

National Virtual Colloquium



The Task-Teach-Task framework in the design of research-solution-proposal methodological orientations

Title of the course of reference: Developing Key Competencies of the CEFR at A2 level

TRAINING INSTITUTION: Foreign Languages Department at the University of Pinar del Río

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BENEFICIARIES: 82 Third year undergraduates from the Foreign Languages Department at the University of Pinar del Río

TYPE OF CASCADING ACTIVITY: A lecture and a workshop

MODE OF DELIVERY: Hybrid (blended learning)

SUBJECT: Research Methodology II (3rd year)

Actions implemented:

A **lecture** on how to design the solution proposal of their research projects was delivered. It included how to implement the T-T-T framework in a lesson plan as part of the methodological orientations of their research proposals.

The lecture was shared with the undergraduates as a PowerPoint presentation to study and send questions to the trainer on WhatsApp before the lecture (flipped classroom methodology).

A **workshop** to help undergraduates to use the T-T-T framework as part of the methodological orientations of a set of spoken interaction communicative activities (possible research proposal).

Task-Teach-Task Framework in a Spoken Interaction Lesson

- 1. Lead-in:** It establishes the topic & allows learners to express their knowledge, thoughts and opinions.
- 2. Preparation to speak** – thinking and planning time. Note you may need to manage the classroom seating here
- 3. Task socializing**
- 4. Language input**
- 5. New Task** – note this is very similar to the first task

Each stage is explained and exemplified.

1. Lead-in: It establishes the topic & allows learners to express their knowledge, thoughts and opinions.

What makes an effective lead-in?

- Visuals are useful
- Allow learners to share ideas in pairs or groups
- Don't make it too long

Look at these postcards.? Have you visited any of these places Which of these places would you like to visit?



Los Jasmínes Hotel, Pinar del Río



Old Havana, Havana



Varadero beach, Matanzas



Jardines del Rey, Cayo Coco



The Indian Cave, Viñales, Pinar del Río

Conclusions

Undergraduates can integrate research skills and the pedagogical skill: planning a system of lessons, as a result of a lot of modeling, tutoring and monitoring.

Using the flipped classroom methodology helps achieves the objective of writing methodological orientations to help teachers in High School integrate research proposals into their lesson plans.

The Task-Teach-Task framework might be a helpful stimulus to undergraduates in their effort to explain to others how to integrate their research solution proposals in to teaching in High School.