## The power of end-products for the projects

In Chapter 8 we looked at how to adapt and refine tasks by using 7 parameters: outcome, starting points, pre-task preparation, control of agenda and task structure, interaction patterns and participant roles, pressure on language production and post-task activities. Teachers should not only be sensible of these broad 7 parameters when they design tasks, but also be aware of the different variables that can be selected within each of the parameters.

There are some general rules but the fundamental one is that teachers should always adjust tasks based on learners’ need, level, characteristics, etc. For example, with low level or less motivated learners, a carefully structured and controlled task agenda may work better; while pushing output to achieve accuracy may work better for learners who are reasonably confident, fluent but inaccurate when speaking or writing. But despite of learners’ level, teachers should keep in mind that positive feedback enhances motivation in general, and despite of the fact that learners can benefit from negative feedback, we need to guard against overcorrection although.