognitive complexity	**Reasoning demand(s):** Causal											
	Single task demand		**Multiple task demands**	X								
	Resource-directing	X	**Resource-dispersing**									
	Context-embedded		**Context-reduced**	X								
Comments:												
Production focus	**Complexity**		**Accuracy**		**Fluency**	X						
Comments:												
Language focus / communicative functions	/											
Comments:												
Self-mediation strategies:			**Collaboration / peer support:**	X								
Comments:												
Task difficulty												
Global factors	**Learner:** High likelihood that students are motivated and confident, previous experiences with task type / discourse mode											

	Task: Medium cognitive complexity, multiple steps involved, no help available, no grammatical accuracy required							
	Text / Input: n.a.							
Comments:								
Information	**Static**		**Dynamic**		**Abstract**	**X**		
Comments:								
Operations of thought	**Code complexity**	Some complex linguistic code required, requires interpretive and explanatory analysis						
	Cognitive complexity	Familiar topic / task type, information is clearly presented, only basic operations of thought						
	Communicative stress	Work in groups may lead to difficult to control interaction, few number of participants						
Comments:								
Input data	**World**	**Level of abstraction:** In other time/space (there-and-then)						
		Degree of visual support: No visual support						
		Linguistic context: n.a.						
	Task	**Level of processing:** Evaluative (comparing different options)						
		Modality: Verbal reaction (talking at descriptive level)						
	Text	**Vocabulary:** n.a.						
		Syntax: n.a.						
		Text structure: n.a.						
		Text length: n.a.						
Comments:								
Implementation Variables								
Task sequence	**Pre-task**	**X**	**During-task**	**X**	**Post-task**	**X**		
Alternative task stages	**Schema building**		**Controlled practice**		**Authentic listening practice**			
	Focus on linguistic elements		**Free practice**		**Introduction / performance**	**X**		
Comments:								
Pre-task phase	**Motivating**	**Predictions**			**Looking at pictures**	**X**		
		Brainstorming			**Relating personal experiences**	**X**		
	Strategic planning			**Providing a model**				
	Scaffolding strategies			**Form-focus**				
Comments:								
During-task phase	**Task cycle**	**Task performance**	**X**	**Preparing report**	**X**	**Presenting report**	**X**	
	Open time-frame			**Restricted timeframe**		**X**		
	Access to input material			**No access to input material**				
Comments:								
Post-task phase	**Reflection**	**Report**	**X**	**Error review**		**Task transcript**		**Task recording**
	Repetition	**Immediate**		**Time-displaced**	**X**	**None**		
Comments:								

Table 49: *Think – pair – share: Brainstorming,* inferential analysis grid.

4 Class project

Divide the class into two group. One group is going to do research on the United Nations; one group is going to do research on the European Union.

Within your group, divide up the topics to be researched among the members:

- history and development of the organization
- members, associate members
- structure of the organization; headquarters, different organizations
- famous personalities associated with the organization
- activities of the organization
- successes of the organization
- current problems of the organization

Using audio and video material, posters, documents, photos and maps, prepare a multi-media display on your organization, divided up into five or six different stations spread around the class. The members of the other group should be able to move from one station to the next to find out about your organization.

At least one member of the group should be present at each station to answer questions.

Figure 25: *Class project* (Abram & Williams 2019: 207)

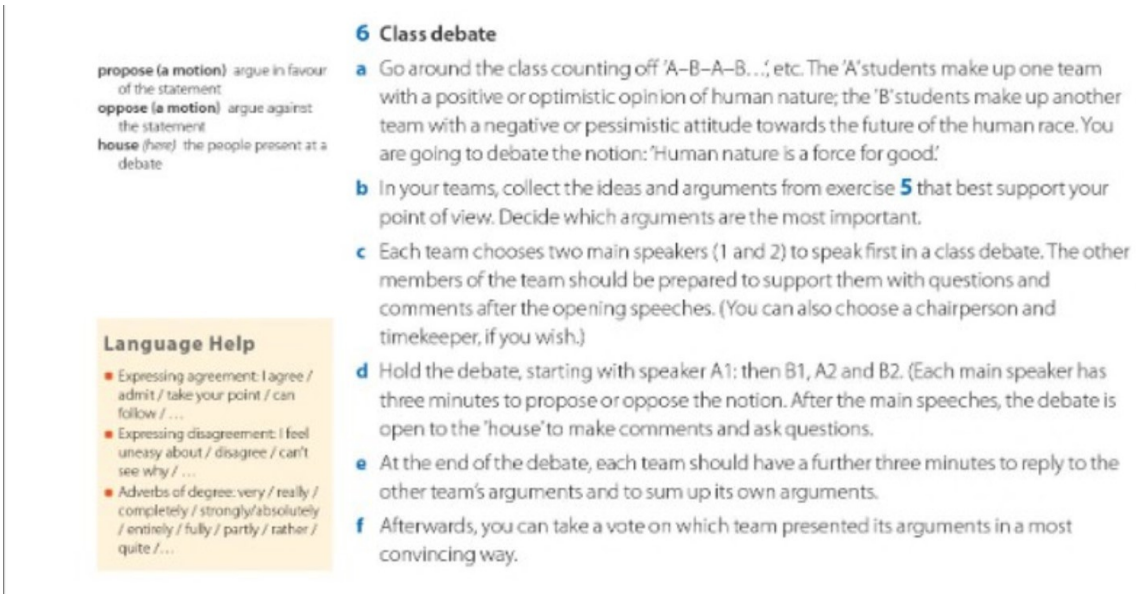
General										
Title(s) of task: "Class project"							**Textbook:** English in Context 7/8			
Unit(s): Unit 24.C							**Unit/page number(s):** 4/207			
Comments:										
Categories										
Information Structure	**Information-gap**	**X**	**Reasoning-gap**		**Opinion-gap**					
Comments:										
Cognitive Process	**Listing**	**X**	**Ordering and sorting**	**X**	**Comparing**		**Problem solving**		**Creative task**	**X**
Comments:										
Pedagogic task	X	**Real-world task**		**Underlying lifeworld activity:** Doing a multimedia presenation						
Comments:										
Components										
Input	**Authentic**	**X**	**Inauthentic**		**Input Enhancement**					
	Shared			**X**	**Distributed**					
Comments: Input for the activity not specified, arguable consists of self-researched forms of online material										
Roles	**Teacher:** guide, nurturer				**Students:** Group participant, goal-setter, innovator					
Comments:										
Actions	**Strategy type:** Concept mapping, taking notes				**Sub-steps/interim goals:** Plan / research / compose / present					
Comments:										
Outcomes	**Functional goal:** Set goals and take part in a more extensive process (learning-how-to-learn goal)				**Stated goal:** Present a multimedia display about a global organization.					
Comments:										
Settings: Open classroom setting			**Monitoring:** Students self-monitor				**Feedback:** n.s.			
Comments: Task would be very applicable for peer feedback										

Table 50: *Class project,* descriptive analysis grid.

Design variables										
Information structure	**Required information exchange**	**X**	**Optional information exchange**							
Comments:										
Interaction structure	**One-way**		**Two-way**		**Multi-way**	**X**				
Comments:										
Task outcomes:			**Open**	**X**	**Closed**					
Comments:										
Topic:			**Familiar**		**Unfamiliar**	**X**				
Comments:										
Discourse mode: Collaborative communication										
Comments:										
Aspects of cognitive complexity	**Reasoning demand(s):** Causal									
	Single task demand		**Multiple task demands**	**X**						
	Resource-directing		**Resource-dispersing**	**X**						
	Context-embedded		**Context-reduced**	**X**						
Comments:										
Production focus	**Complexity**	X	**Accuracy**	**X**	**Fluency**					
Comments:										
Language focus / communicative functions	/									
Comments:										
Self-mediation strategies:			**Collaboration / peer support:**	**X**						
Comments:										
Task difficulty										
Global factors	**Learner:** Motivated, but maybe not confident, has had previous learning experiences / necessary language skill									
	Task: Medium cognitive complexity, involves multiple steps, no help available, no context, accuracy required									

	Text / Input: Likely to be long and dense, unclear presentation, some contextual clue, but widely unfamiliar content							
Comments:								
Information	**Static**		**Dynamic**	**X**	**Abstract**			
Comments:								
Operations of thought	**Code complexity**	Output does not require complex code, some variety in vocabulary, mainly only keywords						
	Cognitive complexity	Unfamiliar and widely unpredictable topic, non-linear information organization						
	Communicative stress	Self-organized groupwork may involve few opportunities to control interaction,						
Comments:								
Input data	**World**	**Level of abstraction:** In other time/space (there-and-then)						
		Degree of visual support: Limited visual support						
		Linguistic context: n.a.						
	Task	**Level of processing:** Restructuring (reorganizing information)						
		Modality: Verbal reaction (talking and writing on descriptive level)						
	Text	**Vocabulary:** n.a.						
		Syntax: n.a.						
		Text structure: n.a.						
		Text length: n.a.						
Comments:								
Implementation Variables								
Task sequence	**Pre-task**	**X**	**During-task**	**X**	**Post-task**	**X**		
Alternative task stages	**Schema building**	**X**	**Controlled practice**		**Authentic listening practice**			
	Focus on linguistic elements		**Free practice**		**Introduction / performance**	**X**		
Comments:								
Pre-task phase	**Motivating**	**Predictions**			**Looking at pictures**			
		Brainstorming		**X**	**Relating personal experiences**			
	Strategic planning		**X**	**Providing a model**				
	Scaffolding strategies			**Form-focus**				
Comments:								
During-task phase	**Task cycle**	**Task performance**	**X**	**Preparing report**	**X**	**Presenting report**	**X**	
	Open time-frame		**X**	**Restricted timeframe**				
	Access to input material			**No access to input material**			**X**	
Comments:								
Post-task phase	**Reflection**	**Report**	**X**	**Error review**		**Task transcript**		**Task recording**
	Repetition	**Immediate**		**Time-displaced**	**X**	**None**		
Comments:								

Table 51: *Class project,* inferential analysis grid.



propose (a motion) argue in favour of the statement
oppose (a motion) argue against the statement
house *(here)* the people present at a debate

Language Help

- Expressing agreement: I agree / admit / take your point / can follow / …
- Expressing disagreement: I feel uneasy about / disagree / can't see why / …
- Adverbs of degree: very / really / completely / strongly/absolutely / entirely / fully / partly / rather / quite / …

6 Class debate

a Go around the class counting off 'A–B–A–B…', etc. The 'A' students make up one team with a positive or optimistic opinion of human nature; the 'B' students make up another team with a negative or pessimistic attitude towards the future of the human race. You are going to debate the notion: 'Human nature is a force for good.'

b In your teams, collect the ideas and arguments from exercise **5** that best support your point of view. Decide which arguments are the most important.

c Each team chooses two main speakers (1 and 2) to speak first in a class debate. The other members of the team should be prepared to support them with questions and comments after the opening speeches. (You can also choose a chairperson and timekeeper, if you wish.)

d Hold the debate, starting with speaker A1: then B1, A2 and B2. (Each main speaker has three minutes to propose or oppose the notion. After the main speeches, the debate is open to the 'house' to make comments and ask questions.

e At the end of the debate, each team should have a further three minutes to reply to the other team's arguments and to sum up its own arguments.

f Afterwards, you can take a vote on which team presented its arguments in a most convincing way.

Figure 26: *Class debate* (Abram & Williams 2019: 218)

General												
Title(s) of task: "Class debate"								**Textbook:** English in Context 7/8				
Unit(s): Unit 25.B								**Unit/page number(s):** 6/218				
Comments:												
Categories												
Information Structure	**Information-gap**		**Reasoning-gap**	**X**	**Opinion-gap**	**X**						
Comments:												
Cognitive Process	**Listing**	**X**	**Ordering and sorting**		**Comparing**	**X**	**Problem solving**		**Creative task**			
Comments:												
Pedagogic task		**Real-world task**	**X**	**Underlying lifeworld activity:** Holding a debate								
Comments:												
Components												
Input	**Authentic**		**Inauthentic**	**X**	**Input Enhancement**							
	Shared		**Distributed**	**X**								
Comments:												
Roles	**Teacher:** guide, nurturer		**Students:** group participant									
Comments: Task involves the specific roles of 'main speaker' for each of the debating groups												
Actions	**Strategy type:** Brainstorming, co-operating		**Sub-steps/interim goals:** Various stages of debating									
Comments:												
Outcomes	**Functional goal:** Understanding of the systematic nature of language use (language & cultural awareness)		**Stated goal:** Arrive at a consensus via vote									
Comments:												
Settings: Open classroom settings		**Monitoring:** Teacher monitors proceedings		**Feedback:** Peer feedback								
Comments: The final vote serves mainly as a form of feedback, but it's result can also be interpreted as the intended communicative outcome of the task												

Table 52: *Class debate,* descriptive analysis grid.

Design variables												
Information structure	**Required information exchange**		**Optional information exchange**	**X**								
Comments:												
Interaction structure	**One-way**		**Two-way**	**X**	**Multi-way**							
Comments:												
Task outcomes:		**Open**	**X**	**Closed**								
Comments:												
Topic:		**Familiar**	**X**	**Unfamiliar**								
Comments:												
Discourse mode: Debating												
Comments:												
Aspects of cognitive complexity	**Reasoning demand(s):** Causal, intentional											
	Single task demand		**Multiple task demands**	**X**								
	Resource-directing		**Resource-dispersing**	**X**								
	Context-embedded		**Context-reduced**	**X**								
Comments:												
Production focus	**Complexity**	**X**	**Accuracy**		**Fluency**	**X**						
Comments:												
Language focus / communicative functions	/											
Comments:												
Self-mediation strategies:			**Collaboration / peer support:**	**X**								
Comments:												
Task difficulty												

Global factors	**Learner:** Likely to be interested and motivated, may not be entirely confident, sufficient knowledge / language skill									
	Task: Relatively cognitively complex, involves hypothesising and argumentative discourse, help available, abstract									
	Text / Input: n.a.									
Comments:										
Information	**Static**		**Dynamic**		**Abstract**	**X**				
Comments:										
Operations of thought	**Code complexity**	Requires potentially complex linguistic code, interpretive and explanatory analysis, dense								
	Cognitive complexity	Familiar topic, but with complex information organisation, particular pattern								
	Communicative stress	Quite considerable communicative stress especially for the 'main speakers'								
Comments:										
Input data	**World**	**Level of abstraction:** Abstract perspective								
		Degree of visual support: No visual support								
		Linguistic context: n.a.								
	Task	**Level of processing:** Evaluative (comparing positions)								
		Modality: Verbal reaction (talking and writing at descriptive level)								
	Text	**Vocabulary:** n.a.								
		Syntax: n.a.								
		Text structure: n.a.								
		Text length: n.a.								
Comments:										
Implementation Variables										
Task sequence	**Pre-task**	**X**	**During-task**	**X**	**Post-task**	**X**				
Alternative task stages	**Schema building**	**X**	**Controlled practice**		**Authentic listening practice**					
	Focus on linguistic elements		**Free practice**		**Introduction / performance**	**X**				
Comments:										
Pre-task phase	**Motivating**	**Predictions**			**Looking at pictures**					
		Brainstorming		**X**	**Relating personal experiences**	**X**				
	Strategic planning		**X**	**Providing a model**						
	Scaffolding strategies			**Form-focus**						
Comments:										
During-task phase	**Task cycle**	**Task performance**	**X**	**Preparing report**	**X**	**Presenting report**	**X**			
	Open time-frame		**X**	**Restricted timeframe**						
	Access to input material			**No access to input material**	**X**					
Comments:										
Post-task phase	**Reflection**	**Report**	**X**	**Error review**		**Task transcript**		**Task recording**		
	Repetition	**Immediate**		**Time-displaced**	**X**	**None**				
Comments:										

Table 53: *Class debate,* inferential analysis grid.

7 Writing: article

TT 5 Article (p. 66)

The youth magazine *What's Up?* is running a series of readers' articles on gender roles and whether boys or girls are disadvantaged while being at school.

You decide to send in an article and choose one of the following quotes from the text as your title:

– 'If something good is happening, there's a female in charge' (ll. 12–13)

– We live in an 'anti-boy culture' (l. 30)

In your article, you should …

- give examples to back up the statement of your chosen title.
- examine the consequences for boys and girls at school.
- consider what could be done to change the current situation.

Give your article a title. Write about 250 words.

Figure 27: *Writing: article* (Abram & Williams 2019: 225)

General										
Title(s) of task: "Writing: article"							**Textbook:** English in Context 7/8			
Unit(s): Unit 26.A							**Unit/page number(s):** 7/225			
Comments:										
Categories										
Information Structure	**Information-gap**		**Reasoning-gap**		**X**	**Opinion-gap**				
Comments:										
Cognitive Process	**Listing**		**Ordering and sorting**		**Comparing**		**Problem solving**	**X**	**Creative task**	
Comments:										
Pedagogic task		**Real-world task**	**X**	**Underlying lifeworld activity:** Writing a magazine article						
Comments:										
Components										
Input	**Authentic**		**Inauthentic**		**Input Enhancement**					
	Shared		**Distributed**							
Comments:										
Roles	**Teacher:** selector, nurturer		**Students:** Strategy user							
Comments:										
Actions	**Strategy type:** Brainstorming, affective personalizing		**Sub-steps/interim goals:** Planning / composing							
Comments:										
Outcomes	**Functional goal:** Understanding of the systematic nature of language use (language & cultural awareness)		**Stated goal:** Write an article on gender roles for a fictitious youth magazine							
Comments:										
Settings: Normal classroom settings			**Monitoring:** students self-monitor				**Feedback:** n.s.			
Comments:										

Table 54: *Writing: article,* descriptive analysis grid.

Design variables										
Information structure	**Required information exchange**		**X**	**Optional information exchange**						
Comments:										
Interaction structure	**One-way**		**X**	**Two-way**			**Multi-way**			
Comments:										
Task outcomes:			**Open**			**X**	**Closed**			
Comments:										
Topic:			**Familiar**			**X**	**Unfamiliar**			
Comments:										
Discourse mode: Article writing										
Comments:										
Aspects of cognitive complexity	**Reasoning demand(s):** causal, intentional									
	Single task demand				**Multiple task demands**				**X**	
	Resource-directing				**Resource-dispersing**				**X**	
	Context-embedded				**Context-reduced**				**X**	
Comments:										
Production focus	**Complexity**		**X**	**Accuracy**		**X**	**Fluency**			
Comments:										
Language focus / communicative functions	/									
Comments:										
Self-mediation strategies:					**Collaboration / peer support:**				**X**	
Comments:										
Task difficulty										
Global factors	**Learner:** Likely to be motivated and confident, sufficient previous experience with similar tasks / necessary skills									
	Task: Cognitively complex, has multiple steps, no context, some help available, grammatical accuracy not required									

	Text / Input: n.a.							
Comments:								
Information	**Static**		**Dynamic**		**Abstract**	**X**		
Comments:								
Operations of thought	**Code complexity**	Sophisticated code required, involves argumentation and critical analysis, advanced vocab.						
	Cognitive complexity	Topic may not be immediately familiar, familiar task type / discourse genre, generalisable						
	Communicative stress	Individual task – no communicative stress						
Comments:								
Input data	**World**	**Level of abstraction:** Abstract perspective						
		Degree of visual support: No visual support						
		Linguistic context: n.a.						
	Task	**Level of processing:** Evaluative (comparing aspects)						
		Modality: Verbal reaction (writing at descriptive level)						
	Text	**Vocabulary:** n.a.						
		Syntax: n.a.						
		Text structure: n.a.						
		Text length: n.a.						
Comments:								
Implementation Variables								
Task sequence	**Pre-task**	**X**	**During-task**	**X**	**Post-task**			
Alternative task stages	**Schema building**	**X**	**Controlled practice**		**Authentic listening practice**			
	Focus on linguistic elements		**Free practice**		**Introduction / performance**	**X**		
Comments:								
Pre-task phase	**Motivating**	**Predictions**			**Looking at pictures**			
		Brainstorming		**X**	**Relating personal experiences**			
	Strategic planning	**X**	**Providing a model**					
	Scaffolding strategies		**Form-focus**					
Comments:								
During-task phase	**Task cycle**	**Task performance**	**X**	**Preparing report**		**Presenting report**		
	Open time-frame		**Restricted timeframe**	**X**				
	Access to input material		**No access to input material**					
Comments:								
Post-task phase	**Reflection**	**Report**		**Error review**		**Task transcript**		**Task recording**
	Repetition	**Immediate**		**Time-displaced**	**X**	**None**		
Comments:								

Table 55: *Writing: article,* inferential analysis grid.

4 EXTRA Discussion

With a partner discuss the following:

As an Austrian, how do you see yourself? How do you think people outside Austria see Austrians? What do you think their opinions are based on?

In general, is the image of Austrians positive or negative? Think of well-known or famous Austrians. Would you say you are proud to be from Austria?

Report the main points of your discussion back to the class.

Figure 28: *EXTRA Discussion* (Abram & Williams 2019: 248)

General												
Title(s) of task: "EXTRA Discussion"								**Textbook:** English in Context 7/8				
Unit(s): Unit 28.C								**Unit/page number(s):** 4/248				
Comments:												
Categories												
Information Structure	**Information-gap**		**Reasoning-gap**		**Opinion-gap**	X						
Comments:												
Cognitive Process	**Listing**	X	**Ordering and sorting**		**Comparing**		**Problem solving**		**Creative task**			
Comments:												
Pedagogic task		**Real-world task**	X	**Underlying lifeworld activity:** Discussing								
Comments:												
Components												
Input	**Authentic**		**Inauthentic**		**Input Enhancement**							
	Shared		**Distributed**									
Comments:												
Roles	**Teacher:** guide, supporter				**Students:** Strategy-user							
Comments:												
Actions	**Strategy type:** affective personalizing				**Sub-steps/interim goals:** /							
Comments:												
Outcomes	**Functional goal:** Gaining an understanding of everyday life structures (socio-cultural)				**Stated goal:** Discuss peoples' opinions regarding Austrians an make a collection of your findings							
Comments:												
Settings: Normal classroom settings			**Monitoring:** Teacher monitors proceedings				**Feedback:** n.s.					
Comments:												

Table 56: *EXTRA discussion,* descriptive analysis grid.

Design variables												
Information structure	**Required information exchange**		**Optional information exchange**	X								
Comments:												
Interaction structure	**One-way**		**Two-way**	X	**Multi-way**							
Comments:												
Task outcomes:			**Open**	X	**Closed**							
Comments:												
Topic:			**Familiar**		**Unfamiliar**	X						
Comments:												
Discourse mode: Discussing												
Comments:												
Aspects of cognitive complexity	**Reasoning demand(s):** Intentional											
	Single task demand	X	**Multiple task demands**									
	Resource-directing		**Resource-dispersing**	X								
	Context-embedded		**Context-reduced**	X								
Comments:												
Production focus	**Complexity**	X	**Accuracy**		**Fluency**							
Comments:												
Language focus / communicative functions	/											
Comments:												
Self-mediation strategies:			**Collaboration / peer support:**	X								
Comments:												
Task difficulty												
Global factors	**Learner:** Likely to be confident and motivated, has necessary language skill but may lack relevant cultural knowledge											
	Task: Medium to low cognitive complexity, has few steps, no help available, does not require grammatical accuracy											

	Text / Input: n.a.							
Comments:								
Information	**Static**		**Dynamic**		**Abstract**	**X**		
Comments:								
Operations of thought	**Code complexity**	Requires some complex code, argumentation and hypothesising, relatively basic vocabulary						
	Cognitive complexity	Unfamiliar topic, familiar task type / discourse genre, requires some computation						
	Communicative stress	Two-way interaction with sufficient time, opportunities to control interaction						
Comments:								
Input data	**World**	**Level of abstraction**: Abstract perspective						
		Degree of visual support: No visual support						
		Linguistic context: n.a.						
	Task	**Level of processing:** Evaluative (argumentation)						
		Modality: Verbal reaction (talking at descriptive level)						
	Text	**Vocabulary:** n.a.						
		Syntax: n.a.						
		Text structure: n.a.						
		Text length: n.a.						
Comments:								
Implementation Variables								
Task sequence	**Pre-task**		**During-task**	**X**	**Post-task**	**X**		
Alternative task stages	**Schema building**		**Controlled practice**		**Authentic listening practice**			
	Focus on linguistic elements		**Free practice**		**Introduction / performance**			
Comments:								
Pre-task phase	**Motivating**	**Predictions**			**Looking at pictures**			
		Brainstorming			**Relating personal experiences**			
	Strategic planning			**Providing a model**				
	Scaffolding strategies			**Form-focus**				
Comments:								
During-task phase	**Task cycle**	**Task performance**	**X**	**Preparing report**	**X**	**Presenting report**	**X**	
	Open time-frame		**X**	**Restricted timeframe**				
	Access to input material			**No access to input material**				
Comments:								
Post-task phase	**Reflection**	**Report**	**X**	**Error review**		**Task transcript**		**Task recording**
	Repetition	**Immediate**		**Time-displaced**	**X**	**None**		
Comments:								

Table 57: *EXTRA discussion,* inferential analysis grid.

8.3. Abstract

Eine zentrale Quelle für die Anwendung von EFL Methodik im Sinne spezifischer sprachpädagogischer Ansätze sind die von SchülerInnen und praktizierenden Lehrkräften täglich verwendeten Lehrbücher, die auch den Bezugspunkt für viele konkrete Entscheidungen in Unterrichtsplanung und Aktivitätsorganisation darstellen. Angesichts der Prävalenz aufgabenbasierter Methodik (‚task-based methodology') in EFL Materialien- und Schulbuchgestaltung im westeuropäischen Raum liegt das Hauptinteresse der vorliegenden Arbeit in einer Analyse und Bewertung kommunikativer Aufgaben in verschiedenen, im österreichischen Sekundarschulunterricht gebräuchlich EFL Schulbüchern, basierend auf Kriterien aus Theorie und Forschung im Bereich des ‚Task-Based Language Teaching (TBLT)'. Methodisch wurde dabei auf bereits etablierte Verfahren der Lehrbuchanalyse zurückgegriffen, wie sie in der Forschung auf dem Gebiet der Gestaltung und -bewertung von Unterrichtsmaterialien (‚materials evaluation and development') zur Anwendung kommen: Die interessierenden Daten wurden zunächst auf verschiedenen Analyseebenen systematisch untersucht, beschrieben und strukturiert werden, um das Material schließlich einer umfassenden Bewertung anhand eines vordefinierten Kriterienkatalogs zu unterziehen. Die Ergebnisse der Untersuchung haben gezeigt, dass Aktivitäten, die als kommunikative Aufgaben (‚communicative tasks') klassifizierbar sind, von der Sekundarstufe I aufwärts bis in die Sekundarstufe II mit zunehmender Häufigkeit auftreten (bei gleichzeitiger Reduktion an Vielfalt), mit zunehmendem Kompetenzniveau ihrer Zielgruppe graduierlich weniger auf bestimmte Sprachstrukturen konzentriert sind (‚unfocused tasks') und in der Regel eine angemessene Schwierigkeit sowie ein ausgewogenes Verhältnis der Übung in den verschiedenen Bereichen der Produktion aufweisen. Verbesserungspotenziale lassen sich in der Integration von Erkenntnissen aus der soziokulturellen Theorie sowie Vorgaben zu den konkreten Modalitäten der Aufgabendurchführung (d.h. Pre- und Post-Aufgabenphasen) und der Verwendung authentischer Materialien als Aufgabeninput ausmachen.