

Partnership for Learning Conference in Rabat

**Rabat, 28 February- 2 March 05**

**DESIGNING AND IMPLEMENTING  
COMMUNICATIVE TASKS IN  
THE EFL CLASSROOM**

*Animator: NEZHA BELKACHLA*

**Checklist for evaluating communicative tasks**

**Goals and rationale:**

- To what extent is the goal or goals of the task obvious, a) to you b) to your students?
- Is the task appropriate to the learner's proficiency level?
- To what extent does the task reflect a real-world or pedagogic rationale? Is this appropriate?
- Does the task encourage learners to apply classroom learning to the real world?
- What beliefs about the nature of language and learning are inherent in the task?
- Is the task likely to be interesting and motivating to the students?

**Input:**

- What form does the input take?
- Is it authentic?
- If not, is it appropriate to the goal of the task?

**Activities:**

- Are the activities appropriate to the communicative goals of the task?
- If not, can they be modified to make them more appropriate?
- Is the task designed to stimulate students to bottom-up or top-down processing skills?
- Is there an information-gap or problem which might prompt a negotiation of meaning?
- Are the activities appropriate to the input data?
- Are the activities designed in a way which will allow learners to communicate and cooperate in groups?

**Roles and settings:**

- What learner and teacher roles are inherent in the task?
- Are they appropriate?
- What levels of complexity are there in the classroom organization implicit in the task?
- Is the setting confined to the classroom?

**Implementation:**

- Does the task actually engage the learner's interests?
- Do the activities prompt genuine communicative interaction among students?
- To what extent are learners encouraged to negotiate meaning?
- Does anything unexpected occur as the task is being carried out?
- What type of language is actually simulated by the task?
- Is this different from what might have been predicted?

### **Grading and integration:**

- Is the task at the appropriate level of difficulty of the students?
- If not? Is there any way in which the task can be modified to make either easier or more challenging?
- Is the task so structured that it can be undertaken at different levels of difficulty?
- What are the principles upon which the tasks are sequenced?
- Do tasks exhibit the 'task continuity' principle?
- Are a range of macroskills integrated into the sequence of tasks?
- If not, can you think of ways in which they might be integrated?
- At the level of the unit or lesson, are communicative tasks integrated with other activities and exercises designed to provide learners mastery of the linguistic system?
- If not, are there ways in which such activities might be introduced?
- Do the tasks incorporate exercises in learning-how-to-learn?
- If not? Are there ways in which such exercises might be introduced?

### **Assessment and evaluation:**

- What means exist for the teacher to determine how successfully the learners have performed?
- Does the task have built into it some means whereby learners might judge how well they had performed?
- Is the task realistic in terms of the resources and teacher-expertise it demands?

**Nunan (1989:135 -7)**

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**Suggested activities**

**1. Jigsaw: Taking the bus**

**Source:** English for Everyday Activities

**Procedure:**

- a. The instructor sets the scene for the content
- b. She hands out the pieces of paper to different students and asks them to stand up and try to find the order of the sentences, walking about the classroom.
- c. The students then stand up in a queue in the same order of the sentences.
- d. The first student in the queue reads out his sentence and walks back to the end of the queue.
- e. Another student reads out the following sentence and walks back to the end of the queue.
- f. They proceed the same way until they've read the whole text.
- e. Then the animator plays the cassette for them to remedy for pronunciation, intonation, etc.
- f. She might need to make the students re-read the whole text to practice pronunciation.

**2. Game: Speed Search**

**Source:** Shenanigames

**Procedure:**

- a. Each student has a copy of the different descriptions.
- b. They should circulate and ask classmates to find the people who fit the descriptions on their handouts and make them sign
- c. After 5 mns, the students go back to their places and count the number of signatures they have.
- d. The student with most signatures is the winner.
- e. The teacher can read the descriptions and ask the students to stand up when they hear the description that fits them (for more reinforcement of comparatives and superlatives)

**3. Doctor's office**

**Source:** The Interactive Tutorial

**Procedure:**

- a. The teacher sets the scene for the content
- b. She gives each pair two different information grids.
- c. She asks them to think for a remedy for each health problem.
- d. She invites them to ask their partners the appropriate questions in order to complete their grids.
- e. She might invite volunteers to perform the task

**4. Writing classroom rules**

**Source:** Breaking the Writing Barrier

**Procedure:**

- a. The teacher sets the scene for the task and content.
- b. She puts the students in groups and has them write the rules they want for the class and the consequences if the rules are broken.
- c. She gives each group a large piece of paper.
- d. She asks the group representatives to stick their findings on the wall.
- e. She invites a volunteering student to make a master list while the representatives are reporting.
- f. She asks the students to negotiate and choose five to seven rules they want enforced for the duration of the semester.
- g. The teacher can discuss possible actions, reactions, and consequences for the rules they have created.

Descriptions	Signature
Find people who are the oldest children in their families.	
Find people who have more than 10 dirhams with them.	
Find people who have less than 3 dirhams with them.	
Find people who have fewer than three sisters.	
Find people who are the shortest in their immediate families.	
Find people who are from the largest cities in Morocco.	
Find people who have been in this town longer than six months.	
Find people who use the computer more frequently than once a week.	
Find people who think summer is the most exciting season.	
Find people who think comedies are less interesting than thriller movies.	
Find people who consider beautiful eyes more attractive than beautiful hair	
Find people who think golf is more interesting than tennis.	
Find people who think they are the most serious members of their families.	
Find people who think that professional soccer players should get higher salaries than nurses.	
Find people who think cats are nicer pets than dogs	
Find people who think dogs are less intelligent than cats.	

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**WORKSHOP EVALUATION**

**Are the objectives clear? Yes / No**

**Is the organization logical? Yes / No**

**Is the workshop useful & beneficial for you? Yes / No**

**Did the workshop lend itself to the set objectives? Yes / No**

**What activity or task did you like most?**

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.....

**What activity or task did you like least?**

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**Did the workshop match your expectations?**

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**What do you suggest to improve the workshop?**

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**Your feedback will be highly appreciated. Thank you for your collaboration.**

