

“Tandem”



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MODULE 3 - TOPIC 3.6.3: SELECTING THE METHOD OF INSTRUCTION

The *method of instruction* is the way the learners are organized in the classroom while they are working on the tasks. This plays a very important role in the successful implementation of the task.

The learners can **work in pairs** which means that one student is working with another student while they can also **work in groups** which means that the class is divided in smaller groups of students. There is also the possibility for **individual work** or **work as a whole class**.

The instructor has to have in mind *what fits better each phase of the task-cycle*. TBLT is a very communicative approach, which means that learners talk a lot to execute the tasks.

- ✓ While the first classes take place, **working in pairs** is a good way to break the ice and make learners feel comfortable.
- ✓ When learners are working in pairs and the task asks from one learner to prepare a final outcome while listening to the other learner talking, it would be beneficial that each learner can have the time and space to change roles and prepare individually a final outcome. In this way, both learners are heard and practice their skills equally.
- ✓ If the learners are solving a problem or sharing personal experiences, **working in small groups** would bring them many benefits:
 - They can listen to the ideas of the others, gain self confidence in talking in a small group, listen to the others talk, learn from the others, cultivate intercultural sensitivity and togetherness, and practice the language.
 - Collaborative learning is in the center of TBLT. Working together and supporting each other maximise learning and task outcomes. It is the opposite of competitive learning where each learner is trying to be better than his/her companions.
 - While the learners are performing a task with an information gap or an opinion gap task, it becomes necessary to have more than one person so as to exchange knowledge or opinion in a more constructive way.
- ✓ **Individual work** would be useful in the TBLT class while the learners are reflecting on their own knowledge and would need to have an individual outcome to evaluate their own progress. Working as an individual can give learners the opportunity to think about their knowledge, achievements, and

needs. Also, it can make the learners autonomous and more confident if they are asked to perform a task or a part of a task by relying on themselves.

So, the method of instruction can change according to:

- ✓ *what fits better each phase of the task-cycle, as seen previously.*
- ✓ *how the learners evolve.* For example, you can ask your learners to make presentations in groups when they are starting, then in pairs and then when they gain confidence, to perform individually. This goes the same way for all the tasks and activities.
- ✓ *the relations of your learners.* For example, sometimes due to their historical past, some learners might be uncomfortable to work with some other learners. You should be aware and respect it.

BIBLIOGRAPHY:

- Council of Europe and European Commission - Directorate of Youth and Sport (2000). *Methodology in language learning T-Kit* (vol. 2). Strasbourg: Council of Europe publishing.