

“Tandem”



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MODULE 4 - TOPIC 4.2.2: Task

(VIDEO TRANSCRIPT)

Now let's apply task-based language teaching to the task. Your goal as a facilitator is to use three steps process model. Step one is that students select three to five fields that represent the genre, that they choose. You can reference back to the genres your students showed interest in during the pre-task. Step two is the students are going to practice showing agreement and disagreement while they decide the representative film in their chosen category. And the last step is the students will document their final decision by creating lists. They will present their decision to the whole class.

This is going to engage their writing skills as well as their speaking skills. Let's look closely at step two. Use the tools in their toolkit. These will include vocabulary and sentence phrases related to the topic of discussing films. Let's assume our students are at the A2-B1 level. Over the course of their discussion of favourite films, they are going to use idioms to suggest. Your students' tasks will be to use every single sentence frame over the course of the discussion. They will use all of the sentence frames at this level that allow them to suggest express agreement and to express disagreement. Your job as the facilitator is going to be to go around and provide feedback to the students as they use each sentence frame. You can correct things like their grammar their pronunciation and their speaking fluency. Now that we've talked about how you'll engage with your students, let's move on to the post task where your students are going to become even more independent in using their language skills.