

# PETALL

## Good Practices

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# TASK BASED ACTIVITIES

LINDSAY CLANDFIELD

## ◎ 1. Tasks must be authentic

*Filling in a job application is a task.*

*Filling in the blanks on a cloze worksheet is not.*

## ◎ 2. Tasks must be goal-oriented

- What is the goal of asking your students to order a pizza for example?

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## ◉ 3. Tasks must be meaningful

- *Colorless green ideas dream furiously - Chomsky*
- *Grammatically correct sentences can be meaningless*

## ◉ 4. Tasks must be assessed in a valid manner

- In a five minute presentation about the family you have to assess if the goal was achieved. Accuracy and proficiency come secondly.

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## ◉ 5. Tasks must be adaptive

- A task must be adaptive to age, social, cultural background to be authentic and in order to imitate the real world.

## ◉ 6. Tasks must be themed

- If we take even a diagonal look at national syllabus or CEFR we understand that these themes are recurrent: family; daily routine; work; nature; media; technology; entertainment; shopping - These are real life themes!
- <http://sixthings.net/2010/06/25/six-things-all-language-teachers-should-know-about-tasks/>

# TASK BASED ACTIVITIES

## TASK STAGES

- ◉ 1. Pre-task
  - The teacher provides input and background for the students to perform the task. At this point students must understand what the goal/aim/objective of the task is and what will be assessed.
- ◉ 2. Task
  - Students work according to teachers guidelines but using processes of modification, negotiation, interaction and communication, using their knowledge and life experience to produce the task.
- ◉ 3. The post-task
  - Unnecessary but which can be used to consolidate what was learnt.