## Different tasks, essentially the same

Although different tasks may work better than others in particular situations, for example, “discussion tasks” may serve a text with a controversial topic more effectively while “prediction tasks” may work better with narrative texts, there are some fundamental rules that teachers should bear in mind no matter what the task is.

1. Make sure the task is doable. No matter what the task is, teachers need to provide the learners with enough clues and be sure that the task won’t be too tedious to be accomplished.

2. Guarantee learners a reason for reading or listening. In another way, teachers should not give away too many clues or information, so learners will have reasons for further reading to check if their previous prediction is correct.

3. Provide the most suitable tasks. Different tasks serve differently with different texts, for example, “group dictation” works well with a short text while “factual gap filling” works particularly well with a text rich in numerical information.

4. Make sure the task provide learners equal opportunities. No matter what the task is, it should not be a task just for the best students, but an activity that gets all members involved.

5. Always recycle the task. Since learners process text for meaning, the wording of the text is usually neglected. Therefore, follow-up activities will ensure at some stage that learners will focus on the precise wording or certain grammatical form of the text that they are already familiar with.

6. Always reflect the effectiveness of the task. Besides of a close observation of the execution of the tasks in class, teachers should also ask students for feedback about the task and always keep improving the quality and effectiveness of the task.