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> [Another Look at Interlanguage Talk: Taking Task to Task](#)

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Another Look at Interlanguage Talk: Taking Task to Task

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Item Summary

Title:	Another Look at Interlanguage Talk: Taking Task to Task
Authors:	Duff, Patricia A.
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Date Issued:	1985
Abstract:	It is the purpose of this paper to examine the effect of task type on the input and interaction in nonnative speaker-nonnative speaker (NNS-NNS) dyads. The study which we report analyzes the speech generated by dyads of Japanese and Mandarin Chinese speakers enrolled in English as a second language (ESL) classes at the University of Hawaii at Manoa. Two types of pedagogic tasks, namely problem-solving tasks (PS) and debates (D), and two examples of each, are the focus of this study.
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Task-based language teaching is a student-centered approach to second language instruction. It is an offshoot of the communicative approach, wherein activities focus on having students use authentic target language in order to complete meaningful tasks, i.e. situations they might encounter in the real world and other project-based assignments. What steps do you need to take there in order for your students to succeed? 1. Start with a pre-task activity. This stage starts with the instructor explaining to her students what will be expected in the task cycle and post-task review stages. With some theoretical background and those practical steps in mind, let's look at some task-based activities you might want to use in your language classroom. 1. Road Trip. Another look at interlanguage talk: Taking task to task. In R. Day (Ed.), Talking to learn. Rowley, M-: Newbury House. Foster, P., % Skehan, P. (1996). The influence of planning on performance in task-based learning. Studies in Second Language Acquisition, 18, 299-324. Kumaravivelu, B. (1994). The postmethod

condition: Emerging strategies for second-foreign language teaching. TESOL Quarterly, 28, 27–48. Long, M. (1989). Task, group, and task-group interaction. looking at another person (paragraph 2) face to face. upsetting or embarrassing someone by being rude or tactless (paragraph 2) causing offence. not be caught or punished when you have done something wrong (paragraph 4) get away with. pretend something is true in order to deceive people (paragraph 4) make up. keeping writing or talking to someone, even though you do not see them often (paragraph 8) keep in touch with. aiming an idea or product at someone (paragraph 8) pitch. I don't have a problem with him **keep in touch ** his family whilst he's posted overseas and sending e-mails