



MODULE 4

4.3 THE ROLE OF A TBLT LANGUAGE TEACHER

What is the role of the teacher in TBLT?

In TBLT, the teacher is not 'the teacher who knows everything', but is a **facilitator**. Thanks to the teacher, learning becomes easier.

What does a teacher do in the 3 phases of TBLT?

The teacher is a facilitator. So, in general, he/she creates a **positive atmosphere** and gives the students the **tools to grow and learn**.

The teacher plays a very important role in all phases of TBLT.

1) In the **Pre-Task**, the teacher **gives the students all the necessary tools** for the task Cycle.

- He asks the students questions;
- Answers students' questions;
- Motivates students to learn;
- Uses real-life examples, not grammar.

2) In the **Task Cycle**, the teacher **takes a step back**. The students are the most important people. Therefore, the teacher:

- Does not talk much: the students in fact work alone;
- Does not interrupt the students, because he wants them to learn a lot;
- Watches carefully what the students do;
- Can take notes on students' mistakes to talk about them during the post-task;
- Answers questions from students who do not know how to move forward.

3) In the **Post-Task**, the teacher focuses on **grammar rules**. Therefore:

- Talks a lot;
- Explains the grammar rules;
- Answers students' questions;
- Sometimes corrects errors in a direct manner (explains immediately what the error is and gives the correct answer);
- Sometimes corrects errors indirectly (does not immediately explain what the error is and asks students to find the correct answer themselves).



Is language awareness important in TBLT?

Having linguistic awareness means knowing the grammar and vocabulary of a language well.

Perhaps you speak a language perfectly, or know your mother tongue very well. But maybe no one has ever taught you grammar. Or maybe you studied a long time ago and don't remember it.

Teachers using the TBLT method focus much less on the 'rules' of the language and much more on communication.

However, in **post-task you have to explain the rules to your students** to help them speak well, and you have to know how to answer students' questions. Therefore, it is not enough to know the TBLT method. It is important that you spend some time **reviewing the grammar and vocabulary rules** of the language you want to teach.

What are the other characteristics of a good teacher?

It is not enough to know the TBLT method and it is not enough to have linguistic awareness. In fact, the teacher must have other important qualities:

- **Communication skills.** The teacher must know how to communicate with his or her students. The teacher must know how to present the material in an interesting and clear manner. The teacher must also listen to the needs of the students and must know how to write well, to adapt the material;
- **Critical thinking.** The teacher must think well about which material to choose and how to adapt it to the needs of the students. The teacher must know how to answer students' questions and must solve possible problems in the classroom;
- **Organisational skills.** The teacher must plan the lessons, the course programme, evaluate the students' improvements;
- **Creativity and passion.** The teacher must convey love for the language he or she teaches and for his or her work. This motivates the students;
- **Patience.** The teacher must repeat the same things several times and must ask the students to pay attention. He must also help them when they have difficulties.