**1. Plan groups**

**Size & Considerations:** Consider the goal/aims of the activity and abilities of the student

* + 2 students requires more talk time
  + *C:\Users\Tom and Yuli\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\8JZJCL02\MCj02304190000[1].wmf*3-4 is good when more tasks/roles are involved
  + 5 is maximum for langauge goals (but not often preferred)
  + How will you group them? (randomly, gender, balanced teams, etc.)
  + Even with random grouping, clarify and vary how it is done.

**2. Give clear instructions (Write these ideas out BEFORE class)**

* + Use speaking *and* writing (either on paper and/or whiteboard).
  + Use visuals and gestures to help students understand or follow the ideas.
  + Use repetitions and comprehension checks frequently (What is the objective? What should you do first? What do you do if . . . ?).
  + Model or demonstrate if necessary, especially the first time they do an activity (either parts of the activity or the whole activity).
  + Clarify Instructions
    - * + Time limit (Ss NEED a time limit to help them stay on task and cooperate)

can add more time to task, if needed

Consider giving them updates on time

Consider use of bell, alarm, noise, lights when time is up

* + - * + Goal of activity (What does it look like? or How do they finish?)
        + Individual tasks (writers, recorders, negotiator, accuracy monitor, runners, brainstormers, time keepers, or other specific roles related to task)
        + Possible language needed (like classroom language or models of the essential language they need to complete task with)

**3. Monitor the groups/students**

* + Walk around the classroom from group to group to:
    - check progress and whether they are doing task correctly (takes notes on common mistakes for giving feedback later),
    - encourage participation by ALL group members,
    - pay attention to dominant students for future grouping,
    - promote use of English (don’t focus TOO MUCH on accuracy, but gently support with whiteboard or “re-caste”),
    - answer questions or clarify about tasks, language, ideas of interest, etc.,
    - interrupt only if there is a major breakdown in communication, and
    - remind them of time remaining.

**4. Get/give feedback on the activity**

* + You can give feedback on students’ process (How they did activity) and on their product (the quality and/or quantity of language they used).
  + You can also ask students for feedback on what they thought of or felt about the activity (like it?, what was fun/easy/difficult/etc.?, what learned/did better?, etc.)

Sources

Willis, J. (1996) *A Framework for Task-Based Learning.* Essex: Addison Wesley Longman Limited.

Richards, JC & Renandya, WA [ed.] (2002) *Methodology in Language Teaching.* Cambridge University Press.