

College of Education for Humanities

Department of English Language

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How to keep students on task?

Teachers can group students, provide activities, and explore ways to give instructions, but this is not always enough to keep students on task. In addition, some teachers believe that keeping students on task is an important part of providing students with opportunities for meaningful interaction

(Perhaps they even benefit more from their own discussion than from working on the task(

There are things we can do to keep students on task. The interaction themselves can be important. Some educators believe that - dents tend to begin working on a task sooner and work toward its completion when it is clear to them what the task involves.

Q15/What are suggestions to keep students on task?

Give clear instructions. Make sure the students know what the goal of the task is.

Let students know that you expect them to stay on the task.

Have students work on tasks that interest them.

Have students work on tasks that they can accomplish in a set amount of time.

Appoint students to take on roles-for example, as recording secretary, Making Language Comprehensible to Students.

As EFL teachers, we can also work at providing opportunities for meaningful interaction by making language comprehensible to the students. If the language used by the teacher or in materials is not comprehensible, students can lose interest,

Q16/How can making language comprehensible to students?

Simplify speech.

Add mediums

Negotiate meaning .

First, we can attempt to make language comprehensible by simplifying our speech. This includes using a kind of foreign talk," a simplified register or style of speech.

Second, we can add media, including those that are linguistic aural (speech), linguistic visual (print), nonlinguistic visual (pictures, objects)

Third, we can work at making language comprehensible to students by negotiating meaning. The teacher can open up communication by asking questions that aim at clarification and confirmation.

Q17/What Problems Do Some EFL/ESL Teachers Have in Managing Classroom Interaction?

Problems some EFL/ESL teachers face include:

The "I never have enough time!" problem.

The "How do I get students to use English in class?" problem.

The "name remembering" problem.

The "I Never Have Enough Time!" Problem.

First, build time constraints into lesson plans. This includes estimating how much time it will take to do each step in an activity, for example, to give instructions for a group task, set up groups, and have students work on the task. Likewise, keep track of time. Next, when you set up group work activities, simply tell each group where they are.

Finally, think about the amount of time it took to do the activities and the different steps in those activities.

The "How Do I Get Students to Use English in class?"

Teachers who face classroom English-use problems. If students are not motivated to use English in the classroom or are pressured by peers to follow a hidden set of classroom rules that includes interaction in the students' native language then these more or less superficial techniques to compel students to use English can become novelties that will likely waste in their effect quickly.

The" Name Remembering "Problem.

My initial exploration into better remembering students' names inspired me to develop several activities for the first day of each class that focus on learning the names of the students.

A second activity is a round-robin memory game. The students form a circle, and start somewhere in this circle.,

A third activity is a "cocktail party." 19 I have each student write a variety of information on a large nametag. The information might include, for example, the student's name in the center; a favorite food in the top right corner; a word recently learned in the bottom right corner; a hobby in the top left corner; And, in the remaining corner, the name of a person, dead or alive, whom the student would like to meet .

What Problems Do Some EFL/ESL Teachers Have in Teaching Students to Comprehend Spoken English?

Problems some EFL/ESL teachers face include the following:

- ①- The "outdated listening lab" problem.**
- ②- The "How can I judge the authenticity of commercial EFL/ESL listening materials?" problem.**
- ①- The "Outdated listening lab" problem.**

EFL/ESL teachers may find themselves in a traditional listening lab, sitting at their carrels and listening to tapes, rarely speaking with classmates. In these types of programs, the teacher's role in the listening lab is to broadcast a program to the whole class. This traditional approach doesn't always produce the best students.

- ②- The "How Can I Judge the Authenticity of the Commercial EFL/ESL Listening Materials" Problem.**

Truly authentic listening experiences focus on a variety of pronunciation and intonation. -Authentic listening also includes hearing a variety of grammatical structures, not just one or two said over and over again, the use of fragments or sequences of loosely connected words and clauses, rather than well-formed sentences.