In what ways does the Integrated Input-Output Framework for Task Based Language Teaching (TBLT) affect Teacher and Learner Confidence?

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Abstract

Task Based Language Teaching (TBLT) is an established, high motivational English as a Second Language (ESL) teaching methodology, but one which has been criticised for a lack of teacher input, particularly on vocabulary and grammar. This research paper aims to trial a new Integrated Input Output TBLT framework and to assess its impact on teacher and learner confidence. Using a mixed-methods practitioner-led methodology, this study focuses on a small sample of young ESL learners in Spain (12 in total) to compare the pure TBLT method with the new integrated version. The findings were encouraging both in terms of language acquisition and regarding teacher and learner confidence.

Introduction

As a freelance ESL teacher in Spain, I often give my group tasks which have the potential to engage the learners and encourage them to communicate more naturally. The class is extra-curricular, and I am aware that they receive intense input at school, therefore I aim to give my students an opportunity to practice their communication skills with me. I want my learners to use their language resources to communicate for an engaging and realistic purpose. As a language learner (living abroad) myself, I have the conviction that conveying meaning is paramount, with accuracy as an important, but nonetheless secondary objective.

Quite subconsciously, I have been carrying out a homemade version of Task-Based Language Teaching (TBLT) for over a decade. TBLT, first coined in the 1970s, is defined by Skehan (1998, p. 268) as having the following characteristics:

- Favours communicating meaning
- Works towards a goal
- Has high motivation, often including the presence of an information gap
- Is Outcome-evaluated
- Requires learners to draw on their own resources

Although TBLT is widely recognised as a well-established teaching method, even taken up as the ESL core syllabus in New Zealand and Vietnam, a common criticism it receives: 'its lack of input' (Swan, 2005) has echoed an internal voice of doubt that I have experienced myself. Partly stemming from being immersed in the Spanish education culture of exams, textbooks and grammar points, I sometimes worry whether such a learner-centred, production-focused teaching method sufficiently promotes language and grammar acquisition.

Leeming and Harris (2020) offer an Integrated Input-Output Framework seeking to address the perceived need for more input in TBLT in its purest form (p. 215). Simply put, they propose the integration of input (reading and listening) and output (speaking and writing) based tasks.

In this way, multiple opportunities are provided for both implicit and even explicit teaching, while adhering to the fundamentals of TBLT (Ellis, 2009; 2017).

This mixed-methods, practitioner-led study aims to test the new TBLT framework developed by Leeming and Harris (2020) to learn more about its potential to improve my practice. Focusing on two groups of young learners from my after-school classes, I will assess the impact of the structured input set out in their integrated TBLT on:

- Both my confidence as a teacher and that of my students
- Language acquisition

Literature Review

This section outlines the thinking behind TBLT, along with the main academic arguments in its favour. Highlighting concerns on input, I then give an overview of relevant and, in some cases, very recent practitioner research exploring the connection between TBLT, inputs, and learner confidence which sparked my initial interest in this topic.

Treating students as language users rather than language learners opens the doors to a realm of learning opportunities in the classroom. Cook (1999) strikes a chord with me when she argues that speakers of a second language (L2) should not be constantly compared to native speakers. They should be appreciated and be recognised for their 'accomplishments' rather than their 'failures' (Cook, 1999 p. 195). The affective factor in language learning is arguably as important as the cognitive (Leeming and Harris, 2020). Taking the leap into using another language requires self-confidence, which can be nurtured or destroyed in a classroom. In my view, this pragmatic and humanistic approach to language teaching naturally leads to TBLT. TBLT advocates draw on its *active* nature. In contrast with the traditional Presentation Practice Production (PPP) method of language teaching, in TBLT language is treated as a 'tool for doing things' (Shintani, 2018, quoted in Bygate, Samuda and Van den Branden, 2018), p. 203) thus promoting communicative confidence.

Focusing on developing communication ability and confidence, TBLT aims to equip speakers with the strategies they need to use English in real world situations (Long, 2016) '…if they are confident enough to make the most of their language with all its shortcomings and inaccuracies then they have acquired a valuable skill for life' (Willis and Willis, 2007, p. 32).

Ellis (2009, p. 229) argues that although at times the type of communication TBLT fosters in the classroom may be stilted or limited, it is advantageous for beginners as they 'develop their strategic competence' by being forced to draw on their existing resources. Willis and Willis (2007, p. 32) refer to the 'high surrender value' of TBLT. Students may study English for decades, but if they don't have the confidence to use the language they are learning outside of the classroom, it has very little real-world value. On the contrary, when students are regularly challenged with problem-solving tasks in English then regardless of whether they ever master the most advanced English courses, they would still have a tangible communication tool at their disposal.

Bygate, Samuda and Van den Branden (2018) collect teacher practitioner-led research pieces, often sparked by a 'pedagogical puzzle becoming a catalyst for empirical study' (p. 16). They stress the need for 'more studies starting from pedagogical implications rather than ending

with them'. This divide between the academic and practitioner viewpoint appears as a recurring theme in the literature surrounding TBLT (Baralt, 2018; Bygate et al., 2017). Newton and Bui (2018) in turn argue that, as the very basis of TBLT is grounded in individual needs and learner-centred classes, local research is useful to gain an understanding of the benefits and constraints of the teaching method.

Criticism has been levelled at TBLT for neglecting to focus sufficiently on grammar and vocabulary. Swan (2005) and Widdowson (2003) suggest that by concentrating on a learner's ability to complete communication tasks, a logical grammatical and lexical syllabus cannot be followed. Citing the benefits of a traditionally planned syllabus based on vocabulary frequency lists and progressively more complex grammatical structures, Swan (2005) expresses doubts about how learners can improve if they are communicating with their peers, making errors and sometimes working with vocabulary and structures that are beyond their current ability. This could lead to learner demotivation and lack of confidence. Ellis (2009) counters this argument stressing that first language speakers (L1) develop grammar and vocabulary naturally in a 'gradual and dynamic process' (Klein and Perdue, 1997, quoted in Ellis, 2009). Long (2016) goes further in addressing the misunderstandings surrounding TBLT, although tasks are not designed to teach a specific grammar point in each lesson 'attention to grammar happens throughout tasks, as part of TBLT methodology'. Through focus on forms and negative feedback, grammar can be taught more reactively and at the appropriate developmental moment.

Willis and Willis (2007) provide a whole chapter of activities based on input tasks. They suggest that learners may naturally 'mine' (p. 29) the text for useful expressions to help them carry out their tasks. Although lacking in description of detailed empirical studies, Willis and Willis (2007) do draw on the experiences of 30 ESL practitioners who contributed their recommended tasks and lesson plans to the collection.

Multiple studies have been carried out relating to the use of TBLT in schools. Small scale practitioner research carried out by Natsuko Shintani (2018) using comparative methods research revealed the effectiveness of input-based tasks on young Japanese beginners. Shintani (2018) conducted a 14-week study specifically comparing vocabulary acquisition in students being taught using PPP with students using input-based TBLT (listening). The results indicated that TBLT input tasks did foster communicative confidence and language acquisition as the young learners 'frequently engaged in' (unprompted) 'output' (Shintani, 2018, p. 210).

Bygate and Samuda (2005) and Shintani (2018, p. 210) both advocate some use of repetition in contrast with the traditional syllabus in which one language point is covered before quickly moving on to the next. In much the same way as a parent and child have similar interactions countless times before a child becomes fluent in L1 (Chenu and Jisa, 2009, p. 19), TBLT provides frequent and repeated communication opportunities allowing L2 learners to develop in confidence and proficiency.

Others have focused on teachers (East, 2017; Newton and Bui, 2018) who were using the newly implemented TBLT syllabus in their classrooms. Using interviews, East (2017) identified teachers' enthusiasm for the new curriculum built around TBLT. Teachers were positive about the 'core' importance of communication, with language knowledge playing a 'supporting' role (p. 229). Newton and Bui (2018) opted for classroom observations to investigate teachers´ understanding of TBLT and the interactions involved in the classroom. Both studies were

qualitative and sought to gain insights into the perception of teachers. This is important because TBLT relies on a great deal of skill and commitment from the teacher as materials often need to be created from scratch and it is not always easy to predict what issues and language points may arise during the completion of a task (Skehan, 2002; Long, 2016).

Leeming and Harris (2020) conducted a mixed-methods comparative study in Japan to investigate the benefits of TBLT compared with PPP, particularly focused on student self-efficacy. Their results showed similar improvement in terms of speaking proficiency and self-efficacy by the end of the study but showed TBLT learners were initially slower to perceive their own development. East (2017) tackles a similar issue, from the perspective of teachers, in his chapter entitled, 'If it's all about tasks, will they learn anything?'. Interestingly, in acknowledging a limitation to his study, namely the newness of the implementation of TBLT in his school curriculum, East (2017) identifies an element that connects to Leeming and Harris (2020), as well as my own case. He suggests that as TBLT becomes more 'mainstream' (East, 2017, p. 229) with more teacher training in place, more research may reveal higher levels of confidence.

Leeming and Harris (2020) propose an Integrated Input-Output Framework as an answer to the 'poverty of input' argument made by Swan (2005). Building on Willis' (1996) TBLT framework, which can involve text-based tasks, Leeming and Harris (2020) seek to link thematically connected input and output tasks together to provide new grammatical structures and lexis followed by an opportunity to use them in a meaningful way. Although supportive of Willis' work, they suggest a 'certain disconnect' (Leeming and Harris, 2020, p. 216) between input and output tasks in the Willis (1996) framework. In their 2020 article Leeming and Harris refer to the framework having been used by Japanese students of varying ages and abilities. However, possibly due to the relative newness of the model, they do not provide details on any research that has been done to test the impact of their framework on teacher or students.

Methodology and Methods

Willis' (1996) work resonates greatly with my own practice. Therefore, I was eager to try the framework and assess its impact on confidence. I decided to conduct a comparative study to identify any differences between levels of confidence and motivation in a standard TBLT lesson and another incorporating both input and output tasks as proposed by Leeming and Harris (2020).

Bandura (1986, p. 391) defines self-efficacy as 'the judgements people make about their ability to do things using the skills they have' as opposed to their actual skills. Self-efficacy has been found to directly impact academic performance due to its link with student motivation (Wood and Locke, 1987, quoted in Maurer and Pierce, 1998, p. 1), thus, it is relevant to me in my quest to create an effective but enjoyable learning environment.

As the driving purpose for this study is improving my own practice and gaining an understanding of my students' feelings and individual experiences my research must be a small scale, researcher practitioner study. (Baralt, 2018; Shintani, 2018; Cypress, 2017) The knowledge I seek to uncover relates specifically to self-reflection, as this will be crucial in

determining how the students and teacher (in this case – myself) perceive the lesson. Consequently, it will be local, subjective, and personal research.

I aimed to examine perceptions at various points of the lesson, but in order to avoid disrupting the flow of the tasks, I designed a reflective questionnaire to be completed shortly after the end of the class. I would argue that although a questionnaire lends itself to quantitative research, I actually used mixed-methods; for the sake of brevity and in order to obtain a snapshot of overall class confidence and sense of self- efficacy at given moments in the lessons the first questions sought responses using closed questions (quantitative) and the second part used open ended (qualitative) interview style questions which as defined by Braun and Clarke (2006) aimed at eliciting more detailed and personal self-reflections.

I acknowledge that I am very enthusiastic about the TBLT method and my 20 years of experience in teaching and training have shaped my belief in individual needs-based classes with communication at the core. My positionality is primed to value any positive findings from this study. However, in practical terms, I genuinely need to determine whether this method increases my students´ confidence and look closely at any negative indicators because they will be the starting point for any improvement I can make to my practice.

Based on the example tasks presented in Leeming and Harris' (2020) framework, I designed and led one TBLT session with Group A incorporating all the input and output task features proposed in their 2020 article. With Group B, I led an identical lesson, but only included the output task. I carefully planned both sessions to ensure that I adhered to the principles of TBLT, ensuring that I was well prepared for any focus on forms work that I could identify as the session progressed.

Immediately afterwards the participants were provided with a questionnaire and asked to fill it in as honestly and extensively as possible. As the learners' level of English was B1/B2 (intermediate to upper intermediate) the questions were in both English and in their native Spanish. I gave the participants the option to complete their answers in whichever language they felt most comfortable. This ensured that they were not impeded from giving a comprehensive response.

My prime objective was to gauge student self-perception in terms of their confidence and ability (self-efficacy) as well as motivation, so I sought to identify the most accurate wording and scales. I opted for closed questions where the participant selects the phrase that they feel best describes their view. Although Bandura (2006) recommended self-efficacy questions on a 'can do' numerical scale or on the Likert scale with 'agree/disagree' style answers, others are sceptical (Wright, 1975; Saris et. al., 2010) citing the potential for acquiescence bias and or being more mentally taxing for participants.

To triangulate the data, I made the decision to record my observations and reflections as the students were working, taking note of any behaviour or issues that I noticed which could be an indicator of confidence levels. As an 'insider', I had the advantage of being familiar to and with the participants, so I hoped this would facilitate natural behaviour in the study (Hargreaves, 1967, p. 193)

As teacher and learner confidence are inextricably linked to our perception of student progress in the acquisition of English, the third prong is the brief assessment of the learning outcomes from both lessons.

Participants

I selected two relatively small groups of Spanish children (6 in each group, with an equal gender mix) aged 12-13, all with B1/B2 Common European Framework of Reference (CEFR) Levels of English , who attend weekly English classes at my house. I know their parents well which help making communication regarding authorisation straightforward. I had autonomy on what to cover in this class as the students attend to develop their general English skills (not for school homework support), so I was not constrained by a school curriculum.

Ethics

Prior to carrying out any research or data gathering, I ensured that my study would be conducted in compliance with the ethics requirements of the University of Sheffield obtaining the ethics approval for my research in March 2022. Each participant was given a consent form with information about my research and with made it clear that participation was optional, and that if they decided to participate they needed to be honest and open in their answers. This is important because participants could potentially adapt their answers if they felt they should try to please me as their teacher and as an adult. The questionnaire was also designed with a final 'Any further comments' section in an attempt to redress the power imbalance of 'one-way dialogue'. (Kvale, 2006 p. 484). I also consulted their parents about the students participation first in order to give the children the opportunity to decline to be involved through an adult rather than in person and minimise this wat any pressure they may have felt.

Before handing out the questionnaires I explained that I had left a tray outside the classroom to hand them in privately based on Kyritsi´s (2019) idea of 'boxes for opting in or out'.

Analysis

Teacher confidence and observations on confidence

I had a clear plan of each stage of the lesson and had prepared the materials thoroughly, so I started both lessons feeling confident, albeit a little anxious about following the exact lesson plans. I was aware that I needed to follow them closely to ensure that both the Integrated Input-Output Framework (IIOF) and the Output-only (TBLT) tasks would be evaluated accurately. As the IIOF lesson was double the length of the TBLT class, I assessed that it would make more sense to spread the tasks over two classes rather than add any time pressure to the tasks. This was a deviation from Leeming and Harris' framework but was a necessary adaptation to the constraints of my timetable.

The objectives of the class were very clear and practical: narrating a fictitious story. This allowed me to focus on helping the learners achieve their goal. The task series for both the IIOF and TBLT groups provided a 'targeted focus on forms pre-and-post-task activities as advocated by Skehan (1998).

The additional input (reading) task was carried out by the IIOF group. It was a light-hearted and engaging text, which was well received by the participants and appeared to serve the dual purpose of acting as a hook interesting them in the task and providing them with a rich source of vocabulary and ideas.

I found that I did not have the 'practitioner unease' (Samuda, Bygate and Van den Branden, p. 5) that I had experienced previously. I felt confident that the task design had sound foundations and as I followed each step in the lesson plan my sense of efficacy grew. In the case of the IIOF group, I felt reassured since I was able to observe several occasions in which the input task provided opportunities for language acquisition, bringing the potential for 'linguistically rich interactions' (Ellis, 2009, p. 229) The observations I made while both groups carried out their tasks contributed to my sense of confidence because I identified signs of the learners connecting with the activities and, in the particular case of the IIOF group, of them using vocabulary from the input activity in the written output activity. Examples of such observational notes are listed in Figure 1 (below).

IIOF GROUP OBSERVATION NOTES
- Students smiled and enjoyed the guessing game
- Positive atmosphere, and almost all students are focused on the reading task
- Most students raised their hands to participate
- 1 student was colouring and doodling on the reading sheet as we went through the list of things the man ate
- Body language mainly engaged and interested, sitting forward
- In pairs students had lively exchanges and were eager to "go first" to talk about their character
- Corrections: verb tenses 6 times, spelling 8 times
- Writing Stage: I observed 4 students looking back at the reading activity and their post task notes

TBLT GROUP OBSERVATION NOTES
- 4 students used the Internet to look up dates and details of famous people, they talked animatedly about what they were doing and appeared to enjoy it (smiling, laughing)
- Every pair raised a hand to read out their list of famous people
- Positive atmosphere throughout the lesson, all students engaged and on task
- Learners all focused on their individual timelines, heads down
- Quite noisy pair work, some L1 (Spanish) used
- Corrections: verb tenses 11 times, spelling 9 times

Figure 1: Observation notes per class group

Learning outcomes

Although in my observations I did not identify any examples of expressions from the input text used when the students were making their timelines and explaining their stories to their partners, interestingly, in the written work submitted, I did identify some examples.

Expressions from the text (or from the 'focus on forms' activity) appeared in their final written report, such as:

- Was born in (date)
- One day
- Actually
- Weirdly

This suggests that Task 1 gave them the opportunity to 'mine' (Willis, 2007, p. 26) the text for useful vocabulary and expressions, particularly when it came to completing a similar activity (writing a similar text) but also in the oral stages. The use of the simple past tense was common both orally and in written form, although this was the point on which I made most corrections. Corrections were given both at the preparation and presentation stage. Over 80% of participants remembered receiving 'grammar and vocabulary' corrections from the teacher (Q. 7/8). Once the tasks were completed, I marked the written work and I realised that all students completed both the speaking and the written task successfully. It appeared that their 'internal syllabus' (Ellis, 2009) matched the level of the task as all students attempted to use the past tense and narrate a life story in chronological order. There were variations across both groups in terms of accuracy and complexity (falling within the B1-B2 level) but apart from the use of the vocabulary mentioned above there was little difference in the quality of written work done by the two groups.

Overall confidence and perception of success

Chart 1 depicts the specific breakdown of confidence levels per lesson type (as provided by students). From it we can see that when it came to participant feedback, the IIOF group reported slightly higher levels of overall confidence, with almost 90% feeling 'extremely' or 'quite' confident compared to 70% of the TBLT group.
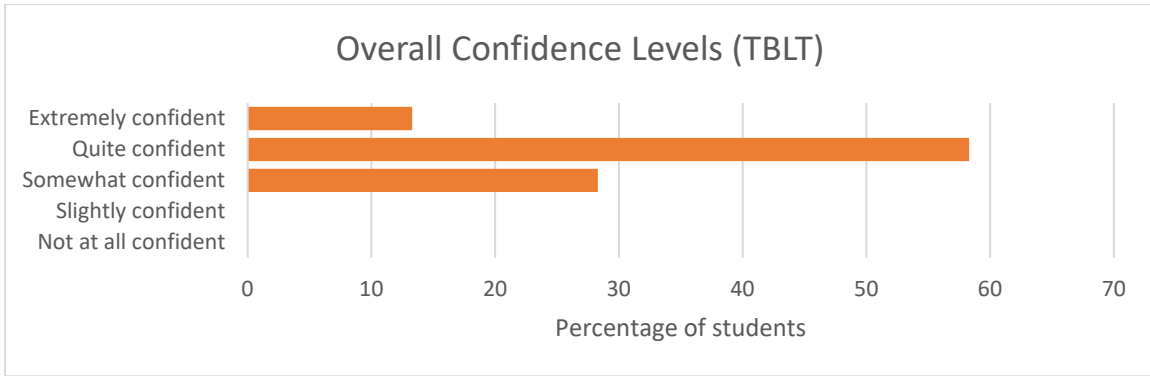
Overall Confidence Levels (TBLT)
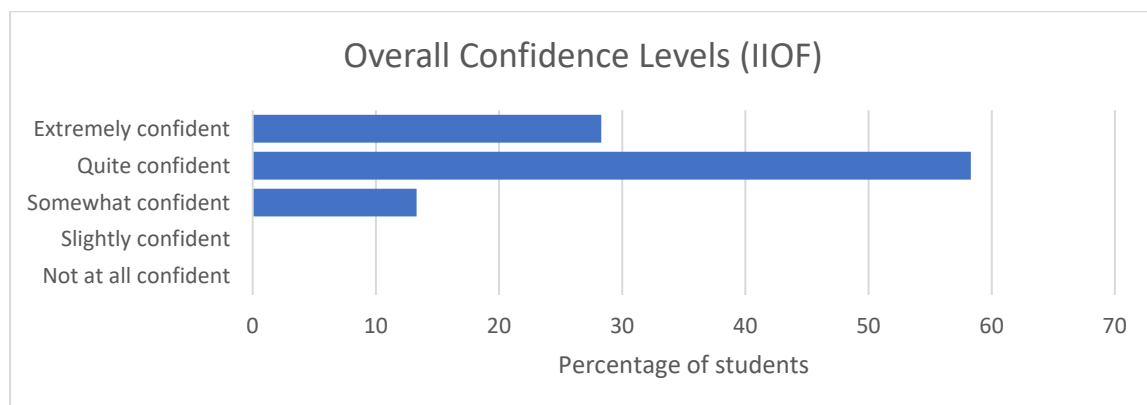
Chart 1: Confidence levels per class group

Confidence levels regarding having completed tasks successfully on each type of class are shown by Chart 2. From it we can see there was a deeper sense of confidence in having completed the task successfully in the IIOF group. Although the majority of both groups felt 'quite confident' (about 67% of participants in each class), in the IIOF class group the remainder (33% of students) felt 'extremely confident' compared to the same percentage of the TBLT group feeling only 'somewhat confident'.
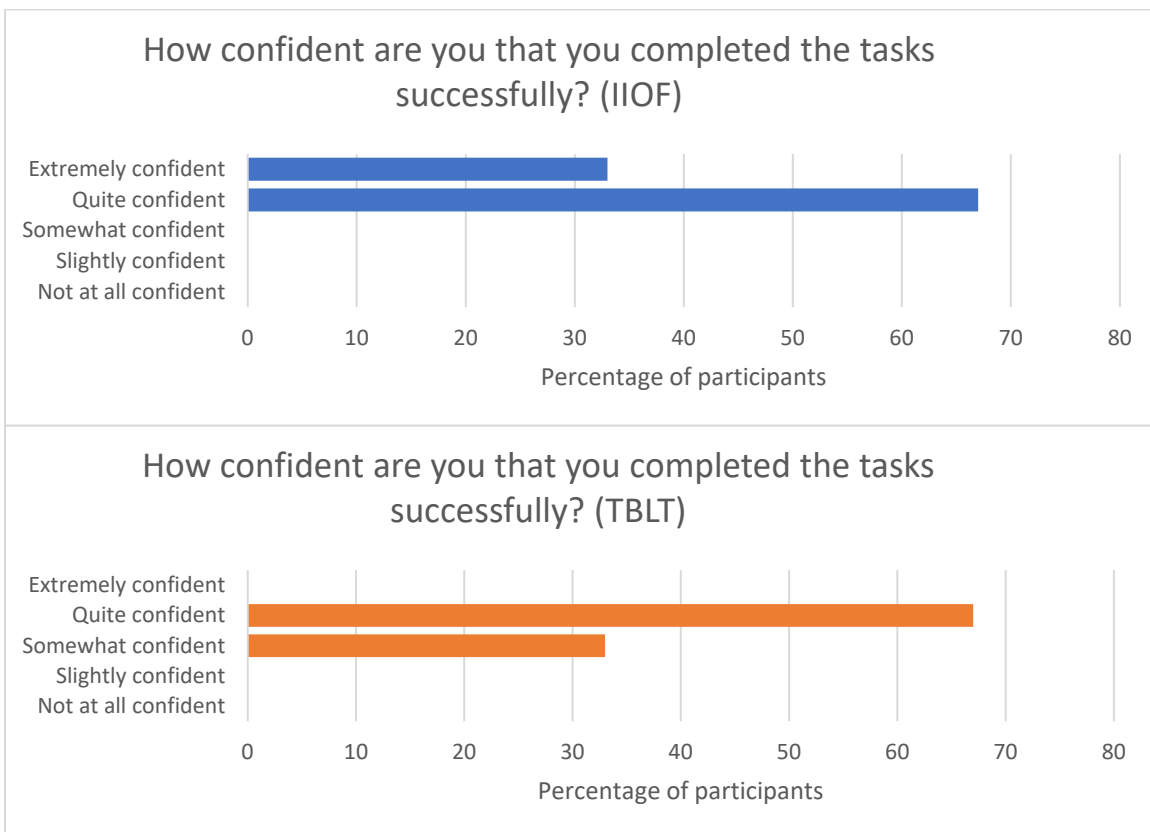

How confident are you that you completed the tasks successfully? (IIOF)

How confident are you that you completed the tasks successfully? (TBLT)

Chart 2: Confidence levels regarding task completion success per class group.
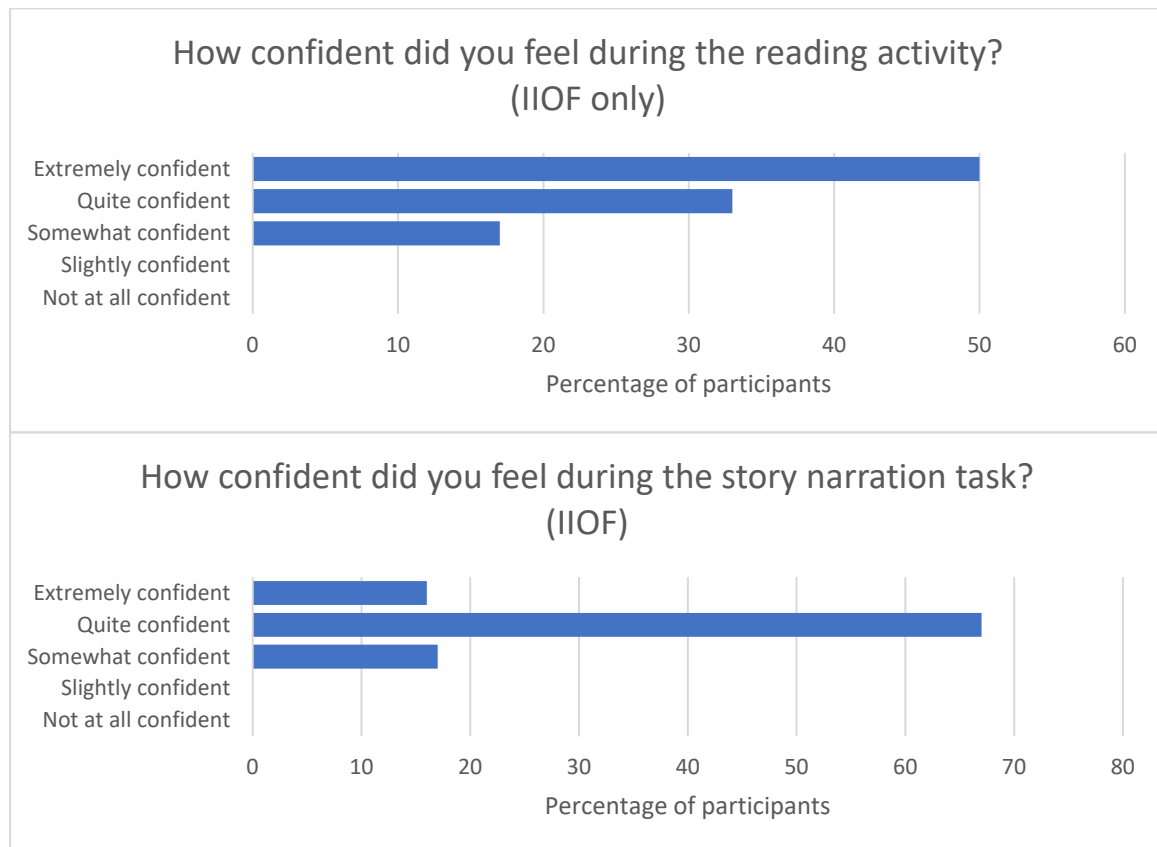
Comparison of input vs output tasks

Chart 3 visually represents each group of students' confidence levels while performing different, specific tasks. In their responses to questions relating to specific elements of the

tasks, such as reading, speaking and writing the participants in both groups recorded similar levels of self-efficacy.

The output 'production' task was the second task for the IIOF group and the only task for the TBLT group. Participants had to invent and then describe the life of a person with an unusual life. Ideas included a woman who could turn anything she touched into diamonds and a man who invented a time machine, but half of the IIOF group seemed to model their answer on the input task and imagined some kind of world record holder.

The participants who completed both an input and output task (the IIOF group) reported higher levels of confidence in the reading (input) task than in the writing (output) task; the majority also identified it as the most challenging part of the lesson (Q. 7). As receptive skills such as reading and listening arguably place less focus on the student to perform and produce something to be assessed by the teacher or their peers, this may account for the variation.

The IIOF group recorded slightly higher confidence levels than their counterparts in the written output tasks and the same level of confidence in the speaking (output) task.
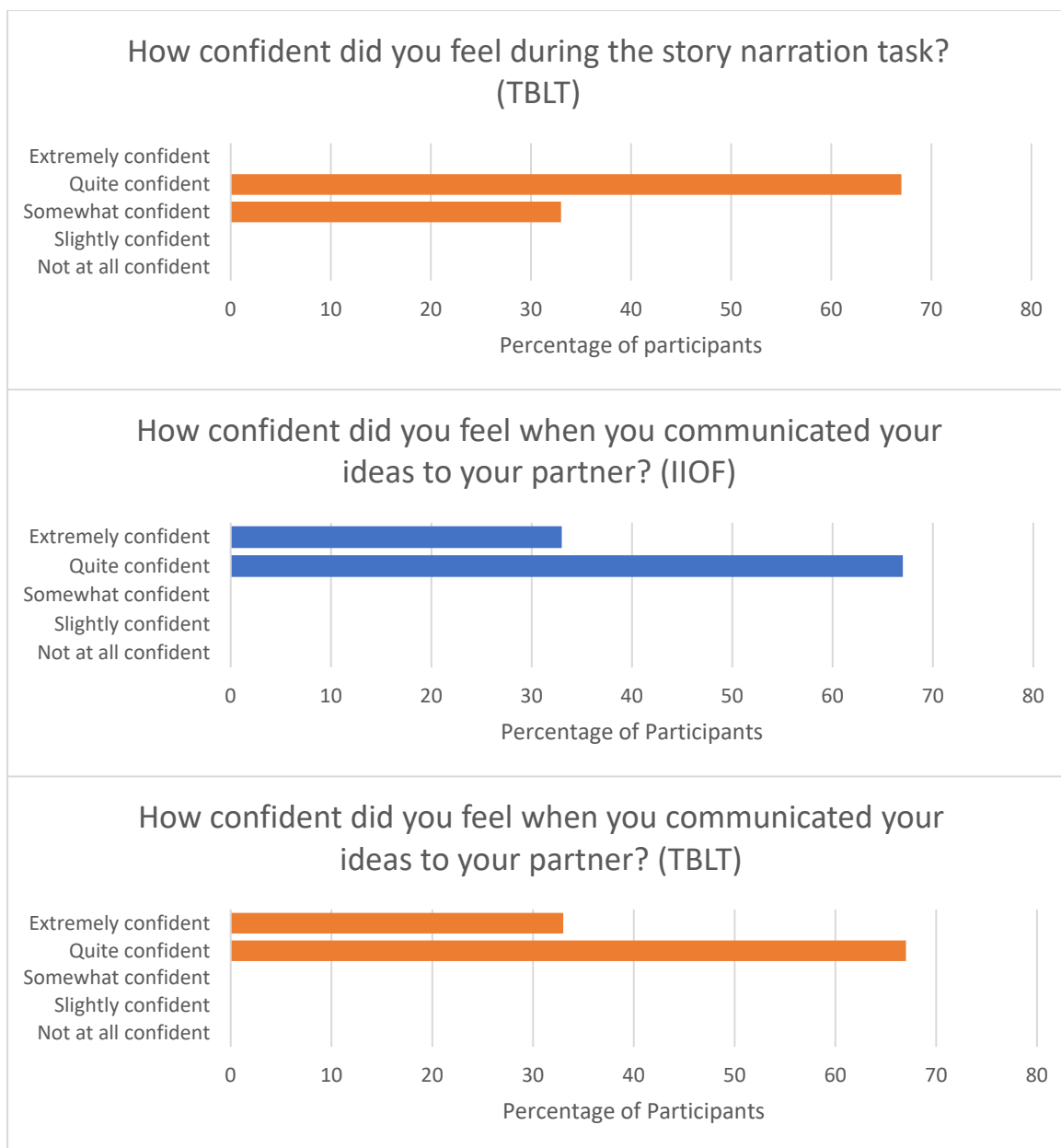
How confident did you feel during the reading activity? (IIOF only)

Confidence level	Percentage of participants
Extremely confident	50
Quite confident	33
Somewhat confident	17
Slightly confident	0
Not at all confident	0

Percentage of participants

How confident did you feel during the story narration task? (IIOF)

Confidence level	Percentage of participants
Extremely confident	16
Quite confident	67
Somewhat confident	17
Slightly confident	0
Not at all confident	0

Percentage of participants

Chart 3: Confidence levels per class group and tasks.

As a researcher, I was particularly curious to find out whether any IIOF group students would acknowledge or notice any ways in which Task 1 helped prepare them for Task 2 (Q. 6). The main theme to emerge from the open-ended questions in the qualitative section of the questionnaire was that 67% of participants made positive comments, recognising the input task had given them 'an example of how to do it well' or 'showed many ways of explaining a person's life'. Almost 30% also highlighted that it had given them ideas for their story. This corroborates my earlier observations on topics chosen by the IIOF group.

When asked the same question (but about the pre-task activities) 40% of the TBLT group highlighted the listing activity had given them 'ideas to use'. However, in terms of how to (actually) carry out the task, possibly due to the activity being less structured, they did not make a connection between the texts on famous people they had read online and the writing task they carried out possibly due to the activity being less structured.

Motivation

Participant feedback showed that the majority of students were very interested in the tasks, although there was some variation in degree of interest. My observations would support this, as in both group sessions there was a lively atmosphere with no behaviour issues and all students completed the tasks successfully. Of the students who chose to answer the question (60%), the most common response (+90%) to 'Any other comments?' was that it had been 'fun' or that they had 'enjoyed it'. Some also specifically referred to having enjoyed the final post-task activity – reading out and listening to the story of their partner's invented character. There was no notable difference between further comments made by either group.

As shown in Chart 4, overall motivation was reported to be slightly higher in the TBLT group. I did not perceive a difference in motivation in my observations, apart from one student in the IIOF group who was distracted in the reading task. It is possible that having started the task fresh, the TBLT group were slightly more motivated overall as they perceived the task to be purely a creative task, without feeling constrained by the presence of a 'model answer'. There was no confirmation from the follow up questions (Q. 6-9) as to the reasons for this difference.
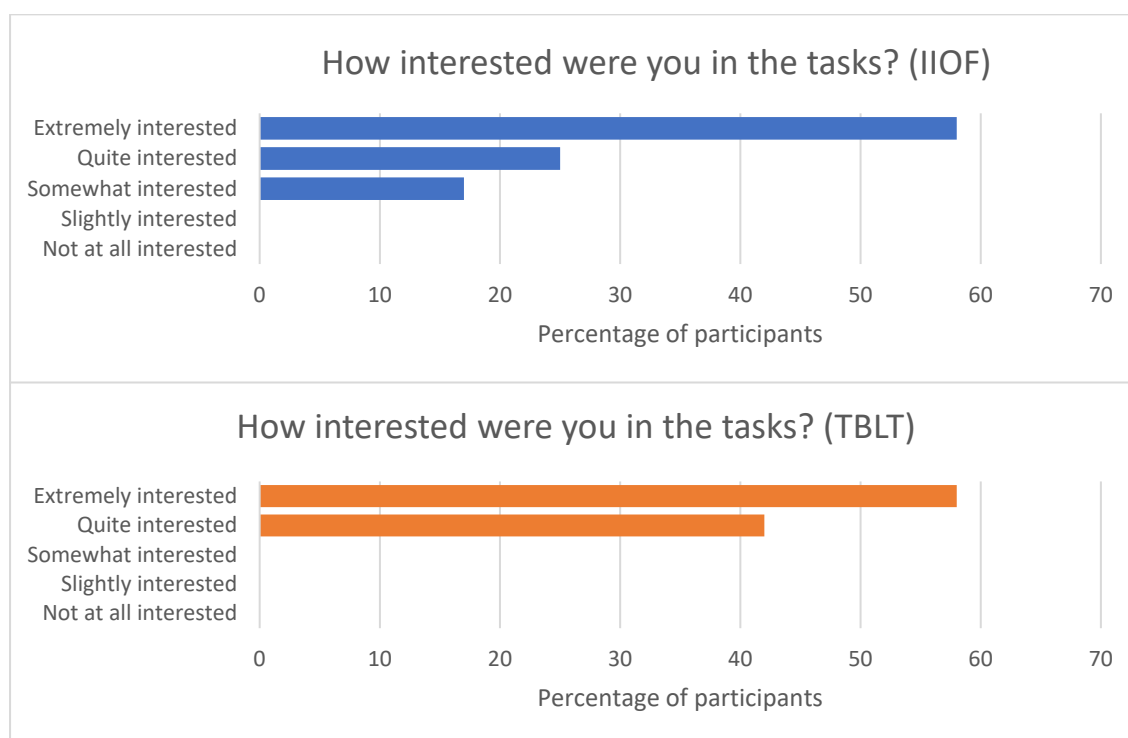

Chart 4: Students' interest levels per class group.

Discussion

The research indicated that both learner and teacher confidence was positive throughout both the IIOF and TBLT sessions. As a standalone task the TBLT group were able to use their existing language resources and had the benefit of a brief pre-task in which they had the

opportunity to look for useful facts, figures and vocabulary online. This supports Willis (1996, 2007) and Ellis' (2009) argument that TBLT can provide input even when a task is mainly output based.

Learning objectives were met successfully by both groups, and although no immediate difference in outcomes was assessed to have occurred, the IIOF group did exhibit fledgling signs that they had incorporated vocabulary and structures from the input task in their production task. As suggested by Shintani (2018) and Ellis (2009), further repetition of a very similar task would provide learners with an opportunity to put what they have learnt into practice after having time to process and assimilate what they have experienced.

The slightly higher level of reported confidence in the IIOF group, combined with the participant feedback acknowledging the usefulness of the input task, and the unprompted use of input vocabulary may suggest that Leeming and Harris' Framework (2020) has the potential of being more effective than pure TBLT. Criticisms based on lack of input or focus on grammar (Swan 2005, Widdowson 2003) are not supported by my findings, particularly in the IIOF model. Learners were exposed to new language, in context, which they processed and used in their own ways for a meaningful communicative purpose. They had the opportunity to be corrected and evaluated in their use of English and ended the sessions with a high level of both motivation and confidence.

As reported by East (2017), as a teacher, I appreciated the chance to facilitate both lessons where meaningful communication was at the core. However, the IIOF provided me with an extra layer of confidence. The affective factors shaping the learning environment give an early indication that the Integrated Input Output Framework does indeed build on the success of the Willis Framework and has a place in my ongoing practice.

Conclusion

My research indicates that the IIOF promotes student and teacher confidence. Personally, I have gained confidence in my capacity to prepare a lesson in which meaningful communication takes priority while not sacrificing input and the opportunity to develop and practice new structures. This has implications not only for my own practice but also for other teachers who may be enthusiastic about TBLT but who are seeking ways to provide structured input to their classes.

The study was worthwhile as a piece of local research and the outcomes have clear significance for my professional practice. However, for further studies a recommendation to obtain more representative data (and therefore increase the internal and external validity of the answers) would be to compare the IIOF and TBLT session with a contrasting PPP session conducted with the same or a similar group of students. The reason I did not do this was partly due to logistical reasons and, admittedly, also due to my reluctance to use the PPP methodology with my students. This unconscious bias, in retrospect, might have impacted negatively the potential scope of my research.

Going forward I intend to plan a sequence of input and output task-based lessons to practice designing and structuring suitable input and output tasks with a gradual development of

complexity and language needs throughout the coming months. I also see great potential in task repetition and will incorporate it into my planning. My hope is that, as my practitioner confidence grows, I will feel empowered to adapt and tailor tasks to respond to specific learner needs. Leeming and Harris' framework has inspired me to try out new methods and to recognise that, as teachers, much of what happens in the classroom is in our hands.

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