

12-31-2014

The “Why” and “How” of Task-Based Language Learning for Advanced Business French

Judith Ainsworth

University of Florida, judith.ainsworth@warrington.ufl.edu

Follow this and additional works at: <http://docs.lib.purdue.edu/gbl>

Recommended Citation

Ainsworth, Judith (2014) "The “Why” and “How” of Task-Based Language Learning for Advanced Business French," *Global Business Languages*: Vol. 19 , Article 9.

Available at: <http://docs.lib.purdue.edu/gbl/vol19/iss1/9>

Copyright © 2014 by Purdue Research Foundation. Global Business Languages is produced by Purdue CIBER. <http://docs.lib.purdue.edu/gbl>

This is an Open Access journal. This means that it uses a funding model that does not charge readers or their institutions for access. Readers may freely read, download, copy, distribute, print, search, or link to the full texts of articles. This journal is covered under the [CC BY-NC-ND license](https://creativecommons.org/licenses/by-nc-nd/4.0/).

Judith Ainsworth
University of Florida

THE “WHY” AND “HOW” OF TASK-BASED LANGUAGE LEARNING FOR ADVANCED BUSINESS FRENCH

ABSTRACT

Over the past thirty years, there has been enormous growth in task-based research for language pedagogy as well as the use of tasks for second and foreign language teaching and learning. This approach highlights meaning exchange by focusing on goals and activities rather than on a primary concern for form. In this article, a task-based curriculum for advanced business language studies is proposed and examples are provided of tasks implemented in an advanced Business French course on international business. The first part of the article discusses the advantages of task-based language learning (TBL) for Second Language Acquisition (SLA) and business language studies, and describes a three-condition task model. The second part presents two task-based activities. The tasks are analyzed in terms of organization, task goals, activities, language skills practiced, and linguistic and business objectives. Finally, some positive outcomes of a TBL curriculum for Business French students are noted and suggestions are given for future research.

KEYWORDS: Business French, task-based language learning, advanced language studies, C1 on CEFR scale

INTRODUCTION

Over the past thirty years, there has been enormous growth in task-based research for language pedagogy as well as the use of tasks for second and foreign language teaching and learning. Bygate, Skehan, and Swain (2001, p. 11) define *task* as “an activity which requires learners to use language, with emphasis on meaning, to attain an objective.” Consequently, this approach highlights meaning exchange by focusing on goals and activities rather than on a primary concern for form. The language learner situates language in the task rather than the classroom in order to share ideas and opinions, collaborate toward a single goal or achieve individual goals. Syllabus content and instructional methodology relate to the types of communicative tasks learners will need to engage in outside the classroom, with reference to social, psycholinguistic, and cognitive approaches to language processing

for second and foreign language acquisition (Bygate, et al., 2001; Lantolf, 2000; Skehan, 1998).

Task-based learning (TBL) is particularly relevant for advanced learners of business languages. First, tasks encourage, in a context of authentic communication, repeated creative use of language rules previously learned in a presentation-practice-production approach. Tasks activate language knowledge and create opportunities for repetition and consolidation. Second, tasks are student-centered and goal-oriented, allowing participants themselves to decide which language forms to use to achieve the goal. The exposure to language is much more varied with TBL because activity goals dictate the choice of lexical phrases, collocations, and grammatical forms (Thammineni, 2012). Third, tasks develop the capacity to express content and meaning. Therefore, by accomplishing business-related tasks, business language students develop the ability to discuss topics that are relevant to future workplace communication.

The purpose of this article is to propose a task-based curriculum for teaching advanced business language studies. The advantages of TBL for Second Language Acquisition (SLA) and business language studies are discussed and a three-condition task model is described. Next, two task-based activities developed for an advanced Business French course are presented. The tasks are analyzed in terms of organization, task goals, activities, language skills, and linguistic and business objectives. Finally, some positive outcomes of a TBL curriculum for Business French students are noted and suggestions for future research are provided.

ADVANTAGES OF TBL

The conceptual basis for TBL is supported by a strong empirical tradition; numerous studies have focused on task variables such as goals, processing conditions, teacher/learner roles, and authenticity in order to determine the effect of different task features for SLA. For example, research on cognition has focused on the influence of conditions under which tasks are realized. Foster and Skehan (1996) found that pre-task planning greatly increased complexity and fluency, but had a smaller effect on accuracy. Bygate (2001) found that task repetition has benefits for performance with more complex syntax and a greater density of propositions. Research on a post-task condition revealed that students' anticipation of a post-task resulted in increased accuracy and complexity in a decision-making task, and on accuracy in a narrative task, and that accuracy increases over time (Foster & Skehan, 2013). De Ridder, Vangenhuchten, and Gómez (2007) investigated automaticity, which is defined

as a more efficient, more accurate, and more stable performance (Segalowitz, 2003). They found that task-based language learning enhanced automatization of grammar and lexical knowledge, and social adequacy. Research has also revealed that the greater the psychological similarity of the learning and transfer contexts, the higher the degree of automaticity (Segalowitz, 2003). In the advanced business language classroom, tasks are based on real-life business situations or problems, use authentic business materials, and incorporate a variety of business genres. Similarly, a TBL approach offers new contexts in which students operationalize content and language, thereby affording considerable psychological similarity between the learning and transfer environments.

According to sociocultural theory, learners co-construct meaning through interaction. For example, Swain and Lapkin (2001) found that collaborative discourse has the potential to develop language while learners scaffold their knowledge through interaction. Other studies concur. Lee (1995) demonstrated that small-group or pair-work communication tasks enable students to participate in discussions involving shared-goal tasks, lead to greater motivation, promote risk-taking, and provide opportunities for repetition without boredom. Nakahama, Tyler, and Van Lier (2001) found that the discussion task provides greater depth of interaction and facilitates extended turns, thus refuting claims of the superiority of information gap tasks. Information gap tasks simply require learners to talk to each other to find missing information to complete a task.

Another weakness of language pedagogy is that activities often address each of the four basic language skills in isolation. On the other hand, performing a task calls for a combination of aural, visual, oral, and written skills. The task goals determine both the skills involved as well as the final outcome. In addition, TBL allows for the integration and practice of business-related content and genre-specific managerial skills such as holding meetings, decision-making, problem-solving, and synthesizing information into short reports (D. Phillips & Clifton, 2005). TBL allows students the freedom of self-initiated output to make full and flexible use of the target language. The freedom of task accomplishment further develops interpersonal communication skills as well as sociopragmatic and strategic skills that are transferable from the classroom to the workplace (D. Phillips & Clifton, 2005).

Research also examines the role and responsibilities of teachers and students engaged in social interaction in the classroom. Traditionally, this relationship has been one of unequal status where the teacher controls communicative activities while students remain passive or inhibited (R. Phillips,

2005). In contrast, task-based activities are student-centered, allowing students to take full advantage of opportunities to use their second language for a wider range of rhetorical purposes and interpersonal exchanges than in teacher-led discussions. The instructor assumes the role of facilitator and monitors student progress and performance (D. Phillips & Clifton, 2005; Rodríguez-Bonces & Rodríguez-Bonces, 2010). As facilitator, the instructor listens and responds to participants' linguistic needs, and "leads from behind" (Samuda, 2001). Consequently, during the third phase of the task sequence, the instructor provides formative feedback on students' managerial and linguistic performance. By focusing on business discourse at the end of the task cycle, attention is drawn to language *use* rather than language *form*.

TASK CONDITIONS

The pedagogic task sequence presented in table 1 is the model used for designing task-based activities for a third- or fourth-year course in Business French. During pre-task planning, the instructor sets up relevant topic schemata, explains the task, and clarifies the intended outcome, the main aim being "to let the language relevant to (the task) come into play" (Prabhu, 1987, p. 54). The pre-task exposes students to the target language, activates their knowledge, and allows them to work toward task outcome on their own, in pairs or in groups. The task cycle provides opportunities to use the target language creatively to express meaning, to repeat and consolidate, and to discover gaps in their language knowledge. During language focus, students ask questions about their performance and the instructor provides metalinguistic feedback and further practice based on this analysis. Thus, there is a continuous cycle throughout the curriculum of analysis and synthesis of competence and performance whereby task sequencing, progression, relatedness, and underlying goals are examined in relation to overall instructional goals.

TASK-BASED ACTIVITIES FOR BUSINESS FRENCH

The tasks described below were developed for an advanced Business French course focusing on international business. The course attracts mostly Business and Economics students with some Arts and Science students. In reference to the Common European Framework of Reference for Languages' scales of foreign language proficiency, students in this course achieve a minimum C1 level by the end of the course; some may be working at a C2 level. The course prepares students to take the *Chambre de Commerce et d'Industrie de Paris's* exam for the *Diplôme de français professionnel affaires C1* (DFP C1)

TABLE 1. PEDAGOGIC TASK SEQUENCE

| | | |
|----------------|----------|---|
| Pre-task | | Introduction to topic and task Brainstorming Exposure to real language (audio and / or written texts) Introduction of useful vocabulary and structures |
| Task cycle | Task | Comparing / negotiation / problem solving / sharing personal experiences / creative tasks / project work |
| | Planning | Drafting and rehearsal Emphasis on organization and accuracy Teacher assistance with language |
| | Report | Groups report to whole class Compare findings / peer feedback / conduct survey |
| Language Focus | | Analysis and feedback Practice |

(adapted from Willis, 1996)

at the end of the course. About one-third of the students who enroll in this course have already taken and successfully passed the *Diplôme de français professionnel affaires B2*.

The first task is a televised news report that students complete in the multimedia center. Working in the multimedia center allows for greater autonomy and flexibility to watch news programs on *Radio Canada* and other French networks, as well as researching French language newspapers on the Internet. Students are also able to work at their own pace while consulting with other group members and making decisions. The two-way decision-making process involves discussion among members of the team who must arrive at a consensus concerning format and content of their news broadcast. To guide the process, students receive two handouts, both of which are provided in the Appendix. The first describes the task scenario, goals, and instructions, while the second provides more specific language for delivering the news. Students are given ample time to prepare: 90 minutes for pre-task research and listening activities; 90 minutes for deciding on format, topics and roles, research synthesis, and writing; and 90 minutes for video editing. The video

broadcast is filmed outside of class, is limited to eight minutes, and must have a minimum of four news items, three of which must pertain to international business, trade, and the economy.

The instructor is present throughout class time and circulates to answer questions about the task and ensure that students are conversing in French and consulting French websites. Using the target language to accomplish all tasks and activities has enormous benefits. First, French websites provide appropriate vocabulary, thus enriching students' vocabularies. An added benefit is that students spend less time searching for translations and use fewer false cognates. Second, the final oral production contains fewer syntactic errors if students do not rely on awkward, word for word translations from the first language to the target language. Third, and most important from the students' perspective, researching in the target language saves time during the writing synthesis stage of the task since they are now acquainted with the necessary lexical items and structures to frame their news items.

Whether this task relates to a real-world activity that learners will actually be required to perform may be questioned on the grounds that business students may not be aiming for a career in journalism. Nevertheless, it may be argued that the tasks require the students to become cognizant with recent international business events, while the task of synthesizing four items into a compact eight-minute broadcast requires real-world language and cognitive processing. As businessmen and women, they will need to know what is happening in the business world and be prepared to assimilate and summarize quickly such information in order to discuss it knowledgeably with colleagues. In this way, the task performance may be considered a rehearsal for real-world communication.

Table 2 illustrates the task sequence in relation to goals; listening, speaking, writing, and reading skills practiced; linguistic objectives; and business and economic objectives for each task condition.

The second task deals with the concepts of free trade, protectionism, quotas, and comparative advantage. The overarching goal of the task is to have the students define these concepts, discuss their pros and cons, and hold a meeting in which they must come to an agreement about a country's foreign trade policy. With the instructor present, the pre-task and first two sequences of the task cycle are carried out in the multimedia center. Typically, the pre-task stage takes about 90 minutes. During the first 45 minutes, the students watch a video¹ and answer questions on a worksheet. Their written answers

¹ *Écono mixte*. (1995). National Film Board of Canada / Office national du film du Canada. Montréal, QC.

TABLE 2. TASK 1: RÉALISER UN TÉLÉJOURNAL (TELEVISED NEWS REPORT)

| Condition | Goal | Language skills practiced | Linguistic objectives | Business and economic objectives |
|--|--|---|---|---|
| <p>Pre-task</p> <ul style="list-style-type: none"> • Intended outcome: videotaped televised news broadcast • Instructor explains topic, task, and sub-tasks (see Appendix) • In groups of four, students discuss task and seek clarification • Students choose four topics from a variety of categories which must include one each from international business, international trade (globalization), and the economy | <p><i>Reading comprehension</i></p> <ul style="list-style-type: none"> • Written handout provided of step-by-step instructions for task as well as technical instructions for creating video • Current international news items on the Internet • Worksheet provided of oral forms used by reporters (see Appendix) <p><i>Listening comprehension</i></p> <ul style="list-style-type: none"> • Watch real news broadcasts such as <i>le téléjournal de Radio Canada</i> • Watch examples of previous video productions, if possible <p><i>Oral practice</i></p> <ul style="list-style-type: none"> • Discuss, negotiate tasks • Decide format and chronology of broadcast | <p><i>Lexical</i></p> <ul style="list-style-type: none"> • Journalism vocabulary <p><i>Grammatical</i></p> <ul style="list-style-type: none"> • Conditional used for reporting news, doubtful events, and rumors • Present tense and tense sequencing for narration • Nouns vs. “ing” forms for parallelism | <p><i>Lexical</i></p> <ul style="list-style-type: none"> • Business vocabulary related to world economy and international trade encountered while researching news items | <p><i>Lexical and grammatical</i></p> <ul style="list-style-type: none"> • Oral and written practice |
| <p>Task Cycle</p> <ul style="list-style-type: none"> • Synthesizing information • Drafting, finalizing, and practicing • Videotaping news program for television | <p><i>Writing practice</i></p> <ul style="list-style-type: none"> • Synthesis of research on selected items into short 2-minute episodes • Plan and organize broadcast <p><i>Oral practice</i></p> <ul style="list-style-type: none"> • Rehearse broadcast • Videotape broadcast | <p><i>Oral practice</i></p> <ul style="list-style-type: none"> • Discussion, questions, self-evaluation, and peer evaluation | <p><i>Content</i></p> <ul style="list-style-type: none"> • Recent news items and in-depth reports • Topic analyses • Practice and performance | <p><i>Content</i></p> <ul style="list-style-type: none"> • Peer discussion • Questions |
| <p>Language Focus</p> <ul style="list-style-type: none"> • Watch and review video, noting lexical and morpho-syntactic errors • Peer and instructor feedback | <p><i>Oral and written skills</i></p> <ul style="list-style-type: none"> • Self-regulatory notation and correction of lexical, morpho-syntactic errors | | | |

are discussed orally to ensure that the students have picked up the new vocabulary and understand the concept of comparative advantage in relation to international trade and globalization. In particular, Arts and Science students are encouraged to ask questions to clarify the concepts and their theoretical function for exchanging goods between countries.

During the last half of the class, two handouts are distributed. The first handout assigns a role, describes the situation (a country applying protectionism to protect its steel industry), and presents the task and task goal. The assigned roles essentially group the students into one of four categories: economist, government minister, industry representative, or consumer. The Business and Economics students are usually assigned the roles of economic advisors or industry representatives. If there are Political Science students in the course, they might play the roles of government ministers. However, students could also indicate their preference. Depending on their assigned role, students are asked to prepare to debate for or against free trade at the meeting. The second handout provides useful vocabulary and genre-specific procedures for holding meetings. Time is allotted for students to practice these forms with a partner. Examples of the handouts are included in the Appendix.

The next 90-minute class is devoted to the task and planning stage. Students work in the multimedia center to discuss the scenario, and to research the steel industry, protectionism, and comparative advantage. To prepare the business meeting, they collaborate and devise strategies to present and justify their opinions. In addition, they practice vocabulary and rhetorical structures for persuading, arguing, giving opinions, agreeing, and disagreeing. The final debate takes place during the next classroom session where the students hold a meeting and try to reach a consensus. There is no correct solution. Students are free to use a variety of ways to try to sway others to their opinions, but must respect a time limit. Also, one student is selected, or volunteers, to chair the meeting, so that the instructor remains an observer. Once a vote has been taken and the meeting adjourned, the instructor leads the discussion during the language-focus phase as the students review the meeting and its outcome. Comments center on topic treatment and the final decision, whether meeting procedures and protocol were adhered to, if language difficulties and comprehension breakdowns led to misunderstandings, and if there are suggestions for improving efficiency at future business meetings.

Table 3 illustrates the task sequence in relation to goals; listening, speaking, writing and reading skills practiced; linguistic objectives; and business and economic objectives for each task condition.

TABLE 3. TASK 2: COMMERCE EXTÉRIEUR (FOREIGN TRADE)

| Condition | Goal | Language skills practiced | Linguistic objectives | Business and economic objectives |
|--|---|--|---|---|
| <p>Pre-task</p> <ul style="list-style-type: none"> • Intended outcome: <ul style="list-style-type: none"> - participate in business meeting - present and persuade others to adopt your point of view • Explain topic, task, and sub-tasks (see Appendix) • Watch video on globalization and comparative advantage • Distribute handouts • Form groups to discuss task, sub-tasks, and seek clarification from instructor • Practice rhetorical structures | <p><i>Listening comprehension</i></p> <ul style="list-style-type: none"> • Video: <i>Econo mixte: Les échanges internationaux (Vol. 4)</i> <p><i>Writing practice</i></p> <ul style="list-style-type: none"> • Answer worksheet questions <p><i>Oral comprehension</i></p> <ul style="list-style-type: none"> • Discuss answers • Ask questions for further discussion / clarification <p><i>Reading comprehension</i></p> <ul style="list-style-type: none"> • Handout describing situation • Handout of forms and procedures for holding business meetings (see Appendix) | <p><i>Lexical</i></p> <ul style="list-style-type: none"> • Expressing opinions, arguing, responding to objections • Persuasive forms • <i>Grammatical</i> • Subjunctive to express opinion, necessity, wishes, wants | <p><i>Lexical</i></p> <ul style="list-style-type: none"> • Globalization and corresponding vocabulary • Business meeting vocabulary • Vocabulary related to various roles <p><i>Conceptual</i></p> <ul style="list-style-type: none"> • Globalization and comparative advantage <p><i>Procedural</i></p> <ul style="list-style-type: none"> • Meeting organization • Rules and protocol | <p><i>Lexical</i></p> <ul style="list-style-type: none"> • Globalization and corresponding vocabulary • Business meeting vocabulary • Vocabulary related to various roles <p><i>Conceptual</i></p> <ul style="list-style-type: none"> • Globalization and comparative advantage <p><i>Procedural</i></p> <ul style="list-style-type: none"> • Meeting organization • Rules and protocol |
| <p>Task Cycle</p> <ul style="list-style-type: none"> • Research globalization and steel industry • Assign roles • Prepare arguments (for or against) according to role • Drafting, finalizing, and practicing • Public performance: holding a business meeting | <p><i>Reading practice</i></p> <ul style="list-style-type: none"> • Internet research <p><i>Oral practice</i></p> <ul style="list-style-type: none"> • Discussion, negotiation, analysis, presentation, persuasion • Arguing and giving opinions supported by facts • Decision-making and consensus <p><i>Writing practice</i></p> <ul style="list-style-type: none"> • Draft arguments • Prepare visuals (graphs, statistics) | <p><i>Lexical</i></p> <ul style="list-style-type: none"> • Role-specific vocabulary • Meeting, opinion, persuasion rhetoric | <p><i>Content</i></p> <ul style="list-style-type: none"> • Topic analyses • Preparing facts • Practice and performance | <p><i>Content</i></p> <ul style="list-style-type: none"> • Topic analyses • Preparing facts • Practice and performance |
| <p>Language Focus</p> <ul style="list-style-type: none"> • Discuss meeting outcome, procedures, and protocol • Peer and instructor feedback • Note lexical and morpho-syntactic errors • Suggestions for future meetings | <p><i>Oral practice</i></p> <ul style="list-style-type: none"> • Discussion, questions, self-evaluation, and peer evaluation | <p><i>Oral and written skills</i></p> <ul style="list-style-type: none"> • Self-regulatory notation and correction of lexical, morpho-syntactic errors | <p><i>Content</i></p> <ul style="list-style-type: none"> • Peer discussion • Questions | <p><i>Content</i></p> <ul style="list-style-type: none"> • Peer discussion • Questions |

DISCUSSION

As illustrated in tables 2 and 3, TBL methodology can be a major contributor to skills development and language proficiency for business language studies. More complex language results from tasks containing more elements that must be related to each other, such as those listed in the pre-task conditions, in addition to a larger and less-defined “problem space” that must be retained in memory to be made operational later (de Ridder et al., 2007; Robinson, 2001). Consequently, the less-defined problem space for the foreign trade task contributes significantly to complexity and accuracy. Not only do specific pre-task planning conditions mean that more complex language will be attempted and a greater level of accuracy will be achieved during the performance stage of the task (Foster & Skehan, 1996), but a time limit on production outcome suggests that a higher level of fluency will be attained because the previous restructuring during pre-task and planning activities has become automatized (Skehan & Foster, 1997). The pressure to achieve fluency comes appropriately after restructuring has occurred and leads to effective real-time communication.

Although comprehensible input is important, equally so are opportunities for interaction. A successful outcome indicates increasing control and consolidation of language forms through interaction, which in turn frees attentional resources for higher-level processes. This is particularly relevant for the foreign trade task. To achieve success, students must elaborate the concept of comparative advantage, argue for or against free trade, persuade others to adopt their view, and do so within the procedures of a formal business meeting. The additional time for pre-task planning and sequencing overcomes more immediate communication pressures, thus aiding the restructuring process and allowing learners to concentrate on more complex language.

With regard to linguistic goals, I did not design the tasks to force students to use specific linguistic forms, even though tables 2 and 3 highlight the linguistic objectives targeted in the two task-based activities. While some researchers advocate this approach, the range of findings and generalizations indicates that “task choice hardly guarantees focus on particular aspects of language” (Skehan, 2003). However, some predictability is possible, which suggests that if Business French instructors document the linguistic features operationalized during the language focus phase, they could use the results to inform more effective pedagogic choices for their curricula.

Furthermore, post-task activities were not included in the task design, even though Foster and Skehan (2013) claim that the addition of a post-task activity helps students restructure and modify their output to attain greater

accuracy and complexity instead of falling back on lexicalized strategies that prioritize communicative goals. Still, post-task activities could easily be added. For example, students could have submitted a one-page synopsis of their news item after the language focus discussion of the televised news report. Moreover, anticipation of an additional activity reminds participants that task performance is not an end in itself but may be transferred to other contexts. However, the effect of post-task activity on accuracy, complexity, and fluency requires more research. Further research is also needed on the topic of transfer to new communicative contexts. It may be that motivation is an intrinsic component of a task-based curriculum that leads to better performance and automaticity. It may be that similarity between the learning environment and the workplace environment is important, or that psychological similarity of students' intentions, feelings, attitudes, etc., is relevant for creating automaticity that is transferable to new situations. Qualitative studies based on interviews and focus groups may provide answers to these questions. Finally, the intercultural dimension is often the focus of teaching and research in business language studies. A recent study suggests that TBL could potentially be a rich source of intercultural reflection that develops intercultural communicative proficiency (East, 2012). This is also an area for future research.

CONCLUSION

In designing tasks for Business French, the features that need specific attention include vocabulary, discourse and genre, and sociopragmatic aspects of business exchanges. Thus, the task designer is challenged to consider these factors and create task demands using authentic materials that reflect language use in real-world professional situations. This is crucial for comprehension of business concepts, practical applications, and transfer to new contexts. In addition, classroom teaching and learning tasks must include a variety of inter-related components that are challenging and that create opportunities for increased accuracy, complexity, fluency, and automaticity, which in turn produce higher overall performance. Because forms are not pre-selected, this methodology is particularly relevant for advanced students who are free to choose from their repertoire of language knowledge to achieve task goals. Finally, it is worth noting that, of the 52 students who completed this advanced Business French course offered five times in seven years, 22, or 42%, took the DFP C1 exam with a 95.5% success rate. Therefore, it could be said that the TBL curriculum implemented in this course had a positive effect on passing the DFP C1 exam and a positive effect on student learning outcomes.

APPENDIX

TASK 1: RÉALISER UN TÉLÉJOURNAL

Mise en scène

Vous travaillez pour une chaîne de télévision qui a décidé de lancer un nouveau journal télévisé pour faire découvrir et comprendre à ses auditeurs des réalisations, des décisions et des projets européens.

Votre équipe est chargée de réaliser cette nouvelle formule hebdomadaire et de la présenter à la direction (votre prof) avant la première diffusion. Le journal ne doit pas dépasser 8 minutes. Il doit être original, instructif et amusant, car les auditeurs auraient tendance à changer de chaîne dès qu'ils entendent parler de l'Union européenne.

Vous avez à votre disposition l'actualité à la télé, à la radio et dans les journaux sur les affaires politiques, économiques, sportives, et ainsi de suite. Cependant, il faut choisir au moins un sujet de chacune des trois rubriques suivantes: affaires, économie, et commerce international (mondialisation). Vous êtes libres d'ajouter d'autres rubriques de l'actualité.

Conseils techniques

- Groupes de 4 personnes minimum pour filmer vos collègues.
- Durée de 2 minutes maximum pour chaque journaliste.
- Filmer dans les endroits peu bruyants; le micro enregistre le bruit de fond facilement.
- Ne pas vous éloigner trop du caméscope pour pouvoir capturer vos voix.
- Filmer dans les endroits clairs avec beaucoup de lumière.
- Pendant le cours qui a lieu au centre multimédia, vous éditez votre film.
- La version finale est à graver sur CD et à remettre le ...

Démarche

D'abord, organisez les rôles dans votre équipe: le chef d'édition et les chefs de rubriques (sport, finance, affaires étrangères, affaires courantes, commerce, environnement, tourisme d'affaires, etc.).

Le chef d'édition est responsable de la coordination du journal, de l'annonce des titres, des liens entre eux et de la clôture du journal.

Tout le monde est responsable de:

1. Lire et écouter l'actualité
2. Faire le choix des sujets

3. Décider de la forme de leur traitement: reportage, interview, pub, etc.
4. Établir la chronologie du journal
5. Travailler individuellement chacun sur son sujet
6. Faire une mise en commun

Pour vous aider dans votre travail, vous trouverez à la page suivante une série de formules utilisées par les journalistes.

QUELQUES FORMULES

Au début du journal:

- Bienvenue à ceux qui nous rejoignent, il est..., l'actualité aujourd'hui sur...
- Il est 8h00, les titres de l'actualité aujourd'hui (date) sont...

Pour annoncer les rubriques:

- Nous commençons par...
- Venons-en à...
- Voyons comment se porte la bourse...
- Après la politique étrangère quelques mots sur...
- Enfin le dernier point de l'actualité...

Pour annoncer un reportage:

- Un aperçu avec (M/Mme X) de la situation à/en...
- Le point sur la situation avec notre envoyé spécial, (nom)...
- Sur place nous retrouvons...
- La mondialisation, que faut-il en penser, tout de suite un reportage de...

Les imprévus à l'antenne:

- La liaison téléphonique étant trop mauvaise, nous passons maintenant à...
- Nous vous prions de nous excuser pour cette coupure involontaire de notre part, dès que nous aurons rétabli la liaison, nous poursuivrons.
- Une information nous parvient à l'instant...

La fin du journal:

- Merci d'avoir suivi notre journal / d'être resté en notre compagnie...
- Au nom de toute l'équipe...
- Notre prochain rendez-vous...

TASK 2: COMMERCE EXTÉRIEUR

| |
|----------------------------------|
| <i>Fiche de rôle: Économiste</i> |
|----------------------------------|

Situation

Il était une fois un pays qui s'appelait le Canada et qui ne faisait pas d'échanges internationaux d'acier, c'est-à-dire, son marché d'acier était isolé du reste du monde. L'État a décrété que personne au Canada ne pouvait importer ni exporter de l'acier. Les sanctions imposées sur cette infraction sont tellement sévères que personne n'ose le faire.

Comme il n'y a pas de commerce international, le marché de l'acier au Canada consiste alors en des acheteurs et des vendeurs canadiens.

Supposons maintenant que, lors des élections fédérales, le Canada élit un nouveau Premier Ministre. Ce Premier Ministre a choisi une plateforme électorale de « changement » et a promis aux électeurs de nouvelles idées plus audacieuses. Son premier acte est de réunir une équipe d'économistes pour évaluer la politique commerciale canadienne. Il leur demande de rédiger un rapport en répondant à trois questions:

- Si le gouvernement permet aux Canadiens d'importer et d'exporter de l'acier, que se passerait-il au prix de l'acier et à la quantité de l'acier vendue sur le marché intérieur d'acier?
- Qui gagnerait du libre-échange en acier et qui perdrait, et les gains seraient-ils supérieurs aux pertes?
- Serait-il nécessaire d'envisager un tarif ou un quota sur les importations dans la nouvelle politique commerciale?

Votre mission

Vous faites partie de l'équipe d'économistes qui analysent la situation et élaborent un rapport en répondant aux trois questions posées par le Premier Ministre. Le Premier Ministre vous convoque à une réunion ministérielle à laquelle vous exposerez vos conclusions. Vous avez droit d'utiliser les supports visuels, par exemple, les graphiques, le PowerPoint, etc. Vous devez convaincre le gouvernement d'opter pour la solution de libre-échange.

Aussi présents à cette réunion sont les responsables des compagnies d'acier et des consommateurs canadiens d'acier. Soyez prêts à répondre aux arguments pour et contre le libre-échange en acier et à soutenir votre position.

LES PROCÉDURES DES ASSEMBLÉES

Pour que les questions soumises aux délibérations d'une conférence reçoivent une solution satisfaisante, il faut que les délibérants puissent y exprimer librement leur opinion. Aussi chacun d'eux possède-t-il un droit égal d'exposer son point de vue, et le vote de la majorité doit être proclamé comme expressions de la volonté générale. Pour atteindre ce but, il est nécessaire de procéder avec ordre afin que les droits de tous soient respectés. C'est la raison pour laquelle des règles de procédure ont été établies.

| LES RÈGLES | LES FORMULES |
|--|---|
| 1. Le président ouvre l'assemblée et demande à une délégation de lire une première proposition 2. Le délégué qui prend la parole doit faire une proposition | <ul style="list-style-type: none"> • Je déclare l'assemblée ouverte et je prie (délégué) de lire une première proposition • Nous proposons / suggérons / recommandons que + subj. • Nous proposons / suggérons / recommandons de + infinitif • Nous proposons / suggérons / recommandons + nom |
| 3. Le président demande si quelqu'un veut intervenir sur cette proposition. 4. Quelqu'un intervient sur la proposition et ouvre ainsi la discussion. Il est possible d'exprimer son accord ou son désaccord, et de proposer des amendements. Si personne n'intervient sur la proposition, elle est automatiquement rejetée. | <ul style="list-style-type: none"> • Est-ce que quelqu'un veut intervenir sur cette proposition? Pour exprimer son accord • Je suis d'accord avec... • J'approuve cette proposition • Je partage l'opinion de... Pour exprimer son désaccord • Je ne suis pas d'accord avec... • Je conteste cette proposition • Je ne partage pas l'opinion de... Pour exprimer son opinion • Je pense / crois / trouve que • Je ne pense / crois / trouve pas que • À mon avis, ... / En ce qui me concerne, ... / Pour ma part, ... / Quant à moi, ... / Selon moi,... Pour faire un amendement • Je propose / suggère de faire l'amendement suivant: • Je propose / suggère d'amender la proposition. |

| LES RÈGLES | LES FORMULES |
|--|---|
| 5. Pendant le débat, les délégués qui veulent prendre la parole doivent la demander au président et s'adresser exclusivement à lui. 6. Après les débats, le président demande à l'assemblée si elle est prête à voter. 7. Les membres de l'assemblée doivent voter sur la proposition qui leur a été soumise. Le président leur demande de voter. 8. Le président déclare la proposition acceptée ou rejetée. | <ul style="list-style-type: none"> • Monsieur le Président (Madame la Présidente), je (vous) demande la parole. • J'accorde (je refuse) la parole à (délégué) • L'assemblée est-elle maintenant prête à voter sur la proposition de (délégué) ? • Ceux et celles qui sont en faveur de la proposition voudront bien lever la main. • Je déclare la proposition acceptée/rejetée. |
| 9. Le président demande à une autre personne de faire une proposition. 10. Après que toutes les propositions ont été lues, discutées et acceptées (ou rejetées), le président remercie les délégués et déclare le forum clos. | <ul style="list-style-type: none"> • Je prie (délégué) de faire une proposition. • Je remercie tous les délégués et je déclare officiellement clos le forum sur le commerce étranger. |

REFERENCES

- Bygate, M. (2001). Effects of task repetition on the structure and control of oral language. In M. Bygate, P. Skehan, & M. Swain (Eds.), *Researching pedagogic tasks: Second language learning, teaching and testing* (pp. 23–48). London, UK: Longman.
- Bygate, M., Skehan, P., & Swain, M. (Eds.). (2001). *Researching pedagogic tasks: Second language learning, teaching and testing*. London, UK: Longman.
- de Ridder, I., Vangehuchten, L., & Gómez, M. S. (2007). Enhancing automaticity through task-based language learning. *Applied Linguistics*, 28(2), 309–315.
- East, M. (2012). Addressing the intercultural via task-based language teaching: Possibility or problem? *Language and Intercultural Communication*, 12(1), 56–73.
- Foster, P., & Skehan, P. (1996). The influence of planning on performance in task-based learning. *Studies in Second Language Acquisition*, 18(3), 299–324.

- Foster, P., & Skehan, P. (2013). Anticipating a post-task activity: The effects on accuracy, complexity and fluency of second language performance. *Canadian Modern Language Review*, 69(3), 249–273.
- Lantolf, J. (2000). *Sociocultural theory and second language learning*. Oxford: Oxford University Press.
- Lee, J. F. (1995). Using task-based activities to restructure class discussions. *Foreign Language Annals*, 28(3), 437–446.
- Nakahama, Y., Tyler, A., & Van Lier, L. (2001). Negotiation of meaning in conversational and information gap activities: A comparative discourse analysis. *TESOL Quarterly*, 35, 377–405.
- Phillips, D., & Clifton, J. (2005). The authenticity of business simulations in ESP: Implications for materials design. *Global Business Languages*, 10, 3–12.
- Phillips, R. (2005). Challenging the primacy of lectures: The dissonance between theory and practice in university teaching. *Journal of University Teaching and Learning Practice*, 2(1), 1–12.
- Prabhu, N. S. (1987). *Second language pedagogy*. Oxford: Oxford University Press.
- Robinson, P. (2001). Task complexity, task difficulty, and task production: Exploring interactions in a componential framework. *Applied Linguistics*, 22(1), 27–57.
- Rodríguez-Bonces, M., & Rodríguez-Bonces, J. (2010). Task-based language learning: Old approach, new style. A new lesson to learn. *Profile*, 12(2), 165–178.
- Samuda, V. (2001). Guiding relationships between form and meaning during task performance: The role of the teacher. In M. Bygate, P. Skehan, & M. Swain (Eds.), *Researching pedagogic tasks: Second language learning, teaching and testing* (pp. 119–140). London, UK: Longman.
- Segalowitz, N. (2003). Automaticity and second languages. In C. J. Doughty & M. H. Long (Eds.), *The handbook of second language acquisition* (pp. 382–408). Malden/Oxford/Carlton: Blackwell.
- Skehan, P. (1998). *A cognitive approach to language learning*. Oxford: Oxford University Press.
- Skehan, P. (2003). Task-based instruction [Review article]. *Language Teaching*, 36(1), 1–14.

- Skehan, P., & Foster, P. (1997). Task type and task processing conditions as influences on foreign language performance. *Language Teaching Research*, 1(3), 185–211.
- Swain, M., & Lapkin, S. (2001). Focus on form through collaborative dialogue: Exploring task effects. In M. Bygate, P. Skehan, & M. Swain (Eds.), *Researching pedagogic tasks: Second language learning, teaching and testing* (pp. 99–118). London, UK: Longman.
- Thammineni, H. B. (2012). Creativity, the crux of English language teaching and learning. *IUP Journal of Soft Skills*, 6(1), 64–70.
- Willis, J. R. (1996). *A framework for task-based learning*. London, UK: Longman.