

Answer Key

1. C
2. D
3. A
4. E
5. B

Appendix 2

A Sample Tourist Plan

	Activity	Activity	Activity
Day 1			
Day 2			
Day 3			

Appendix 3

Student questionnaire

1. Were your mistakes corrected? Can you give me examples?
2. What new phrases did you learn?
3. Did you enjoy the lesson? Why?

Why not?

4. Would you like to have more of this lesson type? Why? Why not?

Appendix 4

Self-reflection form

- 1) What I liked about the experience.
- 2) What I didn't like about the experience.
- 3) How differently I will teach the same lesson next time. Why?

References

- Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge: CUP.
- Richards, J., & Rodgers, T. (2003). *Approaches and Methods in Language Teaching*. Cambridge: CUP.
- Scrivener, J. (2011). *Learning Teaching: The Essential Guide to English Language Teaching*. Oxford. Macmillan Education.



3. Which city is the historical capital city of Iran?
4. Which city is famous for its mosques?

Step 2

The teacher then starts talking about the four cities he would show a group of tourists in a four-day tour: Tehran, Isfahan, Shiraz, and Yazd.

He also shows some real pictures of the places to students using the following sentences.

Yazd is famous for its mosques.

Isfahan is famous for its mosques and palaces.

There are a lot of museums and tall buildings in Tehran.

Mashhad is famous for Imam Reza Holy Shrine.

Shiraz is famous for Hafez Tomb.

Step 3

The teacher then gives students some matching tasks and asks them to match and make correct sentences (Appendix 1). He also works on sentence stress and intonation of the sentences. The teacher then informs students that a group of tourists are coming to visit Iran for 3 days. He asks students to make a plan for a 3-day visit to Iran. The teacher gives each group a map and a poster to make their plan (Appendix 2).

Step 4

The teacher monitors for support and makes notes of the good and bad language that students use during the task. Students then will have one minute to prepare a report for the class. The plans will be pinned to the board and group representatives report what they did and

what they have included. The teacher writes on the board some good language he heard from students and some erroneous sentences.

Step 5

The teacher encourages good sentences and asks everyone to write them down. He also asks them to repeat the good models. He elicits the correct form of the erroneous sentences and asks students to repeat them. The teacher also accentuates the sentence stress and intonation, as well.

Step 6

The teacher gives the whole class another chance to make a new plan as a class using the correct language. He gives them another A3/A4 blank sheet paper to do so. He monitors students' work and checks the language they are using to do the task. He provides support where necessary. The teacher gives students the questionnaire (Appendix 3) to find out students' ideas about the lesson. He also informally talks to them and asks if they liked the lesson or not. Why? Why not? Finally, students receive a self-reflection questionnaire to think back about the experience and express their feelings (Appendix 3).

Appendix 1

1.Tehran is famous for	a) see around the mosque.
2.It takes about 30 minutes	b) hafez tomb
3.You should definitely	c) Milad Tower.
4.You should visit	d) by plane from Tehran.
5.Shiraz is famous for	e) this tourist attraction.

Using Tasks in Teaching English

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اشاره

سـتـون «My Contribution» با هدف انتقال تجربه‌های موفق تدریس، براساس برنامه درسی جدید زبان انگلیسی طراحی شده است. تصور رایج بر این است که آموزش، به‌طور کلی، براساس محتوای کتاب درسی و راهکارهای ارائه شده در کتاب معلم شکل می‌گیرد، در عین حال لازم است به این نکته توجه کنیم که هر طرح درسی از سبک آموزشی طراح خود نیز تأثیر می‌پذیرد. از همین‌رو، تبادل تجربه‌های آموزشی که می‌توانند مبتکرانه و تا حدودی شخصی باشند به مدرسان کمک می‌کند کیفیت تدریس خود را ارتقا بخشند. از مدرسان محترم زبان انگلیسی تقاضا می‌شود تجربه‌های آموزشی موفق خود را در قالبی مناسب این ستون، به نشانی پیام‌نگار (E-mail) مسئول ستون، ارسال نمایند. این تجربه‌ها پس از بررسی و تأیید به چاپ خواهند رسید.

Quick guide

Key words: tomb, bridge, palace, tower, famous for

Learner English level: Pre-intermediate

Preparation: 10 minutes

Materials: a map, a poster, pictures of historical places of Iran, magnets, whiteboard or a video projector to display some photos

Introduction

TBLT is an approach which is based on the use of tasks as the core unit of planning and instruction in language teaching (Richards & Rodgers, 2003: 223). For Scrivener (2011: 183) TBLT is a general term for some more variations on the “exposure-test-teach-test” lesson structure. But what is a task? Nunan (1989:10) states that task is a piece

of classroom activity which involves learners in comprehending, manipulating, producing, and interacting in the target language while their attention is basically focused on meaning rather than form of the language. Here in this lesson, I would like to share a lesson designed based on TBLT.

Step 1

The teacher asks students if they have seen a tourist or not. He, then, asks students to talk together about their experience in this regard. After some minutes, he asks some students to share their experiences with their classmates. He then asks students the following questions:

1. Which cities are more famous for tourists to visit in Iran?
2. Where can you find many palaces in Iran?



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Guidelines for Publishing in My Contribution

The column entitled *My Contribution* is a recent initiative which is intended to be a forum for sharing lesson plans and procedures for classroom activities. Our assumption is that all teachers have original ideas for running their lessons which work for them. We welcome a contribution which reflects an original idea. Ideas taken from teachers' guides can be of no help unless they are sufficiently modified. The sign of an original idea is that it is a source of excitement and pride to the originator to the extent that he/she would like to tell others how it works. You can imagine yourself telling your colleague in a very simple clear language how you carry out the activity in your class in a stepwise manner. As your account is procedural it follows a certain structure which is different from the structure of a research article. The column includes instructions which tell the reader how to carry out the teaching activities like the ones one can find in a recipe. In some cases specially in the conclusion part you might want to provide a rationale for the activity by referring to the literature but this needs to be kept at a minimum.

It should be noted that a lesson plan is the blueprint of those teaching activities that are to be done in the classroom to teach the textbook content with the aim of achieving its objectives. Every teacher tries to plan the content in his/her own style so that he/she can teach systematically and effectively. You can see the detailed guidelines for writing *My Contribution* in the box below.

Your "My Contribution" should include:

- A title, your name, affiliation, and email address;
- A "Quick guide" to the activity or teaching technique;
- No more than 700 words excluding the appendixes;
- An introduction (i.e. overview) followed by preparation and procedure steps and a conclusion.
It should be:
- In Microsoft Word format;
- Double-spaced with an extra space between sections.