A close up of a sign

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# MODULE 3 - TOPIC 3.2.3: What are the elements of a task (pre-, task, post-)?

In this section we want to focus a bit more on the task-structure. If you remember from Module 1, a TBLT task is divided into: pre-task, task activity and post task. Here we will draw more focus on how to approach these stages when you make your activity. In the table below you can see more clearly what is the role of the teacher and the student during each phase of the TASK.

|  |  |  |
| --- | --- | --- |
|  | TEACHER | STUDENT |
| PRE-TASK | | |
|  | * Introduces and defines the topic * Uses activities to help students recall/learn useful words and phrases * Ensures students understand the task instructions * Motivate students   SAMPLE ACTIVITIES:   * Brainstorming * Visuals (photos, videos, etc.) * Games * Discussions * Vocabulary activities * Reading * Showing other students doing the same or similar activity | * Note down useful words and phrases from the pre-task activities * May spend a few minutes preparing for the task individually * Activate already-existing knowledge |
| TASK CYCLE | | |
| TASK | * Acts as observer and encourages the students * Takes notes of the mistakes made during the exercise * DOES NOT CORRECT MISTAKES DURING THE EXERCISE! * Controls the development of the process | * Do the task in pairs/small groups * May be asked to look up additional data * Focus on using the language, not on the mistakes! |
| PLANNING | * Ensures the purpose of the report is clear * Acts as language adviser * Helps students rehearse oral reports or organise written ones | * Prepare to report to the class (verbally or in writing) how they did the task and what they discovered * Prepare the language form and vocabulary they will use * Rehearse what they will say or draft a written version for the class to read |
| REPORTING | * Acts as a facilitator: selecting who will speak next, or ensuring all students read most of the written report * Maybe give short feedback on content and form | * Present their spoken reports to the class, or circulate/display their written reports * Can compare results with other students * Reflects on performance * Reviewing mistakes |
| POST-TASK (Language Focus) | | |
| ANALYSIS | * Reviews each activity with the class * Brings other useful words, phrases and patterns to students` attention | * Identify and process specific language features from the task * Ask questions |
| PRACTICE | * Conducts practice activities after the analysis where necessary to build confidence and affirm the knowledge | * Practice and affirm words, phrases and patterns from the analysis activities |

[[1]](#footnote-1)

1. <https://www.slideshare.net/RobertDickey/tblllesson-planning>

   <https://www2.vobs.at/Ludescher/Grammar/task_based_learning.htm> [↑](#footnote-ref-1)