

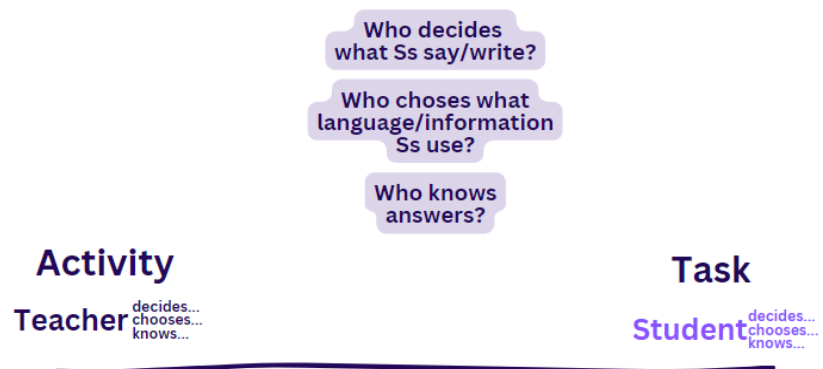
Setting up activities and tasks efficiently in 5 steps

Webinar handout

by Ela Moyle

5 steps

1. Give instruction
2. Check instruction
3. Give handout
4. Students on task
5. Give feedback



1. How do I give an instruction efficiently?

- Plan your instruction beforehand.
- Adjust textbook instructions to your lesson, level of your students, their working routines, and their needs.
- Check, how many steps students are given to follow. Remember about working memory limitations!
 - one step - easy, two steps – still easy to follow, three steps or more – complex and difficult to follow.
- Avoid unnecessary comments.
- Train yourself to give instructions – rehearse before the lesson.

2. How do I check an instruction efficiently?

Questions to ask understanding and possible answers			Common errors when asking Qs to check understanding
Do you understand?	What do you need to do?	Is it A? Is it A or B? Is it A, or B, or C?	<ul style="list-style-type: none"> • Answering own questions • Asking irrelevant Qs • Asking low level - recalling details – Qs • Always asking the same students • Relying on answers of the same ss • Creating a false picture of understanding
<ul style="list-style-type: none"> • Yes • Nodding 	<ul style="list-style-type: none"> • A and B • A, and B, and C 	<ul style="list-style-type: none"> • Yes/No • A / B • A / B / C 	
Qs are not effective when Ss have to just confirm understanding	Qs are less effective when Ss have to recall or repeat.	Qs are more effective when Ss have to make a choice to answer.	

3. When should I give handouts?

AFTER giving and checking instruction.

4. How teachers can use time effectively when students are on task?

Teachers can...

- Observe
- Monitor students to encourage
- Monitor students to notice (and collect) their mistakes for delayed correction in fb
- Prepare materials for next activity/task
- Check their plan what to do next
- Let students work
- Think
- Breathe

5. Give feedback.

After activities,

- give feedback = confirm correct answers
- give feedback on students' performance (quality of work, teamwork, speed/pace of work and similar)

After tasks:

- get feedback from students first,
- then give students feedback on...
 - ...the content of the task (for example, what was interesting, new, exciting),
 - ...students' performance (including language and skills),
 - ...any language or language skills they used correctly or incorrectly (=delayed error correction)

A recording of Ela's webinar can be watched here: <https://www.teachingenglish.org.uk/news-and-events/webinars/webinars-teachers/planning-activities-and-lessons-mini-event>