Designing Tasks for Interaction

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Task or Activity?

• With a partner, ask and answer the following questions about your weekly schedule and daily routine using the present tense.

• What class do you have in the morning?
• What time do you have lunch?
• Which class is after lunch?
• When is your homeroom?
Definitions

• **Activities:** “any type of language practice that involves the comprehension or production of oral or written language, often with a focus on vocabulary or grammar (p. 6).”

• **Task:** “is meaningful and has a communicative purpose” (Leeser & White, 2016, p. 7).
Why are tasks useful?
High-leverage Teaching Practices

“a core set of teaching practices that are said to promote higher gains in student learning over other teaching practices” (Hlas & Hlas, 2012, p. S76)
What is interaction?

Empirical research exists and supports the Interaction Approach and its link to learning (Gass & Mackey, 2015; Skehan, 2018).

Generally referred to as the Interaction Hypothesis (Long, 1996)
Task-based learning informed by interaction

- Interaction where meaning is primary
- Real-world relationships
- Communicative purpose that needs to be accomplished

References:
Bygate, Skehan, & Swain (2001, p. 11)
Skehan (1998, p. 268)
Tasks provide opportunity for:

- Interaction
- Real-world relationships
- **Communicative purpose that needs to be accomplished**

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Make a Decision
What choice can students make?
Analyze: Planning Prompt

• Let me analyze my information about the recipe for banana bread and you analyze your information about the ingredients in the pantry so that together we can decide what we still need to buy to make the bread.
Student A

Appendix A: Making Banana Bread

Let's make banana bread—RECIPE—Person A
Ask your partner what ingredients they have in the kitchen. By looking at the recipe, decide what your group needs to buy to make the Banana Bread.

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<td>2 eggs, beaten</td>
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Preheat oven to 350 degrees and grease bread pan.

In a large bowl, combine flour, baking soda and salt. In another bowl, mix butter and brown sugar. Stir in eggs and mash bananas. Stir all together and pour into pan.

Bake one hour.

Enjoy!
Recipe from All Recipes [http://allrecipes.com/recipe/20144/banana-banana-bread/]

Student B

Let's make banana bread—INGREDIENTS—Person B
In order to make Banana bread, decide what your group needs to buy. After speaking with your partner, write down what you still need to buy from the grocery.

Ingredient List

- 1 ½ cup flour
- 1 tablespoon baking soda
- ½ teaspoon salt
- ¼ cup butter
- ½ cup brown sugar
- 6 eggs
- One banana
Together we can solve a puzzle

Task: Given a set of clues, map the Rescue Center.

1. Students are each given a different clue and read them to one another. Using one map per group, they complete the logic puzzle to map the center.

2. When they are done, they compare their map to the real center map.
CENTRO DE RESCATE LA MARINA
Mapping the Rescue Center

STUDENT A
- Tapirs are between the bathrooms and the Snakes.
- Sainos are beside the Big Cats.
- The Monkey house is very far from the Birdhouse.
- The Crocodiles are alongside of the pond.

STUDENT B
- The Bird house has nothing to the left nor right.
- The Monkey house is in the corner.
- The Tapirs are very close to the bathrooms.
- The Big Cats are next to the Entrance.
Scaffolding interaction in the Target Language

1. It is ____________ (a drink, a fruit, a vegetable, a food, etc.)
   that is _______(color) and/or _____(size).

2. Typically one eats this for ___(breakfast, snack, lunch, etc.)

3. In general, we eat/drink this with ______(name other specific foods).

4. What do you think it is?
Together we can sequence a story

Task: In pairs, students retell the story.

• Student A receives half of the pictures and Student B the other half of the pictures.

• Sequence it.
Wordless books
Resources for storytelling

• International Children’s Digital Library [http://en.childrenslibrary.org/]
• Get Epic [https://www.getepic.com/]
• Dixit and Big Apples Pictures decks
• Wordless books
http://en.childrenslibrary.org/
Languages available: 59 different languages
انتَفق بِكِر وحسُونة على أن يَتَجْوَىَا معاً...
https://www.getepic.com/
Books (10+)

- **Nate el Grande: ¡Hola!**
  - By Lincoln Peirce
  - Grade: 4th - 6th

- **Los océanos (Oceans)**
  - By Precious McKenzie
  - Grade: 4th - 6th

- **El espacio**
  - By Tim Clifford
  - Grade: 4th - 6th

- **Garfield: Hambre de Diversión**
  - By Jim Davis
  - Grade: 3rd - 5th

- **Tigres**
  - By Claire Archer
  - Grade: 2nd - 4th

- **Nuestra California**
  - By Pam Muñoz Ryan
  - Grade: 2nd - 4th

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Read-To-Me (100+)

Larry Bendecq
Johannes Von Sloop
By Larry V
Grade: 2nd - 4th

Tornado (Spanish)
By Jessica Rudolph
Grade: 1st - 3rd

El Aprendiz De Brujo
By Cyril Bavis
Grade: 1st - 3rd

¿Por qué parece que las tortugas están...
By Jennifer Shand
Grade: 1st - 3rd

¿Por qué los camellos tienen...
By Jennifer Shand
Grade: 1st - 3rd

¿Por qué los cerdos se revuelcan en el...
By Jennifer Shand
Grade: 1st - 3rd
¡No! ¿Cómo crees?

Las tortugas de mar tienen mucha sal en sus cuerpos porque están en el agua salada del océano. ¡Se deshacen de tanta sal sacándola con glándulas especiales que tienen cerca de sus ojos!
Together we can find differences

- Students seek specific amount of differences between two pictures. Then, they compare to see if they were successful in spotting all the differences.

- Clip art sites [http://www.kidsfront.com/find-differences.html]
- Dollar Street Gapminder [https://www.gapminder.org/dollar-street/matrix]
- High Five Magazines
¿En qué se parecen estas dos tiendas?

¿En qué se diferencian?
Tell me more (open)

2-3 word (e.g. why)

One word (e.g. who, what)

Either/Or Questions

Yes/No Questions

Nonverbal

High Ceiling

Low Floor

Output-Oriented

Input-Oriented

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Let me analyze my information about ______________ and you analyze your information about ________________ so that together we can __________________________.

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Make a Decision
What choice can students make?

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Infer: Planning Prompt

• Tell me about _____________ and I’ll tell you (infer) _________________ if you are a Social Butterfly or Homebody _________________.

• Type A or B personality
• Sedentary or Active Lifestyle
• Nostalgic or Forward Looking
• Idealist or Realist
• Minimalist or Extravagant
Tell me....

about your pantry or refrigerator and I’ll tell you (infer)

• ____________________________________
• ____________________________________
Tell me what you would do, and I’ll tell you if you are a risk-taker

Input-oriented (VanPatten, 2017)

Part I. Individually. Answer the following, what would you do for $1000:

- I would lick the exhibit room floor.
- I would post a public YouTube video of me teaching.
- I would eat an entire lemon with peel in one sitting.
- I would crack an egg on my face and attend a WAFLT workshop.
Part II. Now interview a partner by asking these questions.

- Would you lick the exhibit room floor?
- Would you post a public YouTube video of yourself teaching?
- Would you read the last text you received out loud?
- Would you crack an egg on your face and attend a WAFLT workshop?
Rate yourselves

• Finally, together decide where you and your partner fall on the following scale in terms of their risk-taking.

• Risk-taker Zone       Comfort Zone

5       4       3       2       1

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Output-oriented (VanPatten, 2017)

• **Part 1.** Individually, list 8-10 wacky things you would do for $1000.
• **Part 2.** Then, ask and answer questions about what you and your partner would or would not do for $1000.
• **Part 3.** Now, if there was an activity the person would not do for $1000, ask them if they would for $100,000.
• **Part 4.** Rate yourselves and Justify your Answer.
Tell me about

1. Let me tell you about my ___.
2. Ask a follow-up question.
What is your idea?

• Think about a lesson or unit you have recently taught. Then, complete the prompt to design a task.

• Tell me about ________________ and I’ll tell you ____________________________________________________________________________.
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Give me... and I’ll decide...

• Give me _______________and I’ll decide ________________

• what gift I’ll bring with me
Give me... and I’ll decide...

• Give me recipes from the target culture and I’ll decide________________________

Banana Bread
2 cups of flour
1 teaspoon baking soda
¼ teaspoon salt
½ cup butter
¾ cup brown sugar
2 eggs, beaten
3 ripe bananas

Preheat oven to 350 degrees and grease bread pan.

In a large bowl, combine flour, baking soda and salt. In another bowl, mix butter and brown sugar. Stir in eggs and mash bananas. Stir all together and pour into pan.

Bake one hour.

Enjoy!

Recipe from All Recipes [http://allrecipes.com/recipe/20144/banana-banana-bread/]
I'll decide my resolutions

The Twelve days of Wellness!

6th: Eat 1 bowl of veggies
7th: No candy
8th: Stretch

Color each completed task!

9th: Give a compliment
10th: Stretch 10% over your body weight
11th: Take a walk of 10,000 steps

12th: 10 minutes of reading
13th: 10 minutes of meditation
14th: Drink half of your body weight
15th: Drink half of your body weight

16th: 1st Second Plank
17th: 2nd Second Plank

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Happy New Year!
I’ll decide the moral of the story

An example of a deck of cards comes from

© Anne Cummings Hlas 2019
el bosque encantado

la rana

la pócima mágica

el espejo

la isla
Colombian artist Fernando Botero:
Which is most beautiful?
Which is most meaningful?
Which is most unique?
Which is the most creative?
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I’ll decide which to hang in the classroom
Students use the following scale to rate the art.
Then, they negotiate which piece to hang in the classroom.

<table>
<thead>
<tr>
<th>Beauty</th>
<th>Meaning</th>
<th>Creativity</th>
<th>Uniqueness</th>
<th>Total</th>
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<tbody>
<tr>
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### Picture This

<table>
<thead>
<tr>
<th>Time</th>
<th>6th Grade Periods</th>
<th>7th Grade Periods</th>
<th>8th Grade Periods</th>
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<tbody>
<tr>
<td>8:15 - 8:21</td>
<td>Entrance</td>
<td>8:21 - 9:06</td>
<td>1:30 - 2:13</td>
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<tr>
<td>9:09 - 9:52</td>
<td>Period 2</td>
<td>9:55 - 10:38</td>
<td>3:02 - 3:45</td>
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I’ll decide which to hang in the classroom:
*The Persistence of Memory, Salvador Dali*

Students use the following scale to rate the art. Then, they negotiate which piece to hang in the classroom.

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Las Meninas—Diego Velázquez
Make a decision about
What is your idea?

• Think about a lesson or unit you have recently taught. Then, complete the prompt to design a task.

• Give me ________________ and I’ll decide ____________
Tasks provide opportunity for:

- Interaction
- Real-world relationships
- Communitive purpose that needs to be accomplished

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Convert to a Task: Round Two

- With a partner, ask and answer the following questions about your weekly schedule and daily routine using the present tense.
  - What class do you have in the morning?
  - What time do you have lunch?
  - Which class is after lunch?
  - When is your homeroom?

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Take an activity you are already doing...

- meaning
- real-world relationship
- purpose with AIM
Ask yourself these questions

1. Will the task engage learners’ interests?
2. Do they need to listen to one another to complete the task?
3. Does the task provide opportunity to negotiate meaning?
4. Is there a primary focus on meaning?
5. Does the task require the use of vocabulary, form, and function as planned?
6. Is there an objective or goal?
7. Does the task relate to the real-world?
Questions?

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Selected references: