



**SIXTH CONFERENCE ON ENGLISH LANGUAGE  
TEACHING AND CULTURE.**

***“Towards new challenges and dilemmas”***

**Theme 3: English for Specific/Academic Purposes.**

**Title: *The Task-Teach-Task Approach for Second Year  
Dentistry Students.***

**Authors: \* Idania Díaz Cabezas  
\*\*Aniuska Berdayes Vives**



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# ***Dentistry Specialty in Cuban Medical Collages***

## **The English Language Syllabi**

**A vital tool for:**

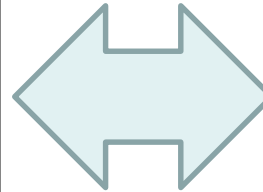
- **Dentists' efficient performance in National and International Sites**
  - **Medical Assistance**
    - **Upgrading**
    - **Teaching**
  - **Researching**

**A Strategy in undergraduate and post degree courses tributing to the Specialty goals and objectives**

# Challenge and Problem- solve situation

## **Difficulties on:**

- Favours an effective communicative competence in correspondence with the CEFR standards for the A2 level in Dentistry learners.
- Potentiating the Dentistry professional skills through English.



## **Methods and Approaches for solving difficulties:**

Applying the **Task-Teach-Task Approach** in the teaching – learning process of 2nd year Dentistry students inside a medical context.

## ***Basis for applying the task-teach-task approach in A2 Dentistry learners to develop oral interaction:***

- A2 Band descriptors for: a Conversation; a Sustained monologue putting a case; Facilitating collaborative interaction with peers.
- Implications of the CEFR band descriptors for teaching A2 learners.
- The role of the task in speaking lessons.
- Criteria for effective speaking tasks.
- Stages for the Task-teach-task approach contextualized through an English for Dentistry Purposes.

# Stages for the Task-Teach-Task Approach in a 2nd Year Dentistry Lesson

**1- Lead-in and feedback on the lead in:** *Through questions:* on the following illnesses: a headache, a stomachache, **a toothache**. Example given from Unit 10. Section C. *Face2face Elementary course book.*

**2-Preparing for speaking:** *The students share more ideas about the lead in questions for 5 or 6 minutes. Task Based on exercise 9 page 85.*

**3- Socializing the task:** Students **a-** Choose an illness. Have conversations with other students. Take turns to be sympathetic and give advice.

**b-** Tell the class about their illness. Give their feelings on it. *They focus first on the aspects from a- ; then a pair of advanced students model what they have to do.*

**4-Language input:** *for the -a and -b items: A Model Conversation is given: and other Useful Expressions. 20 minutes for students 'sharing. Teacher's checking oral interaction. Monitors the students' performances , gives scaffolding where needed, writes down notes on students' mistakes and success, assesses in a whole-class activity.*

**5-Repeating the task;** but changing the illnesses for oral health problems such as: gingivitis, stomatitis. In the **language input** other advices may be considered .The teacher gives more time for a freer practice.

**6-Planning:** The teacher **assesses the achievements and the outcomes of tasks**, the first one and the repeated one. **Reformulates** them if necessary; **Praises** students' interactions.

## Results and Conclusion:

### ***A more effective communicative competence:***

- It establishes the topic.
- It allows learners to express their knowledge, thoughts and opinions contextualizing situations and task to their future professional commitments activating known knowledge.
- It gives time to think and plan what to say in a speaking lesson.
- It allows learners to try out ideas with a partner/group.
- Regular assessment of learners' communicative competence is built in.
- Language is taught at the point of need.
- Students complete the task more fluently and precisely.
- Repetition helps learners develop accuracy and fluency.
- It allows knowing the learners. Knowing what will push their language ability.
- It helps teachers avoiding overload.
- It helps teachers considering the language needed to improve learners' speaking.
- It prepares teachers to deal with issues – clarifying meaning, improving pronunciation, accurate forms.