

- What solution did you come up with, and how long did it take?
More than 10min
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- How did you come up with this solution? (Consider e.g. strategies adopted, collaboration, balance of interaction.)
Looked at gender, languages first
Briefly considered teaching approach
All worked together
- If a pair of B1 (low-intermediate) adult students were to do this task, what communication difficulties could arise? (Assume that they are familiar with the content, i.e. the teaching methodologies!)
Prepositions of place
Timing is too short → we struggled!
Hedging / agreeing / disagreeing / counter suggestions → not polite enough
Phonological issues
Turn-taking (shy vs dominant students)
Why would students care about who is sitting next to whom?
- What kind of in-task interventions (by a teacher or one of the interlocutors) might help them overcome these difficulties?
Recasts and general error correction
Prompting & hints, remind students of rules
Use agreeing and disagreeing language
Listen actively
Elect a chair who reminds group of balance, nominates speakers and who could create plan (depending on group size)
More context would help with the task -> what's the event and why are they meeting up?
- How effective do you think such interventions can be in pushing students' language development, in contrast to other approaches?
Recasts are not always noted, hopefully recasts are taken on board
Prompting and hints might work better
Development of usage of prepositions & sequences
Recordings of groups to compare their language
Peer-correction/ peer-teaching