Reflection Paper on Chapter 8

In this chapter, seven task parameters are introduced to refine the framework and details of our task, to make it adaptive to different learning goals and different learners. Among all the parameters, I feel it is really a wise choice to make the best of the task by using some follow-up tasks. It will not take more time for students to process too much new information. They can get a better and deeper understanding based on what they have done. When students do the task in different ways or with different partners, they will get a chance to process language from various aspects, get updated information and reorganize the information existing in their minds. The reporting part after doing the task will get students a chance to refine and polish their language, as well as provide an opportunity for the teacher to give students corrective feedback. Also, some follow-up activities help to switch the focus from form to forms, raising students’ awareness on language itself. I think the using of follow-up tasks is also in accordance with what we discussed about the sequence of tasks—each task should lead in to another one to deepen and consolidate students’ language knowledge.