

Speaking Tasks

*Picture differences task*¹. Presented with the same background of a picture, participants have to share their own part of information so that they can find out the subtle differences; thus, it is classified as a two-way required information exchange task. The participants have the same goal to achieve (i.e. find out the differences). Similar tasks also appear in Foster (1998), Gass et al. (2005), Iwashita (2003), and Plough and Gass (1993).

*Describe-and-draw task*². One participant in per dyad has to describe his picture and the other has to draw it out. Because only one participant holds the information, this task can be labeled as a one-way required information exchange task. The participants have to work together to achieve the same goal (i.e. draw the picture out correctly). Similar tasks also appear in Gass (1986), Iwashita (2001, 2003), Pica et al. (1991), Shehadeh (2001), and Gass and Varonis (1985).

*Discussion task*³. All the information is available to all the participants and they have to come to an agreement to solve the problem; thus, this task is an optional information exchange task. Because different participants have to reach a consensus, they need to hold the same goal regarding the outcome; the task goal is thus convergent. However, there are no fixed answers; the options are accordingly arbitrary. Similar tasks also appear in Foster (1998), Gass et al. (2005), Pica and Doughty (1985a, 1985b), Pilar, Mayo, and Pica (2000), and Plough and Gass (1993).

¹ Considering the amount of the students' lexical storage, a simple task extracted from Syu (2006) was chosen, in which nearly all the words were learned before. The words they had never learned before were printed out both with their pronunciation and Chinese meaning on student B's worksheet.

² Again, to decrease the task complexity, the two pictures were extracted from children's picture book *My Conversation Book (2 and 3)* (Hojel and Chavez, 1987).

³ The discussion task "who will be the best teacher?" was extracted from Rooks's (1990) *Can't Stop Talking (Second Edition)*. Owing to its difficulty and complexity, the researcher reformulated the words and the background so that the students were more familiar with the topic and the content.

All the tasks used in this study are classified according to Pica et al.'s (1993) categorization as the researcher has noted before (see Table 3) and can be referenced in Appendix A.

Table 3
Tasks in the current study

Tasks	<i>Picture differences</i>	<i>Describe-and-draw</i>	<i>Discussion</i>
Features			
Interactional activity			
- interactional relationship	two-way	one-way	two-way
- interactional requirements	required	required	not required
Communicative goal			
- goal orientation	convergent	convergent	convergent
- outcome options	one-only, i.e. agreement	one-only, i.e. agreement	arbitrary, but probably more than one

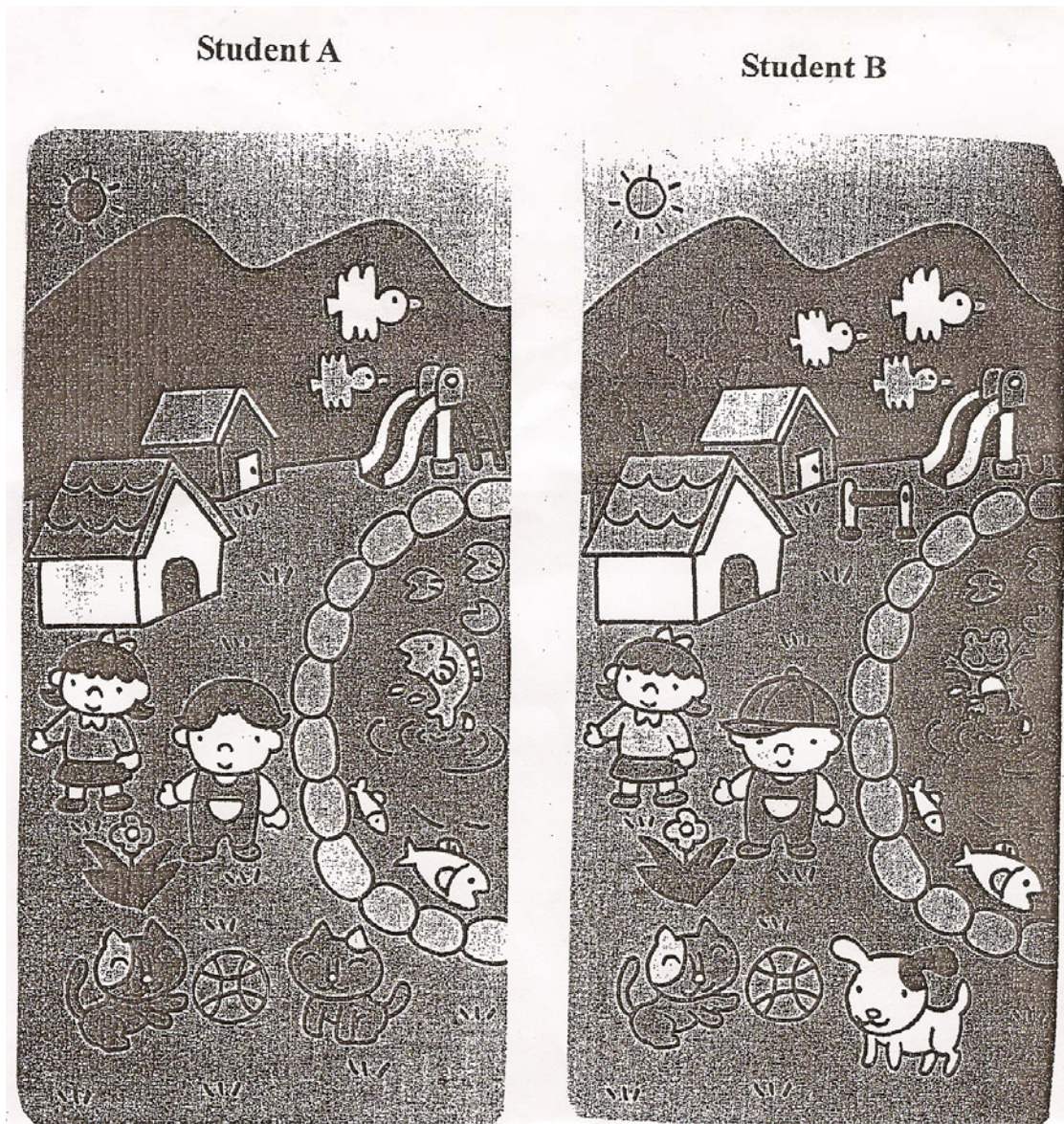
(Adopted from *Interlocutors' Familiarity on Task-based Interaction*

in a L2 Classroom by 劉淨云

中華民國 九十六 年 十 月)

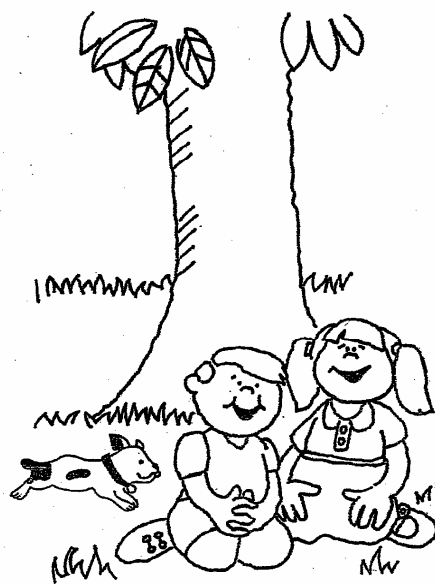
APPENDIXES

Appendix A-1: The Picture Differences Task



Appendix A-2: The Describe-and-Draw Task

Student A



Student B



Task 3

五位來應徵成功高中數學老師，Student A 和 Student B 要討論出最合適的人選及其原因，將五位人選按何適度的順序填入學習單的空格中

Applicant: **Mary**, age 24, not married

Qualifications: (1) Graduated from Taiwan University (臺大). (2) 2 years' teaching experience at a senior high school in Taichung.

Statement: "I want to return to my home in Taipei. I love teenagers, and I think math is the most important subject in school."

Applicant: **James**, age 40, married (three children)

Qualifications: (1) M.S. degree (碩士) in math, Standford University in the USA. (2) 14 years' teaching experience at junior high school in Taipei.

Statement: "I don't want to teach junior high school anymore. I want to teach senior high school. One of my children is a senior high school student now, and I know how to get well with teenagers."

Applicant: **Helen**, age 31, married (2 children)

Qualifications: (1) M. S. degree in math education, Harvard University in the USA. (2) 2 years' teaching experience at a private college in Tainan.

Statement: "I love to teach college students. But last year, my husband changed his job, and we moved to Taipei. I need a job to help the family income."

Applicant: **John**, age 42, divorced

Qualifications: (1) M. S. degree in chemistry and math, Oxford University in England. (2) 10 years' teaching experience at a university; 5 years' teaching experience at a senior high school.

Statement: "Our country needs many more scientists. I will encourage young students to have a scientific career. I think Chung-Kung Senior High School students are good and I believe I can teach them to be scientists in the future."

Applicant: **Judy**, age 40, not married

Qualifications: (1) Graduated from Taiwan Normal University (台灣師大).

(2) 18 years' teaching experience at a senior high school.

Statement: "A teacher must be strong in the classroom! Most teachers today are too easy. I often take my students to win various competitions in math."

Task 1. *Picture differences task.* In picture differences task, each participant holds his/her own picture which share an identical scene, only with a few differences. This task can be completed by participants' sharing their part of information and finding out the differences.

Student A 和 Student B 各有一張圖片，兩張圖片中只有六個地方不一樣，請用英語溝通來找出這六個地方，請注意：這是黑白圖片，不用找出顏色不同處（10 分鐘）

Task 2. *Describe-and-draw task.* In describe-and-draw task, one participant describes the picture and the other draws it out, after which they are asked to exchange roles with a similar but different picture, so as to ensure that the interlocutor role (i.e. information sender and receiver) is counterbalanced. Neither subject is allowed to look at the original picture and the describer and drawer have to work together to carry out the task.

Student A 描述他手中的圖片，愈詳細愈好（如長相、表情、穿著、動作、環境…等），

Student B 可以詢問 Student A 不清楚之處，盡可能地畫出來原圖來（5 分鐘）

Student B 描述他手中的圖片，愈詳細愈好（如長相、表情、穿著、動作、環境…等），

Student A 可以詢問 Student B 不清楚之處，盡可能地畫出來原圖來（5 分鐘）

彼此不能看到對方的圖片（所以請將圖片遮好），只能用英語溝通，合作來完成任務

Task 3. *Consensus task.* In consensus task, the participants are given a list of five people, who apply for being the math teacher in Chung-Kung Senior High School. Pairs have to discuss and reach an agreement about the right person.

依題目來合作討論出共識（10 分鐘）

Ps. 請同學只用英語作溝通、解釋， “No Chinese!”

Worksheet

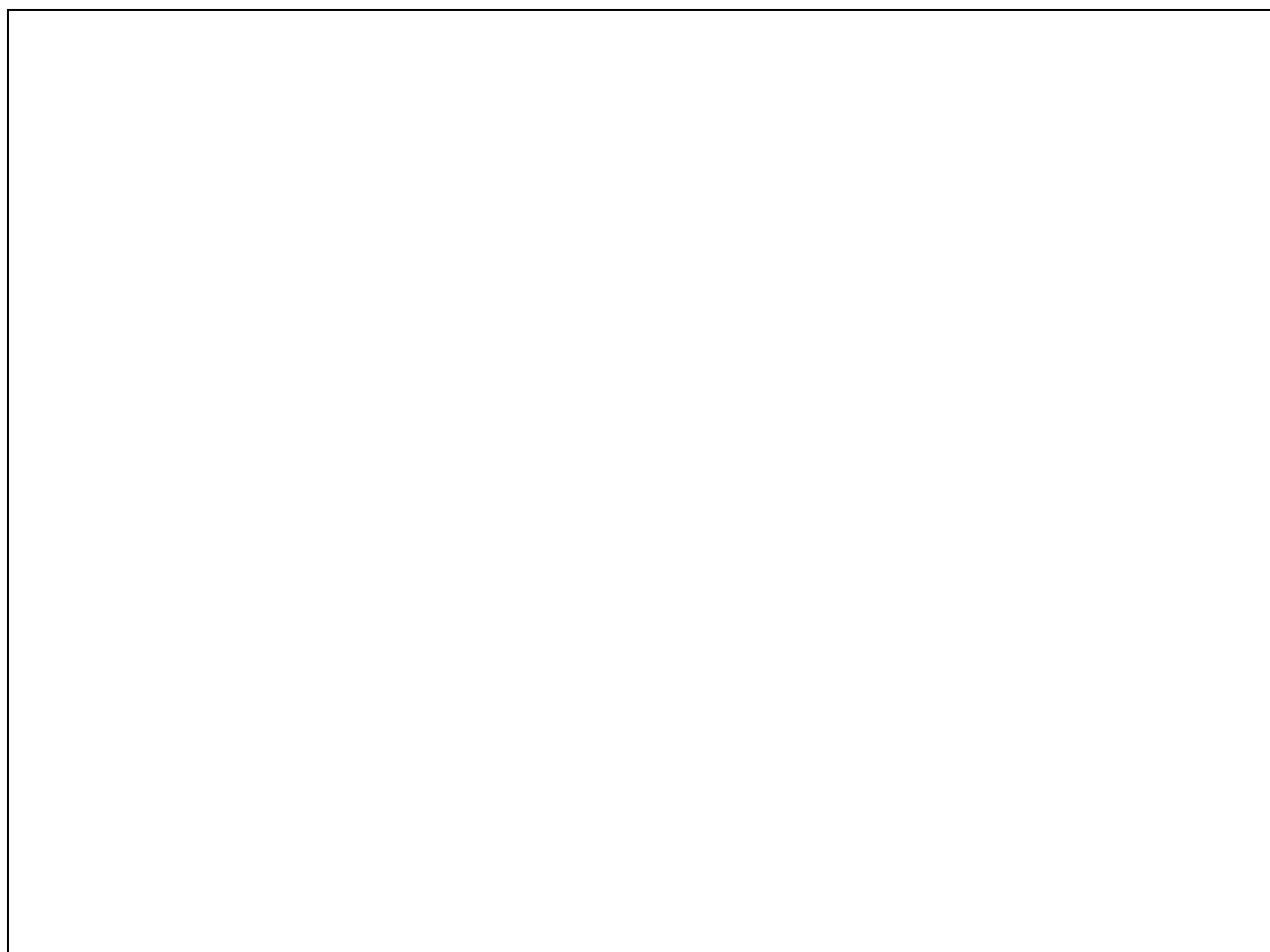
Student A

班級： 座號： 姓名：

Task 1: 請找出和 Student B 圖畫中不同的六處地方

1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____

Task 2: 請畫出 Student B 的圖畫描述 (愈詳細愈好)



Task 3: 請討論出合適的老師人選 (按最合適到最不合適的順序填寫)

1. _____ 2. _____ 3. _____
4. _____ 5. _____

Worksheet

Student B

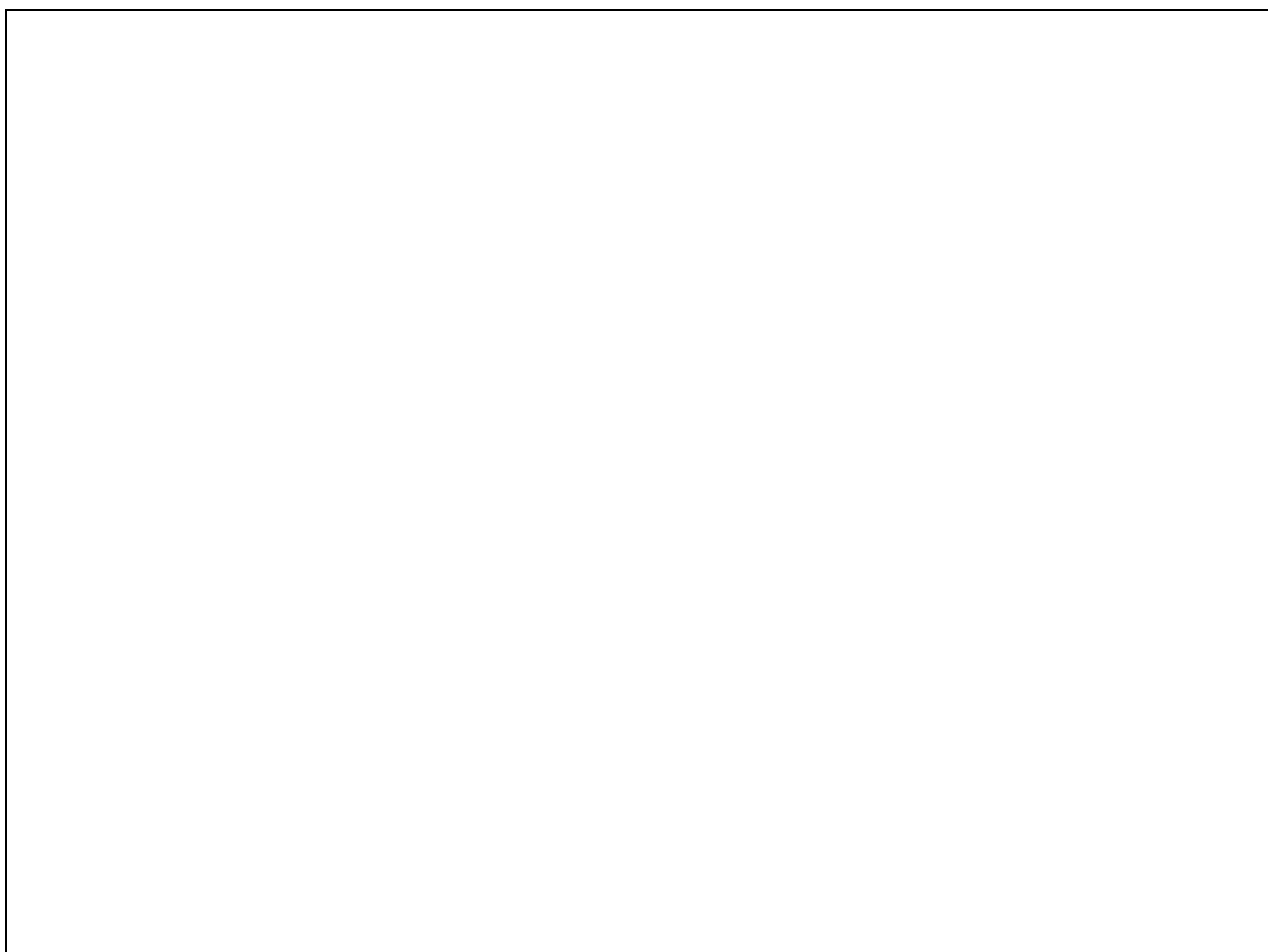
班級： 座號： 姓名：

Task 1: 請找出和 Student A 圖畫中不同的六處地方

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

Task 2: 請畫出 Student A 的圖畫描述 (愈詳細愈好)



Task 3: 請討論出合適的老師人選 (按最合適到最不合適的順序填寫)

1. _____ 2. _____ 3. _____

4. _____ 5. _____

錄音流程

1. 同時按下錄音機上的 Rec. + Play 開始錄音
2. 報貼在桌上的組別號碼，如：第一組
3. 拿到 Student A 學習單者先報「我是 Student A，班級…、座號…、姓名…」
拿到 Student B 學習單者再報「我是 Student B，班級…、座號…、姓名…」
4. 等到所有 tasks 結束後聽老師指示再報一次班級…、座號…、姓名…，按下
Stop 鍵

Ps. 請同學們盡量大聲地靠近錄音機方向說話，活動結束後，學習單會收回，給任課老師
作為評分參考