

“Tandem”



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MODULE 4 - TOPIC 4: final Activity

(VIDEO TRANSCRIPT)

So now that you've created your own lesson plan on the topic looking for a job, let's take a look at our completed example and review some thoughts and considerations of how you can implement this lesson into your course either in the blended learning context with digital elements or in your face-to-face class with your learners. So, now we're going to look at how you could have filled out this template for the topic looking for a job. First and foremost, we look at the topic in the area and fill in the broader kind of topics of this lesson plan so job offers, job search, foreign languages for the profession. Then you'd give a kind of brief description of the activity what are your students actually going to be doing. In this case they'll be role-playing interviews and then of course the learning goals. And here it's important to see the learning goals to not only focus on grammatical skills learned so past tense or vocabulary, but also conversational skills and some soft skills that your learners will learn through this lesson. If we take a look throughout this lesson plan, you'll see that we followed the same story that you experienced in um topic two of this module starting with the pre-task. This would be with your instructions on having the first activity where your students really engage with the vocabulary. So, looking at different media and different advertisements already presented in the language they're learning so that they can really learn some of the new vocabulary. And then you would also include some of this vocabulary directly in your lesson plan with some examples so you know how to jump right into it when you're actually in the teaching phase. You would also include your learning objectives and then you jump into the main task and the main task should really be the part where you're focusing on some grammar and some real kind of skill learning. So here you could have your students find these job ads and summarize the most important information really classify what um is necessary skills and then start having them think about what they have done in the past, what experiences they've acquired in order to apply for these jobs. This would be a good way to focus on the past tense. So again, you have your learning objectives practicing the past

tense in a foreign language to ask about each other's work experience. Here you can include some of the tools you'll need for example the job ads, probably a computer for them to search some and also a dictionary to help them with building that vocabulary. And last but not least you'd have the post task. This could be done as a role play which would be a really good great way for students to act as the interviewee and the job seeker the employer and really put their vocabulary and their new grammar skills into practice. It's a really great kind of fun way to engage them as mediator and candidate. So, we really have this back and forth as much of as an authentic situation it can be and you as the teacher would go around and make sure your students are using the new skills and feel comfortable with the topic. So, you can take a look at all of the kind of ideas we have put in here. For example, include a little questionnaire for the job interview so your students have some background on what to work with. And this can be done as a group collaborative work online beforehand so in the blended learning situation you could assign this for homework to prepare the questionnaire and that's a way to get your students working together even online outside of the classroom. And most importantly remember to have some fun when building this lesson. Task-based learning is all about authentic situations so think about what kind of skills your students will really benefit from when preparing this lesson plan.

