

## **Study Questions: Michael K. Legutke - Insights into the Communicative EFL Classroom - From Tasks to Projects**

### **1) Which of the following statements match Legutke's criteria for tasks?**

1. A task should be easy because all students need to be content.
2. The teacher can integrate any content (s)he wants because it is only important that the students use the foreign language.
3. The task should contain one specific topic and lead to a clearly defined outcome.
4. The task should be created in a way that the students have to use the foreign language.

### **2) Which are the three magic Ps of Target Based Language Teaching (TBLT)?**

1. Purpose, procedure, pay-off
2. Purpose, plan, pay-off
3. Purpose, procedure, plan
4. Purpose, plan, product

### **3) Which statement is true for the target task?**

1. A target task should only have one pre-task as the 'core curriculum' demands one target task in every second lesson.
2. At the beginning of the lesson planning, the teacher thinks of several exercises and designs a target task afterwards.
3. There are pre-tasks which can be recognized as individual exercises. These exercises lead to the final task – the target task.

### **4) According to Legutke, what are the characteristics and functions of learner texts?**

1. They are only written for the teacher to be marked.
2. They are expressions of the student's individuality.
3. They communicate meaning.
4. They are a teacher product.
5. They show what the learners can do with the language in a meaningful way.
6. They foster creativity.

## 5) What is the relationship between tasks and projects?

Projects are not more than collections of task sequences, structured by one or more target tasks.

## 6) Name three tasks of the teacher

- maintaining & safeguarding safety and motivation;
- keeping the learners' focus on the task;
- supporting language comprehension & production;
- focus on form when appropriate;
- reflecting upon task output & process afterwards;
- ...

## Keep in mind:

Communicative language classrooms depend on...

1. meaningful tasks and task sequences;
2. learner texts as task outcomes (spoken, written, multimodal);
3. a well-managed task-based pedagogy.