

## WORKSHEET A

Title	Constraints
<b>Objective(s)</b> To raise awareness about how constraints may affect the validity of the results of classroom activities and in particular the assessment. To find possible solutions.	
<b>Keywords</b> awareness – communication – completion – reception – selection of materials	
<b>Ref to the guide</b>  I.1, I.2, I.3, II.2, III.4, IV.1	<b>Ref to the CEFR</b>  4.1.3, 4.1.4, 4.1.5, 7.2.2, 7.3.2
<b>Task A</b>  <b>Step 1 ( † )</b>  a. Reflect individually on the concept of constraint. How would you define a constraint in a general way? And in relation to the language teaching/learning process? b. Jot down at least five constraints that most frequently affect the language learning process.  <b>Step 2 ( † † † )</b>  Share and merge your lists and reflect on the results.  <b>Task B</b>  <b>Step 1 ( † † )</b>  Select one recent task that you set for your learners and, in the light of the constraints you mentioned before, find possible solutions both to reduce the negative effects of the constraints specific to that task and to increase the validity of the results.  <b>Step 2 ( † † † )</b>  Compare your results. Discuss the impact of constraints on assessment on the task.	