



The Predictive Evaluation of Language Learning Tasks

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Abstract

Teachers are often faced with difficulty in choosing appropriate teaching activities for use in their classroom. In selecting suitable materials for their learners, teachers need to be able to analyze any tasks (i.e., their objectives, procedures and intended outcomes) before they are applied in the classroom. This paper will attempt to outline a systematic procedure for predictive task evaluation. This model should help teachers to identify elements in the task design that are likely to affect the accuracy, fluency and complexity of the students' output *before* the task is implemented in the classroom and thus help them to make decisions regarding task selection and their sequencing.

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