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Title: Developing a Project Plan

Domain: Project Management and Software Development

Participants: Two Brazilian B2 speakers of English who work as project managers in the area of software development for an American banking and financial services corporation. Overall, they need to plan, initiate, and manage information technology (IT) projects, lead and guide the work of technical staff, serve as liaison between business and technical aspects of projects, plan project stages (and assess business implications for each stage), and monitor progress to assure deadlines, standards, and cost targets are met.

Sources for the creation of the task:

- One-Net, to understand the role, attributions, and skills of a project manager;
- Interviews with learners, to understand their needs and the specificities of their context;
- Glossaries of project management terms: [1](#), [2](#), [3](#) and [4](#). I believe that by familiarising myself with specific terminology I would be able to design a task that elicits the use of commonly used project management lexis and deal with it more confidently during the Focus on Form stage.

Task: Learners will develop a project plan for a new initiative their company is planning to undertake. This could be a new product launch, a process improvement project, or any other initiative that requires planning and coordination.

Steps (or sub-tasks):

1. Learners reach a consensus about the initiative they would like to implement;
2. Learners negotiate the order of factors such as timelines, budgets, resources and risks, for example, will be considered in the ideation of the project;
3. Learners create a project overview;
4. Learners present the project plan, answer questions about it and receive feedback.

Success Criteria:

- a) Learners can use specialised vocabulary (e.g. design thinking, a fallback plan, feasibility, project scope, etc.);
- b) Learners can use language to establish and rank priorities;
- c) Learners can use language to agree and disagree politely;
- d) Learners can use language to describe problems and propose solutions;
- e) Learners can use language to persuade and convince interlocutors;

- f) Learners can use language to describe a sequence of steps/stages;
- g) Learners can use language to deliver a presentation;
- h) Learners can handle turn-taking effectively;
- i) Learners can react to feedback appropriately.

Input: [Video](#)

Questions for domain experts (the students themselves):

- What should a project plan look like?
- How long does an average project pitch meeting take in your company?
- Who takes part in these meetings?
- How is turn-taking handled in such meetings?
- How are these meetings conducted?
- How/When is feedback given?
- How are people expected to respond to feedback?
- What makes a project pitch meeting successful?
- What makes a project pitch meeting disastrous?