

But what do I do if.....?

Problems encountered	Possible solutions—
<p>1. Setting up the situation</p> <p>2. Things seem to take a long time to start at the beginning</p> <p>3. Noise level during preparation or during the interaction phase</p> <p>4. excessive enthousiasm—everyone wants to talk at once</p> <p>5. long stretches of silence</p> <p>6. timing</p>	<p>>Moving tables before the class arrives is the ideal solution.(If not have the students help but stress the importance of LIFTING tables etc.)</p> <p>>Project the names of pre-established groups in columns on the board under the role and Table number (you draw the classroom setup on the board and indicate where each group will be to begin)</p> <p>1. >Double check that everyone knows what his or her role is and what is expected at what time.</p> <p>>Don't rush into the situation to avoid "wasting time". The extra time spent going over what was misunderstood will be even longer.</p> <p>2. >Clear instructions about the need to listen to each other in order to respond correctly.</p> <p>>Prepare a signal if the noise level is getting too high (ex. Say you will clap your hands)</p> <p>3. >Provide an imaginary microphone (marker) which must be passed around for the person to be authorized to speak OR</p> <p>>Designate a host, mediator, journalist to say who is to speak</p> <p>>use a marking sheet with +s or -s</p> <p>4. >Make sure the role/task is adapted to the student's ability level/ comfort level</p> <p>>If the preparation stage has been done conscientiously there are ideas ahead of time.</p> <p>>Don't rush in to fill the blanks—the thinking process is going on but it takes time to formulate ideas; Others may offer help for vocabulary or ideas</p> <p>5. >Give a time line but be flexible—the important thing is the investment of the student</p> <p>>Be prepared to change either way—by giving more or less time for that stage or that activiy.</p>