

APPENDIX 1

A sample of a TBLT lesson teaching

TBLT lesson sample – Integrated skills

Topic: Phone conversations

Pre-task phase

- Students were asked to watch and take notes on a short video named "Daisy's hotel ramblings". Then, the teacher encouraged students to talk and discuss about it in a free manner.
- The teacher interfered with students sometimes and asked questions, shared opinion to promote interaction as well as encouraged the conversation flow. After that, the teacher quickly introduced the topic of the lesson and gave a clear and informative instruction on how to conduct the subsequent activities.

Task cycle phase

- Students worked in two groups watching a short scene cut from the video of 'Daisy's hotel ramblings'. One group was assigned to find out structures of making a phone call and the other group had to take notes of ways of leaving a message. Then, the students in each group had time to work in a small project, designing a poster including all information they had been asked to do before.
- The teacher walked around, took notes, and gave help when necessary.

Planning stage

- o The students in each group discussed within their group about their products and assigned speakers who presented their products to the other groups and the teacher. Then, each group presented their posters. Together with the class, the teacher elicited and encouraged the students to involve in the activity.
- o After poster exhibition activity, the teacher gave each group some more handouts and notes, then asked them to revise, take notes and prepare for the next activity in which each individual student had to come to see a friend, reporting everything about the task they had been taken so far.

Reporting stage

- o Each student took turns to report what (s)he had worked on before to another one, then they shared notes, had further discussions on the topic.
- o Each student played a role-play activity, making an unreal phone call, with other classmates. Teachers would then randomly pick up any pair for modelling.

Reporting backstage

- o Students (divided into two equal groups in number) were asked to choose a friend to make a real phone call conversation (using Zalo call). One student took the role of a hotel receptionist while the other one is a customer. The teacher organized and observed the activity.

Language focus phase

- The teacher summarized the outcomes of the lesson.
- The teacher explicitly corrected students' mistakes, taught grammar rules, words or phrases necessarily included in the lesson.
- Students noted teachers' comments on specific linguistic items (grammar rules, words/phrases) and other advice.