

## **Module 4 Summary**

- The TBLT method can have obstacles caused by class size, students previous learning experiences, and digital v. live classroom.
- Pre-task: As the facilitator you will first introduce the topic to your students. We offer advice on how to start the pre-task when you teach in a blended classroom.
- Task: As the facilitator, your goal is to engage students in one of the following while that are doing the task -- listening, speaking, reading, writing comprehension. We provide an example of how to engage your students in speaking practice during the task.
- Post-task: We provide an example of flyer making as an example of a post-task exercise. There are many post task exercises that your students do to engage with the material. As the facilitator, think about how the post-task might be done in class, at home, individually, or in small groups.
- As the teacher/facilitator you want to be fair to your students, knowledgeable about the topic, and motivational to your students.
- During the class the teacher will be an assessor, prompter, participant, tutor, facilitator, model, and monitor at different times.
- Student Centered Class: Teacher helps the students become active in making projects and doing research. There is collaboration between the teacher and the students.
- 3 Cs of Change: Cease, continue, commence. As the teacher you can keep this in mind while you teach, so that your teaching continues to grow as you get more teaching experience.
- When you make a task for your class, keep these ideas in mind: does the task make sense, involve an obstacle that can be overcome, give way to questions, let the students critically think, is this a real world situation, give general rules, use metacognition.

## **Tips and Recommendations:**

- Think about what aspects of the course should be digital - what should your students prepare at home? What should be discussed in class?
- There are various tools that can be used for collaborative work online (Google docs/presentations, jamboard, canva, etc) - (Here i would link to our other projects that show how to make lesson plans: Digital Pedagogy Cookbook and Shaping)
- How can you engage your students to discuss the topics?
- Example of a worksheet in which they need to tick off every phrase as they use them

### **Pre-task Tips:**

- All lesson types -- Ask them what jobs they have already had, since it will get them to practice the past tense
- 1-1 lesson tip -- Find an example job application online, and ask your student to read the text. It will check their pronunciation
- 1-1 lesson tip -- make the pro/con list with them



- Group tips -- make smaller groups to have them make the pro/con lists. If the class is very large, they probably don't have to come together to discuss all of the ideas.
- Group tips -- the students will definitely want to have technology devices
- Group tips -- Have the students write down the pro/cons on a live shared documents

### Task Tips:

- 1-1 lesson tips -- be prepared to write definitions of key terms with your student
- Group lesson tips -- provide a shared link with key definitions. Students can add vocabulary to the list in a collaborative way
- Classroom where the students know each other's tips -- When you will choose jobs to learn about, encourage your students to research the jobs of the other students. They probably know what the other students jobs are

### Post Task Tips:

- 1-1 lesson tips -- Try a role reversal, and challenge your student to be the agent and you the job candidate
- 1-1 lesson tip -- It may be challenging to build the questionnaire with your student, since you will use the questionnaire in the exercise. Feel free to use the pre-made questionnaire.

