

### Idioma estranger i la seva didàctica

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### What is a 'task'?

 A piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. It should also have a sense of completeness, being about to stand along as a communicative act on its **OWN right.** (Nunan, 1989, p.10)



# Main features of tasks

o Problem to solve

Comparable to real-world activities

Meaning is primary

Task completion

Evaluation in terms of outcome

### What is a PEDAGOGIC task?

- differentiated goal-oriented process
- with a number of steps
- draws on a series of cognitive and communicative procedures
- has a **defined outcome**
- tasks are sequenceable and can be subject to pedagogical intervention

 Examples: Listing, comparing, ordering and sorting, problem-solving, sharing personal experiences, creative tasks ...



# A task is not "PPP"

**P** resentation: - item in context

P ractice: - repeat target items or in dialogues - typical exercise in a book

P roduction: - 'free' situation practice (role play, simulation, etc.)

#### Pre-task (including topic and task) The teacher

introduces and defines the topic
 uses activities to help students recall/learn useful words and phrases

 ensures students understand task instructions
 may play a recording of others doing the same or a similar task

#### The students

note down useful words and phrases from the pre-task activities and/or the recording
 may spend a few minutes preparing for the task individually

#### **Task cycle**

#### Task

#### The students

 do the task in pairs/small groups. It may be based on a reading/listening text

#### The teacher

Analysis

The students

acts as monitor and encourages students

transcript

The teacher

prepare to report to the class how they did
 the task and what they discovered/decided

the task and what they discovered/decided • rehearse what they will say or draft a written version for the class to read

#### The teacher

Planning

The students

- · ensures the purpose of the report is clear
- · acts as language adviser
- helps students rehearse oral reports or organise written ones

#### Report

#### The students

 present their spoken reports to the class, or circulate/display their written reports

#### The teacher

- acts as chairperson, selecting who will speak next, or ensuring all students read most of the written reports
- · may give brief feedback on content and form
- may play a recording of others doing the
- same or a similar task

#### Language focus

#### Practice

- The teacher
  - conducts practice activities after analysis activities where necessary, to build confidence

#### The students

- practise words, phrases and patterns from the analysis activities
- practise other features occurring in the task text or report stage
- enter useful language items in their language notebooks
- from the report stage

reviews each analysis activity with the class

· brings other useful words, phrases and

patterns to students' attention
may pick up on language items

do consciousness-raising activities to identify and process specific language features from the task text and/or

· may ask about other features they have noticed

### Willis, 1996

# Let's make it! GUACAMOLE!!!

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For 2 people:

- 1 big avocado
- 1 small tomato chopped in small pieces
- 1 teaspoon of olive oil
- salt and pepper
- half a lemon
- corn crisps

### 0 1

- $\,\circ\,$  Cut the avocado in two.
- Remove the stone and the flesh with a teaspoon
- 0 2
- In a bowl, mash the flesh with a fork.
- Add salt and pepper.
- 03
- -Add the tomato and the olive oil. Mix well.

o 4 Add some juice from the lemon.o 5 Put it in the refrigerator.

o 6 Serve it with corn crisps.