

# Task & Discussion Responses

Q: Why do we require two different types of responses?

A: We want you to answer questions about the course information **and** talk with others about what you're learning.



## Find the Online Discussion Forum

Find and click on the **Participate** icon for Unit 1.



### STEP 01



**Participate**

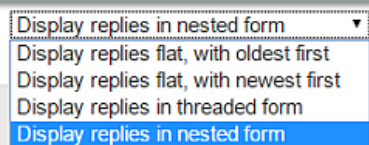
## Explore the Forum

The top part of the forum lists all the **tasks** available in this Forum.

The bottom part is where you'll provide both types of responses.



### Online Discussion Forum Questions



## Select your display


Select the best view to help you keep the Forum easy to read and respond to.

### STEP 03

## Task Responses

### STEP 04

To provide a **task response**, answer the question that you've chosen by clicking "Reply" to Dr. David Nunan.


**Question 4 – Student Responses and Discussions**  
 by David Nunan – Monday, 29 June 2015, 1:38 PM

List 3 – 4 of your own favorite teaching strategies. What do they say about your own teaching style?

[Delete](#) | [Reply](#)


## Discussion Responses

### STEP 05

To provide a **discussion response**, engage in discussion with your peers/instructor by clicking "Reply" to that particular person's response.


**Unit 1 – Online Discussion Forum**

Display replies in nested form | Move this discussion to ... | [Move](#)


**Question 4 – Student Responses and Discussions**  
 by David Nunan – Monday, 29 June 2015, 1:38 PM

List 3 – 4 of your own favorite teaching strategies. What do they say about your own teaching style?

[Delete](#) | [Reply](#)


**Re: Question 4 – Student Responses and Discussions**  
 by Guilherme Lopes – Monday, 29 June 2015, 1:38 PM

If I were to list 3 of my own favorite teaching strategies, they would be: Eliciting, in-class feedback on performance and Concept check questions.

The three strategies I listed above are directly connected one to another. Eliciting things from students, rather than spoon-feeding is of utmost importance to the good development of the lesson. A good learning environment is one in which contributions come mostly from students and one in which the teacher is not the only source of knowledge. Feedback on performance must be constant, mainly during speaking tasks and it is a good moment to share with the whole group good examples of language students might have produced. Imagine you are teaching a C1 group, students are discussing the positive and negative aspects of immigration, and one student comes up with "There are people from all walks of life living in London". The genuine use of such good idiom (all walks of life) is to be shared with the whole group, and trying to elicit from students the meaning of the expression rather than spoon-feeding them with the answers would be the most appropriate strategy to apply to this emerging language moment. Before eliciting the meaning, I would ask Ss to quickly talk to the person next to them and see if they can come up with the idea the expression conveys. Then, I would ask the whole group for contributions and finally, ask Ss concept check questions such as: "If these people are from all walks of life, does that mean they are similar or different? Does that mean they come from the same place or from different ones?" After going through these procedures, I would then give students an opportunity to put this new lexical item into practice by telling them to ask their friend: "What do you think is the most known place for having people from all walks of life?"

These strategies truly portray who I am as an English Language teacher as they all cater for the development of students' linguistic skills and help them become more autonomous, which is key to learning the language. The more often you apply these strategies to your class, the more trained your students will be to take in new content presented in class.

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**Task response**

**Discussion response**