Today’s class

• Review
• Example activities
• Homework

- Please call me ‘Edward’ or just ‘teacher’!
Email: edpovey@hotmail.co.uk
Website: edwardtesol.com
Two variations of Communicative Language Teaching

Strong CLT
Focus mainly on communication and meaning. Very little language scaffolding.

Weak CLT
Focus on communication, but also scaffolding is included.
Different types of target language

**Situations**
- Bank
- Restaurant
- Train station
- Cinema
- Supermarket
- Hotel
- ...
- ...
- ...

**Functions**
- Agreeing
- Suggesting
- Clarifying
- Apologising
- Explaining
- Complaining
- ...
- ...
- ...

**Grammar**
- Modals
- Past tense
- Superlative
- Prepositions
- Adverbs
- Tag questions
- ...
- ...
- ...
What are the needs of learners?

Discuss the language needs of each of these learners. What types of tasks do they do in their life? Can you think of one more type of learner?
In groups, choose 1 situation from the list below. Make a list of 3 tasks for the situation you chose that involves using language. Let’s do one together.

1. Planning a weekend of shopping with friends
2. Searching for a job
3. Working in a restaurant as a server

Example: Planning a birthday party
- Ordering cake from the bakery
- Writing invitations
- Finding information about games to play
A framework for TBLT

Reflect
Find examples of these different task, activity and exercise types in a textbook you are currently using or one with which you are familiar. How are they combined?
Exercise

Pedagogical Task

Real World Task

Activity
What is TBLT?

- Activities are organized around tasks, not language items.
- Learn and practice language structures in a more natural and meaningful way.
- Authentic topic material which is relevant to the students’ needs.
- Develops skills for “real-life” tasks.
What is an exercise?

• focus on specific language element
• focus on a single skill
• guided and controlled
• no context (except the classroom)
• not authentic
• not meaningful
• the outcome is linguistic
Exercises focus on specific language points to be learned
What is a task?

• various expressions used
• multiple skills (L,S,R,W)
• free, with a focus on fluency
• many contexts (cafe, office, researching, emergency, negotiating)
• similar to authentic language use
• focus on meaning
• the outcome is non-linguistic
Tasks are focused on an outcome

pedagogical tasks

real-world tasks
Let’s go to see a movie!!

Here is your schedule. Complete the schedule with your (mostly!) true appointments. **Leave 2 spaces blank.**

<table>
<thead>
<tr>
<th></th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>afternoon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>evening</td>
<td></td>
<td></td>
<td></td>
<td>class with Edward</td>
<td></td>
</tr>
</tbody>
</table>

Now, in your group, try to organize a time and day that you can see a movie. Don’t show your schedule, you are on the phone! Some of you may have to change your schedule. Once you have decided the day/time, decide which movie you want to see.
TBLT: Spot the differences

(Activation task)
TBLT: Spot the differences
TBLT: Spot the differences

On your phone go to edwardtesol.com/spot

One student will open A, another will open B.

Do not show your picture to your partner.

The pictures are very similar, but some things are different.

You need to describe the picture to find the differences.
Who is it?

A. He’s wearing a blue hat.
B. She’s wearing a blue skirt.
C. He’s wearing a yellow hat.
D. He’s wearing blue jeans.

Practice with your partner!
Hotel Mystery

You are going to role play a guest in a hotel. There has been a murder and you need to guess who is the killer!

You and the people you are with are not the murderer. One of the other guests that you saw today is probably the murderer.

You need to share each clue with your partners and build the information you know about the other guests to decide who you think is the murderer.

1. Everybody read the introduction to your group to set the scene.
2. Read the clues to your group one by one. All guests read clue 1, then all guests read clue 2, etc.
3. Read slowly and take notes or drawings to help you put together the cause.
4. At the end you will guess which other guest in the hotel is the killer.
Homework - due next week

Read the Week 7 reading text. After reading find and bring to class an authentic **input** material (listening or reading), such as an English magazine, poster, brochure, menu, newspaper article, recipe, report…

For your material, take notes for the following…

- input (what is your material)
- setting (type of students)
- procedure (how it will be used in a task) - What is the task?
- learner role (during task) - What will learners do?
- teacher role (during task) - What is the teacher’s role?
- goal (outcome of task, goal type) - What is the task outcome?

See the reading for explanations and more detailed information.