

- What solution did you come up with, and how long did it take?
Dally - Armand - Yashmeen - Webb - Paola - Joaquim -
Over 10 minutes, we didn't really focus on the time element.
- How did you come up with this solution?
We took quite an analytical approach, first gender, then language, then teaching approach. Drawing the circle and noting down the information.
It was interactive and collaborative, a lot of saying what we were thinking, with the other person checking, confirming, agreeing.
- If a pair of B1 (low-intermediate) adult students were to do this task, what communication difficulties could arise?
Even if familiar with the teaching approaches, potential lexical problems in working out the appropriate details and matching the people.
Not immediately recognizing the genders .
Problems voicing communication techniques, confirming, checking, agreeing, showing they're unsure. Maybe reverting to shared L1 if possible.
Time pressure could affect attention to communication.
- What kind of in-task interventions (by a teacher or one of the interlocutors) might help them overcome these difficulties?
Recasting / reformulating and error correction
Guiding attention e.g. if genders aren't immediately recognized, ask for clues in the language
Using relevant language for the communication strategies, checking, confirming, agreeing, etc.
In-task intervention, focus on struggling groups (if multiple groups).
- How effective do you think such interventions can be in pushing students' language development, in contrast to other approaches?
Potential for implicit learning while engaged in meaningful communication.
Transfer of language/strategies to other tasks.

Katja also felt that there may be fewer lexical difficulties with the descriptions in German, allowing for more immediate focus on the task.