The Observation of Task Skills Transferred: A Multi-Case Study

Charlotte Nolen, Ph.D.

Abstract

The current study addresses gaps in research identified by Long (2016) and Ellis (2017) by examining transferability in non-linguistic task performance skills (such as the use of a local store app) and target vocabulary in a Task-Based Language Teaching (TBLT) study. Two modalities (oral dialogue and WhatsApp Text Chats) were utilized when learners collaborated with each other over tasks in the two different units of study (Benson, 2015; Burston, 2014; Webb, 2019). Transfer was observed between two contexts: the classroom was the learning context with pedagogical tasks and public places were the transfer contexts with real-world tasks (RWTs) performed (Barnett and Ceci, 2002). Four lower-level English as a Second Language (ESL) learners participated in the study that was conducted over four weeks. In Unit 1, learners had face-to-face (FTF) oral dialogues with each other, the instructor in role-plays in the classroom and with strangers out in public at a local grocery store. In Unit 2, learners used WhatsApp Text Chats to communicate with each other. They continued in oral FTF dialogues with the instructor in role-plays in the classroom and with strangers in public at a local shopping mall (Gurzynski-Weiss and Plonsky, 2017; Webb, 2019). The findings indicated that transfer was observed in non-linguistic and linguistic task performance skills between the learning context in the classroom and the transfer context out in public and when different modalities were utilized.

Contact the Author at the following website:

https://conexiontraining.org

rnolen@conexiontraining.org

Introduction

Task-oriented second language acquisition (SLA) research and educational perspectives have both contributed towards a better understanding of how Task-Based Language Teaching (TBLT) and the use of 'task' can benefit second language (L2) development. To foster the advancement of TBLT, much emphasis has been on the development of certain areas within the approach such as task design (i.e., learning through collaborative interactions and task sequencing) and cognitive processes (i.e., learning that occurs as task complexity increases). Studies have shown that greater L2 learning opportunities are potentially provided when more complex cognitive processes are included in task design and sequencing (Baralt, Gilabert, and Robinson, 2014; Kim and Taguchi, 2016; Robinson and Gilabert, 2007). One area that continues to elude classroom instructional designers is the usefulness of classroom instruction for social domains beyond the classroom (both formal and informal) as was identified in Van den Branden's (2006) study.

In current research, transferability of task skills has been identified as a relevant issue (Ellis, 2017; Long, 2016). Both scholars state that *transferability* of learned skills and linguistic features in the performance of tasks has largely been under researched. The real issue of transferability in TBLT or TBLL is defined as the transfer of task skills and/or linguistic features when learners transition from one task to a subsequent task. *Transferability* is a term borrowed from psychology and simply asks how the knowledge applied in one domain might transfer to another domain (Singley and Anderson, 1989). In Singley and Anderson's (1989) book on *The Transfer of Cognitive Skills*, transfer is defined as, "how knowledge acquired in one situation applies (or fails to apply) in other situations" (Singley et al., 1989, p. 1). Benson (2015) states that due to the different models and taxonomies found in various fields on transfer, it is difficult

to find agreement among scholars on how transfer is operationalized and examined. In the current study the transfer of task skills (such as using a particular phone app in the classroom) and linguistic features (such as the use of target words in the classroom) are then observed to document transfer when learners perform the same task in a different domain. This type of transfer is described above as "knowledge acquired" in one context that is then observed as to what extent it may transfer in a different context (from the classroom setting to a public domain site). This is knowledge acquired in the classroom that applies (or fails to apply) in a public place (physically going to a grocery store and physically going to a local shopping mall).

Developing a task-based language course requires various components to successfully be completed (i.e., a needs analysis, task design, task implementation, assessment and participatory structures used in collaborative interactions). Pedagogical tasks (i.e. PTs - tasks used for instructional purposes in the classroom or laboratory that may occur over a period of time) sequencing provides learners with necessary scaffolding in linguistic and non-linguistic task performance skills and abilities for successful real-world task (RWT) performance. Participatory structures of collaborative interactions between learner-instructor or learner-learner interactions are most widely examined in face-to-face oral interactions and have added a great deal of insight into TBLT studies. According to Gurzynski-Weiss and Plonsky (2017) there is little to no research into how learning is affected outside the classroom in learner-unknown interlocutor interaction (such as learners interacting with strangers in a local grocery store or shopping mall).

This study also contributes to a body of research into Mobile-Assisted Language Learning (MALL) or the use of mobile devices in vocabulary learning. With a good volume of research into the use of iPhones and small handheld devices, many vocabulary studies are aimed at one-way vocabulary learning (interfacing predominately with the device and sometimes

limited instructions from the instructor) where the learner uses his/her phone for vocabulary learning (Burston, 2014; Webb, 2019). One recent example of this is Kembra's (2019) study where vocabulary enhancement is demonstrated through Computer-Assisted Language Learning (CALL) and MALL. In this study, the students in both the CALL and the MALL groups interfaced with the instructor and the program, either on the computer or the phone (Kembra, 2019). In contrast, the current study elaborates on the use of mobile devices specifically in "learner-learner collaborative interactions" where learners are observed as they communicate with each other for better learning opportunities. In this type of interaction, the focus is on how learners might benefit from interacting with each other while studying vocabulary and engaging over vocabulary on a mobile device.

In order to contribute to current issues in research, transferability of non-linguistic and linguistic features and participatory structures for collaborative interactions in TBLT were examined in two different contexts for their impact on learning. The learning context was the classroom and transfer contexts were public places; namely, a local grocery store and a local shopping mall. As a comparison, two different modalities were utilized when learners communicated with each other; face-to-face (FTF) oral interactions in Unit 1 and WhatsApp Text Chats in Unit 2. An additional dynamic was considered in that of the observation of the learner-unknown interlocutor participatory structure (interaction with strangers) in the transfer context in public places. Because there is very little information on the outcomes of this type of interaction, Gurzynski-Weiss and Plonsky (2017) have challenged current researchers to examine this participatory structure for potential learning outcomes.

Literature Review

Current Issues in Task-Based Language Teaching

Tasks are "real-world activities people think of when planning, conducting, and recalling their day" that are the core of the TBLT approach (Long, 2015, p.6). The main characteristics of task include meaning-making (i.e. encoding a message), expressing and/or exchanging information, learners relying on their own resources, and that there are clear non-linguistic outcomes (Ellis and Shintani, 2013). Tasks are also defined or categorized according to pedagogical tasks (PTs) and real-world tasks (RWTs) that are the final primary tasks or the focus of the study. RWTs completed in the classroom or laboratory normally simulate, as closely as possible, real-world situations. In the current study PTs were performed in the classroom and then learners transitioned to public domain sites to perform the primary or RWTs. Unit 1 RWTs were performed in a local grocery store and Unit 2 RWTs were performed in a local mall.

Task sequencing is also an important component to TBLT (Baralt, Gilabert, and Robinson, 2014). PTs are intentionally sequenced to scaffold lessons for the best possible outcomes during target task completion with attention given to the objective and needful second language (*L2) use* with an emphasis on meaning (Bygate, Skehan, and Swain, 2001). In addition to task sequencing, collaborative interactions promote negotiation of language which facilitates L2 development (Kim, 2008; Kim and McDonough, 2008). Collaboration in TBLT focuses on real-world communicative uses in sequenced PT and RWTs. Long (2016) addresses rich input, chunk learning and *authentic language use* as essential components in task design. Nunan (1989) further expounds on *authenticity* for task design that is needed for both PTs and RWTs in the syllabus. Interactional and/or situational authenticity are part of PT and RWT design in the current study. Interactional authenticity is considered to occur during pedagogical tasks when

natural language processing is used (Nunan, 1989 as cited in Ellis, 2017). An example of this would be the use of locative prepositions in receiving and giving of directions such as is very common in spoken English. Although the interaction may occur in the classroom, it is considered to be an "authentic interaction" in that it can also occur in situations outside of the classroom in everyday talk.

On the other hand, situational authenticity occurs when target tasks are designed with content-dependent material that can be found outside of the classroom (i.e., an interaction while booking a hotel room). RWTs are then reenactments of real-world scenarios providing situational authenticity, such as the classroom instructor role-playing a grocery store clerk for more authentic engagement (Nunan, 1989 as cited in Ellis, 2017). Both situational authenticity and interactional authenticity are beneficial when examining collaborative interactions in tasks inside and outside of the classroom (Nunan, 1989). In the current study, target vocabulary items that are both context-dependent and high frequency words in American spoken English, which provides both situational and interactional authenticity to selected vocabulary and tasks.

Interactional and situational authenticity are both important considerations in the selection and development of vocabulary, which is a necessary linguistic feature in second language learning and TBLT research (Nation, 2001, 2013; Newton, 2013). Attention to target-specific lexis in PTs allows for a gradual uptake through frequent and intentional use (Nation 2006). Target vocabulary items are used in interactional tasks and this contributes to vocabulary acquisition in TBLT (Kim, 2016). The need for negotiation of words during task performance increases word knowledge. Newton (2013) suggested that clear vocabulary use in task design is necessary for the formation of intentional vocabulary learning. Vocabulary acquisition is a critical component of L2 learning, L2 instruction and TBLT (Nation, 2013; Newton, 2013).

Most research on vocabulary in collaborative interactions in TBLT is largely examined in classroom and laboratory settings. Although most collaborative interactions discussed here are all classroom based, many if not most L2 learners will also face interactions with unknown interlocutors in social situations using authentic language. These formal and informal social situations in public domain sites are seldom considered to be part of a valuable learning process (Van den Branden, 2006). Gurzynski-Weiss and Plonksy (2017) discuss the lack of research on learner collaborative interactions with strangers in public, "the individual differences of these interlocutors (strangers in society) have not been an explicit focus of theoretical discussion within the interaction approach" (p. 305). Little is known about how learners interact with strangers or how strangers uniquely engage with learners. Identified here as a gap, that examination of learner-unfamiliar interlocutor participation (i.e., proficient English speakers in public domain sites, largely unknown to the learner) is relevant in the continued research on the effects of collaboration in TBLT. Collaborative interactions are paramount when considering task design and are a contributing element to L2 development, and perhaps even an additional type of beneficial participatory variable such as with strangers in public domain sites. Further examination of learner-unfamiliar interlocutor participation of proficient English speakers in public domain sites is examined in this article.

In addition to examining the suggested participatory structure of learner-unfamiliar interlocutor as suggested by Gurzynski-Weiss and Plonksy (2017) in face-to-face (FTF) oral speech, there are also other relevant areas in learner-learner collaborative interactions to further examine. Although a great deal of learner-learner interactions has been researched in FTF interactions, there remains limited research into the benefits of learner-learner engagement with technology. Technology and the use of multiple modalities has created new avenues for learner-

learner participatory structures to be utilized in the classroom, the laboratory and out in public. Research into Mobile-Assisted Language Learning (MALL) has demonstrated the benefits of mobile-mediated language learning as students utilize their mobile phones for language learning opportunities (Burston, 2014; Chaka, 2009; Palalas, 2011; Webb, 2019). Task performance and vocabulary learning can be examined to better understand how specific linguistic knowledge transfers while utilizing oral and written modalities as a learner transitions through PTs, and then subsequently to RWTs, or target tasks that are performed out of the classroom in public domain sites.

A great deal of research into MALL in curricular integration in both pedagogical and real-world task performances has largely been examined in using programs and apps (Webb, 2019). "The impressive range of digital resources available for vocabulary learning include corpora-based learning programs, lexical profiling programs, concordances, online vocabulary tests, and mobile apps" are available for vocabulary development (Newton as cited in Webb, 2019, p. 236). In these studies, the learners intact in learner-instructor interactions (generally to give instructions or help learners maneuver through the technology) and then learning occurs using an app or program as seen in Katemba (2019). The purposes are that "technology should be harnessed to help learners with four key stages of vocabulary learning: discovering new words, obtaining word meanings, mapping the word meanings with forms, and consolidating the words" (Ma as cited in Webb, 2019, p. 264). A body of research has developed out of using MALL that has added insight into vocabulary learning and technology in the classroom or laboratory (Burston, 2014; Webb, 2019). As researched in the current study, learner-learner interactions through SMS WhatsApp text chats in the classroom and public were examined in order to add to existing research in how the use of technology may contribute to vocabulary

learning. The mobile-mediated interactions through SMS WhatsApp text chats were embedded allowing for comparison between oral and written modalities in learner-learner collaborations in the two units of study both in the classroom and out in public.

Transferability in Task-Based Language Teaching

As a real issue currently agreed upon by both Long (2016) and Ellis (2017), the issue of *transfer* was a great motivation for the current research. The issue of *transfer* is historically one found across multiple disciplines. There is a *cross-pollination* that happens among disciplines with the concept of transfer found in psychology, education, linguistics, and more specifically in this paper, SLA and L2 instruction. Singley and Anderson (1989) state that this issue of transferability is not only theoretical, but also a basic educational issue. *Transferability* is a term borrowed from psychology and simply asks how the knowledge applied in one domain might transfer to another domain (Singley and Anderson, 1989). In Singley and Anderson's (1989) book on *The Transfer of Cognitive Skills*, transfer is defined as, "how knowledge acquired in one situation applies (or fails to apply) in other situations" (Singley et al., 1989, p. 1).

Due to the different models and taxonomies found in various fields on transfer, it is difficult to find agreement among scholars on how transfer is operationalized and examined (Benson, 2015). Benson states that, "*Lateral* (transfer) has to do with skills that would spread over a wide variety of situations with the same level of complexity or difficulty" (2015, pg. 346). Barnett and Ceci (2002) question the transfer of task skills when physical contexts shift. They ask, "How similar does the *learning context* have to be to the *transfer context*?" (Barnett and Ceci, 2002, pg. 613). Operationalization and examination of transfer in the current study is between *physical domains* or contexts. The physical domain for the learning context is the

classroom and the physical domain for the transfer context is the *grocery store or shopping mall*.

In examining the taxonomy for transfer in Barnett and Ceci's (2002) study, the current study contributes some insight into the transfer of second language content (a lateral transfer of content material) between two different physical contexts. Below in Figure 1, is the taxonomy structure for transfer as defined by Barnett and Ceci (2002):

A Content: What transferred			
Learned skill	Procedure	Representation	Principle or heuristic
Performance change	Speed	Accuracy	Approach
Memory demands	Execute only	Recognize and execute	Recall, recognize, and execute

B Context: When and where transferred from and to				
	Near ←			→ Far
Knowledge domain	Mouse vs. rat	Biology vs. botany	Biology vs. economics	Science vs. history	Science vs. art
Physical context	Same room at school	Different room at school	School vs. research lab	School vs. home	School vs. the beach
Temporal context	Same session	Next day	Weeks later	Months later	Years later
Functional context	Both clearly academic	Both academic but one nonevaluative	Academic vs. filling in tax forms	Academic vs. informal questionnaire	Academic vs. at play
Social context	Both individual	Individual vs. pair	Individual vs. small group	Individual vs. large group	Individual vs. society
Modality	Both written, same format	Both written, multiple choice vs. essay	Book learning vs. oral exam	Lecture vs. wine tasting	Lecture vs. wood carving

Figure 1: Taxonomy of Far Transfer. Content and Context of what, when and where transfer occurs from and to (p. 621).

In figure 1 above, the transfer of content includes memory demands (i.e., beyond mere execution and recognition, but also requiring recall, recognition and execution). Memory demands are required for the same content (lateral transfer) to be transferred from the learning context (a school classroom) to a different physical location or the transfer context (a public setting). Transfer was operationalized by focusing on lateral transfer of content (the same non-linguistic and linguistic skills) that could be utilized in two different physical contexts. More specifically, an example of a non-linguistic skill would be the use of a grocery store app (among several specific skills examined) and then linguistically the use of target vocabulary words. Both non-linguistic and linguistic skills were observed in a mock simulation in the classroom (the learning context) and then in the local grocery store (the transfer context) for the first task.

In Barnett and Cici's (2002) Taxonomy, *Physical Context* is classified starting from near transfer and reaching to a more distant or far transfer. The nearest transfer might occur within the same classroom. Lateral transfer of content requires memory demands within the same context. Most research occurs in this context. To examine transfer that may/may not occur between different physical contexts, the same taxonomy can be applied. Here, physical contexts transition from "near" (as in something occurring in the same room) to slightly farther (as in content that transfers in a different room). The degree of difference in the physical contexts is the degree to which something becomes "far" transfer. Gradually becoming farther in transfer might occur as a learner transitions from a classroom to a research laboratory and then from the classroom to home. Finally, the "far" transfer noted on the taxonomy is when a learner transitions from the classroom to a completely distinct place such as the beach. The transfer is observed in contexts that are physically distant from each other and contextually different in having different functional purposes. The distance between a classroom and the beach might be a

few feet to thousands of miles. The context of the classroom is in a school and for learning purposes while the context of a beach is for other purposes such as swimming, fishing, walking etc. Thus, this study will examine if the same content transfers when a student leaves the physical classroom and physically goes to a public setting.

The observation of transfer is complex, and learners may vary in what transfers. Taatgen (2013) from the field of psychology states, "There are many reasons to believe skills are not independent of each other, but are closely interrelated, and build upon each other" (p. 439). The *interrelatedness* in Taatgen's (2013) study suggests that isolating certain components in task transfer can potentially limit understanding of how transfer occurs. In TBLT non-linguistic and linguistic task performance features can be intertwined and interrelated. A more holistic approach, such as in case study research, may add great benefit to current investigation in the examination of the interrelatedness of variables during task transfer. Also, of relevance was Gurzynski-Weiss and Plonsky's (2017) learner-unknown interlocutor participatory structure that largely occurs in public places. Little is known about second language development as learners interact with strangers in society. In addition to participatory structures in oral dialogues, further research into learner-learner MALL interactions with the use of SMS WhatsApp text chats could also add insight into learning opportunities in TBLT (Burston, 2014; Webb, 2019). These recent concerns stipulated in research motivated the current study.

The Research Gaps and Research Questions

A gap remains in research regarding transferability of non-linguistic and linguistic (vocabulary development) skills during PTs performed in a learning context (such as a classroom context) and RWTs performed in a transfer context (such as a public place). Additionally, task performance and transfer in face-to-face (FTF) and SMS WhatsApp text chat interactions need

further research. How do learners benefit from interactions with strangers in TBLT? Can transfer occur when learners leave the learning context and transition to another, "more distant" context? Considering the use of mobile-mediated learning, how do learners benefit from text chat interactions with each other in TBLT? Can transfer occur when learners utilize FTF or text chats when communicating with each other during TBLT units of study? These issues motivated the current research and guided the formation of the following research questions:

>**RQ 1:** Do task performance skills transfer during pedagogical (PTs) and real-world tasks
>(RWTs) in two different contexts?
>
>**RQ 2**: Do target vocabulary items transfer from PTs performed in the classroom to
>RWTs in public in two modalities?

Methodology

The Present Study

The study was conducted in a private non-profit study abroad (SA) program in the southeastern region of the U.S. The SA program was designed for adult learners from Central and South America who intended to move into international contexts and needed additional English language skills for professional work purposes. The participants attended English as a Second Language (ESL) classes from Monday to Thursday for four hours a day with independent study assignments in the afternoons. Also required was a weekly in-community field trip on Fridays. The program adopted a TBLT approach in engaging learners with real-world functional tasks in the community (i.e., opening bank accounts, enrolling children in school, finding goods and making purchases, etc.).

Participants

Four adult Spanish speaking ESL learners in a lower level class participated in the study. The students were solicited based on their first language (Spanish, which was shared with the researcher) and proficiency level, since there were more lower-level speakers enrolled in the program during this time. Table 1 below displays participant biographical information. The participants chose to come to the United States for between four months and one year to better understand and use American English.

Table 1

Introduction of Focal Participants

Student	Lupe	Hermosa	Franco	Daniel
Age	25	35	30	40
Gender	Female	Female	Male	Male
Education	Bachelor's Degree	Bachelor's Degree + 10 years of experience in Engineering	Bachelor's Degree + 5 years of job experience	Ph.D. in Political Science
Profession	Educator and small business owner	Engineer	Economist with the Ecuadorian Government	Public Policy Official from Colombia
Prior English Experience	2 Years in high school (a gap) and then 10 months of private classes	3 Years in a public high school	Some classes in high school	Some classes in high school
English Proficiency	Intermediate-low (ACTFL)	Novice-high (ACTFL)	Novice-high (ACTFL)	Intermediate-low (ACTFL)
Native Language	Spanish	Spanish	Spanish	Spanish

In Table 1 above, all four participants had prior education including English, they were Spanish speaking professionals in various fields and ranged in age from 25 – 40 years old. There two female and two male participants. Proficiency levels ranged from Novice-high to Intermediate-low level learners (ACTFL, 2012).

Materials

To develop authentic materials, the researcher made domain site visits to three local grocery stores and a local mall prior to the development of tasks. Audio recordings of conversations were transcribed, and materials were developed using the transcriptions. A total of two pedagogical tasks (for the classroom) and one real-world task (for the public context) were designed and piloted with a similar group of students for the units of study. Also, two modalities were utilized in learner-learner collaborative interactions: face-to-face and SMS WhatsApp Text Chats (a form of synchronous mobile-mediated communication). The following materials were developed and utilized: a needs analysis, target vocabulary, proficiency evaluations, a vocabulary knowledge scale, PT2 and RWT1 task performance sheets for each unit of study and a criterion-referenced task performance rubric for each unit of study.

Measurement Tools

A needs analysis (NA) with insider (former/new students and domain site experts – store clerks) and outsider (two teachers and an administrator) sources was conducted (Serafini, Lake and Long, 2015). A survey with priority ranking was conducted for first semester outings. The results were compiled and then outings (with corresponding course material) were planned according to learners' priority rankings and a syllabus for the semester was provided to the learners.

Next, target vocabulary was considered, and an analysis of target discourse (ATD) was conducted as follows (Long, 2015). The researcher made domain site visits to the public places prior to each unit of study and engaged in dialogues with strangers (unknown interlocutors). At the different grocery stores, the researcher engaged with grocery store clerks and at the shopping

mall, she engaged with clerks in different department stores, boutiques and shops. The oral interactions were audio-recorded, transcribed and target vocabulary items were selected from the transcriptions and store websites. In addition to content-based considerations in vocabulary selection, high-frequency words related to the context were selected from American English using The Corpus of Contemporary American English (COCA) as the research was conducted in a North American city (Davies, 2008). These high frequency words were chosen based on the top 5,000 words from a 450-million-word version of the COCA corpus. All the different registers/sections (i.e., spoken, fiction, magazines, newspapers and academic) were included in this computation.

The target words chosen for both units of study were unknown words to all learners taken from pre-tests. The target words for Unit 1 were as follows: Arrangement (n.), bottom (shelf) (adj.), budget (n.), earn (v.), reward (n.), clerk (n.), aisle (n.), dairy (adj.), grocery (n.), item (n.), already (adv.) and (Kroger) plus card (proper n.). The target words for Unit 2 were as follows: inexpensive (adj.), household goods (n.), brand (n.), carry (secure/ obtain) (v.), outfit (n.), high-end (adj.), low-end (adj.), rack (n.), small kitchen appliance (n.), style (n.), gauge (v.) and material (n.).

Third, proficiency placement evaluations were developed that contained several sections covering all four skills. An oral proficiency interview following the ACTFL Proficiency Guidelines (ACTFL. Org, 2012) was initially conducted containing five different *oral* interactions with a trained evaluator and then rated by two trained raters. Fourth, a Vocabulary Knowledge Scale (VKS) was developed to administer as pre-tests, posttests and delayed posttests for each unit of study. Unknown vocabulary words were selected from the pretests for each unit of study (Parbakht and Wesche, 1993). Due to the difficult nature of tracking receptive

knowledge, the VKS was the instrument chosen. Because Nation (2013) distinguishes between receptive and productive abilities when a learner begins to know (comprehend and use) a word. It was prudent to have an instrument tracking learner self-reports on the understanding of a word prior to production, which the VKS provided. It also tracked demonstrated use of productive language throughout the units of study which is the focus of this study. This study does not include receptive data due to paper length constraints. On the VKS scale, the following responses were possible for written and oral responses to target word knowledge: 0 = I don't know the word; 1 = I haven't seen this word; 2 = I recognize this word, and I think it means "x"; 3 = I recognize this word, and it means "x"; 4 = I know this word, and it means "x"; and finally 5 = I can use this word in a sentence (in English).

Next, a task performance sheet was developed for learners to follow in PT and RWT performance. This guided the learners in task steps, requirements and vocabulary usage during task performance. Data collected from the task performance sheets was counted as the written productive uses of target vocabulary words. A detailed description of the development of the tasks is found in the next sub-section. Lastly, since task is the unit of analysis in TBLT, a criterion-referenced performance task rubric (González-Lloret and Nielson, 2015; Long, 2015) was used to evaluate learner outcomes for final task completion or RWT completion and outcomes. RWT written work was collected at the end of RWT performance and the criterion-referenced performance task rubric was used as an assessment tool to score task performance. See Appendix A. for the criterion-referenced task performance rubrics utilized for Unit 1 and Unit 2.

Pedagogical and Real-World Tasks in two Units of Study

In the development of material, task complexity through Baralt, Gilabert and Robinson's (2014) SSARC model effectively allows the teacher to think through various tasks in TBLT units of study. Here, learners are not just merely in a place performing a task, but the lessons are carefully designed with interactive features (purposeful dialogues) and more complex thinking requirements (Robinson, 2001). With task conditions as a current area of interest, tasks in this study are sequenced utilizing Robinson's (2001) Triadic Componential Framework (TCF) and the SSARC model for task sequencing (Robinson, 2007, 2010; Baralt, Gilabert and Robinson, 2014). Robinson (2010) introduced the 'SSARC' model of pedagogical task sequencing as a construct for progressing increasing conceptual and communicative challenges to learners. In the SSARC model, the following sequencing is suggested for increasing task complexity:

Step 1. SS (stabilize, simplify) = i × e [('s'rdisp) + ('s'rdir)]n

Step 2. A (automatize) = i × e [('c'rdisp) + ('s'rdir)]n

Step 3. RC (restructure, complexify) = i × e [('c'rdisp) + ('c'rdir)]

In Task Sequencing and Instructed Second Language Learning (Advances in Instructed Second Language Acquisition Research) (Baralt, Gilabert and Robinson, 2014, Kindle Locations 524-529). Bloomsbury Publishing. Kindle Edition.

The model is represented with the following: i = the current state of the learner's interlanguage ability, e = mental effort, 's' = simple task demands, 'c' = complex task demands. Also included are resource dispersing (rdisp) and resource directing (rdir) variables and with n = the potential amount of practice opportunities. Following this model in the current study, the first pedagogical task (PT1) is "*simpl*e" (less intentional reasoning in resource directing variables and fewer steps in resource dispersing variables from step 1) and progresses to "*+complex*" as in

PT2 and the RWT1 as described by Baralt, Gilabert and Robinson (2014) with multiple steps and increased reasoning demands. For example, in the information gap task in Unit 1, a simple exchange of receiving and giving of information was performed by learners. In PT2 and RWT1 there were several steps to follow in the instructions (going from just 1 simple step to 3 steps), and then students had to perform the task while staying within a given budget. This increased the reasoning demands as the learners were required to think through better pricing options while performing the task. By increasing the number of steps in the instructions and by increasing the reasoning demands for learners as they performed the task, this increased the task complexity from being a simple task to a +complex task.

The tasks were designed to observe lateral transfer of content when learners utilized similar skills during RWT1 performance as had been accomplished during PT2 in two physically different contexts. Thus, PT2 and RWT1 in each unit of study were the same identical task. Learners collaborated with each other utilizing two different modalities in the two units of study for comparison purposes, face-to-face in Unit 1 and text chats in Unit 2. To collaborate with others more than just each other during task performance, the materials were designed for face-to-face interactions as well between the instructor and strangers over content. The instructor role-played grocery store clerks in Unit 1 and shopping mall clerks in Unit 2 in preparation for field trips. When learners were in public settings, they interacted with real store clerks who were strangers to them during RWT performances in both units of study. A local grocery store and a local shopping mall were chosen as the "transfer context" from the Needs Analysis (NA). Both contexts were also considered valuable due to environment rich potential for natural conversations with strangers, specifically store clerks. In grocery stores and malls in the United States, clerks are often sought and engaged with in conversations for various reasons by clients

and consumers. Tasks were designed to facilitate learners to have natural interactions with unknown grocery store and mall clerks.

The learning context, or the classroom, was utilized prior to the field trips to increase task complexity and to introduce specific task content. Prior to the field trips to public places, the classrooms were restructured, and desks were removed to create simulated situations (otherwise a "mock" grocery store and a mock mall). Pictures of downloaded items from websites from a local grocery store and a local mall were used during the mock simulations in PT2 in the classroom to create departments and a similar, or "mock" setting of a grocery store and shopping mall. The grocery store and mall task materials and classroom set ups were as close to a real scenario as possible in the classroom. The materials remained the same and the contexts shifted in order to perform RWT1. PTs were performed in the classroom (the learning context), while the target tasks (also called primary and/or real-world tasks) were performed in real-world public settings (the transfer context).

Procedures

Unit 1 and Unit 2 followed the same procedures beginning with the pre-task phase. The tasks were designed based on the results of the NA. After materials were developed, a pre-test was administered. Then PT1, an information gap task was performed. Next, PT2 was a mock simulation of each context (i.e., a discount grocery shopping task at the grocery store in Unit 1 and choosing a quality gift task at the mall in Unit 2). Finally, RWT1 tasks for each unit were performed in public sites at a local grocery store and a local mall. The procedures for data collection are in Table 2 as follows:

Table 2

Procedures for the Observation of Transfer of TBLT Data in Unit 1 and 2

Unit	Phase	Day	Description
	Pre-research		Participant Biographical Information and Consent solicited
	Pre-research		Needs Analysis and Analysis of Target Discourse Conducted
Unit 1	Pre-research	Day 1	Practice session and introduction to VKS
		Day 2	Unit 1 – Pretests
		Day 3	PT1 Classroom
		Day 4	PT2 Classroom
		Day 5	RWT1 Grocery Store Posttest/ Rubric
		Day 6	
		Day 7	
Unit 2		Day 8	Unit 2 – Pretests
		Day 9	PT1 Classroom
		Day 10	PT2 Classroom
		Day 11	RWT1 Shopping Mall Posttest/ Rubric
	Delayed Post-Research	Day 19	Delayed Posttest (VKS) – Unit 1
		Day 25	Delayed Posttest (VKS) – Unit 2

PT1 = Pedagogical task one
PT2 = Pedagogical task two
Rubric = criterion-referenced task rubric for non-linguistic requirements
VKS = Vocabulary Knowledge Scale (vocabulary Pretests/ posttests/ delayed posttests)
RWT1 = Real-world task one at a local Kroger grocery store/ at a local mall
 NA = Needs Analysis

In Table 2 above, on *day 1*, a pre-research session was held to give overall instructions for TBLT to new learners in the program and to introduce the use of the VKS (i.e., the vocabulary tests). On *day 2*, the first VKS was administered as the pretest for vocabulary selection. New words that were unknown to learners from the pretests were selected to highlight. Vocabulary knowledge was measured utilizing a Vocabulary Knowledge Scale (VKS). Based on the results of the NA, the study was conducted over 25 days. An information gap task was performed on *day 3* and a mock simulation of each context (i.e., a discount grocery shopping task in Unit 1 and choosing a quality gift task in Unit 2) was performed on *day 4*, preceding the RWT on the *fifth day*. RWTs were performed at a local grocery store for Unit 1 and at a local shopping mall for Unit 2. The tasks were allotted one and a half hours to complete with the different steps in PT2 and RWT1 varying in length according to learners' individual differences. A VKS (i.e., posttest) was administered immediately after PT2 and RWT1 in each unit of study. A delayed posttest was conducted exactly 2 weeks after the immediate posttests. Also, a Post-RWT focus group discussion was conducted following each immediate posttest in the two units of study.

Data collection and coding documenting the transfer of non-linguistic and linguistic task skills was conducted. Lateral transfer was observed in this study through the examination of new task performance abilities and language development in targeted vocabulary words utilized during two TBLT units of study in a learning context (the classroom) and then a transfer context (a public place). A case study methodology with qualitative instruments was utilized in the examination of transfer. Non-linguistic skills were observed and noted on a Criterion-referenced task performance rubric. Vocabulary frequencies (productive uses of each vocabulary word

either in written or oral use) were counted from the task performance sheets and the audio-recorded transcriptions.

In Unit 1, students dialogue with each other were audio recorded, transcribed and vocabulary items used were counted. In Unit 2, learner-learner SMS WhatsApp text chats were downloaded, and vocabulary items were counted. All audio-recorded Face-to-Face dialogues with the instructor (in the classroom) and with strangers (in public) were transcribed and target words were counted.

In addition to examining linguistic abilities using target vocabulary words, non-linguistic skills were also examined. The rubrics in the appendices list the various skill requirements in detail. One example of this requirement is that the students were asked to use the Kroger Store app when shopping for discounts at the grocery store. The researcher checked that each learner was using the app during task performance both in the classroom (PT2) and at the grocery store (RWT1). Additionally, the learners were asked to take screen shots of their use of the app. and send them to the researcher that afternoon. The task performance sheet was filled out by each learner as they performed tasks and written uses of vocabulary items were also recorded from this document.

During task performance, transfer was determined to have occurred if learners completed task performance requirements just as they had performed in the classroom simulation. What content transfers? What skills transfer? Where do they transfer? The task performance sheets had detailed information on them that was documented as complete or incomplete after PT2 and RWT1. The following is a list of the requirements that were examined in detail: 1.) following and completing all the steps in the instructions, 2.) the use of technology required in each unit of study (Kroger Store app in the grocery store and the Mall app and WhatsApp text chats at the

mall), 3.) completing the task performance sheet, 4.) learner-learner collaboration (as outlined in the detailed instructions), 5.) learner-instructor collaboration (during the role-play simulations with grocery or mall clerks), 6.) learner-unknown interlocutor interaction (dialogues with strangers at the grocery store and the mall), 7.) domain site specific requirements for each unit of study and 8.) vocabulary skills (the use of target words) in the classroom PT2 and then subsequently in RWTs out in public.

The criterion-referenced task performance sheet was administered after each RWT and utilized to document the completion of student requirements. One example of a rubric requirement was that each learner had to go to the customer service counter at the Kroger Store, fill out and turn in his/her application for a Kroger Plus Card. Ultimately, learners not only did this, but learned how to link their Kroger Plus Card information to their apps.

Lateral transfer was operationalized in terms of 'Task Skill Transfer' that was transferred during task performance between two contexts. If a non-linguistic skill (the ability to collaborate and interact with others) or linguistic skills (the use of target vocabulary) exhibited during PT2 (the learning context of the classroom) were also exhibited during RWT performance (the transfer context of the public place), the skill was considered to have transferred. Transfer occurred when the skill was visible in the transfer context, *the extent to which* a skill transferred was not the goal. That is to say, the number of times a target vocabulary word was used was not as important as much so that a particular target word was used. For non-linguistic skills, the learner had to perform the task using the same skill in transfer context (the public setting). For example, if the learner utilized the Kroger Store App in PT2 in the classroom which was the learning context and also accessed and used the Kroger Store App in the RWT1 in the transfer context which was the public place, this non-linguistic skill transferred.

If a learner produced a vocabulary item (in written or oral language) during PT2 and then also produced the same vocabulary item during RWT1 performance of the same unit of study, the skill transferred and was marked as transferred. If the word "dairy" was used in the mock simulation and then used again in the grocery store, this was marked as lateral transfer. For vocabulary items, transcriptions of audio-recorded oral speech, downloaded written text chats and handwritten vocabulary items on task performance sheets were examined. When the target vocabulary words were written or spoken in dialogues with others or on the task performance sheet, they were counted as transferring.

Vocabulary words were chosen from unknown words by the learners from the pre-tests. Both written and oral tests were administered individually to the learners by the researcher. Posttest scores from the VKS were administered exactly in the same way in written and oral evaluations immediately following the field trips. The researcher and the learners returned to the classroom and the posttests were conducted. Upon completion of the posttests, post-RWT focus group discussions were conducted.

Data Coding and Analysis

Transfer was observed in this study through the examination of new task performance abilities and targeted vocabulary words during two TBLT units of study. A case study methodology with qualitative instruments was utilized in the examination of transfer. In the following section, each research question is presented in a table, data collection points are listed, and then coding and analyses are discussed. Each instrument used is described as all five research questions are discussed in order throughout the section.

Task Transfer during Pedagogical and Real-World Tasks

Beginning in research question 1, task performance skills and abilities were investigated. The following table displays the research question and data collection points for this research question:

Table 3

Research Question 1 Data Collection Points for Non-linguistic Task Skills

Research Question 1	Answers from the following Data collection Points:
To what extent are task performance skills and interactive features transferred during PT and RWTs?	
Sub-features identified for transfer in specific skills and abilities:	**Data collected for each sub-feature.**
RQ1.1 Task Requirements Skills and Abilities Examples: • Did learners follow the task steps? • Did learners complete all task steps? • Did the learner complete the task performance sheet (written work required in both units of study)?	Sub-section 3.4.1.1 • Criterion-Referenced Task Performance Sheets – complete/ incomplete
RQ1.2 Collaborative Interactions • Learner-learner (Oral - Unit 1, WhatsApp Text Chat – Unit 2) • Learner- Instructor (Oral - Units 1 and 2) • Learner- Unknown Interlocutors (Oral - Units 1 and 2)	Sub-section 3.4.1.2 • Criterion-Referenced Task Performance Sheets – complete/ incomplete • Post-participant Interview data

In Table 3 above, for research question 1, each sub-feature was examined for transfer during task performance. For sub-section 1 of research question 1, collaborative interactions were observed, and all points are discussed in detail in the following sub-sections.

During task performance, lateral transfer of content was determined to have occurred if learners completed task performance requirements, used non-linguistic skills acquired during PTs in the classroom (the learning context) and then were subsequently transferred to use in RWTs out in public (the transfer context). Lateral transfer of content was observed between two different contexts. The task performance requirements (i.e., collaboration, following step instructions, completing all steps, etc.), non-linguistic skills (i.e., the use of technology such as the use of the Kroger store app in Unit 1 and the use of WhatsApp in Unit 2) and vocabulary skills (target word production) that were transferred were verified off of the criterion-referenced performance rubric for each learner.

Each skill was then listed in a similar table to that of Table 4 (Long, 2015) below. In the table below, transfer of task performance skills and interactional features during task performance were observed. The arrow "➔" demonstrates lateral transfer of content from the learning context (the classroom) to the transfer context (the public setting). In contrast, an "*X*" is placed where lateral transfer of content does not occur. Although the content remains the same, the lateral transfer is observed in two distinct contexts as displayed on Table 4 below:

Table 4

Lateral Transfer of Task Performance Skills and Interactional Features During Task Performance. The arrow, "➔" indicates that the transfer of a skill occurs. The "X" indicates that no transfer occurs.

TRANSFER		
Pedagogical Tasks (PTs)	**➔** Transfer **X** No Transfer	**Real-World Tasks (RWTs)**
Were the skills and abilities learned/ used in PTs in the classroom then transferred (or used) in a different context in RWTs in public?		
Task Skill Transfer Performance Requirements (i.e., completing task steps)	→ *or* X	Task Skill Transfer Performance Requirements (i.e., completing task steps)
Non-linguistic skills (i.e., use of technology)	→ *or* X	Non-linguistic skills (i.e., use of technology)
Collaborative Interactions (i.e., interaction episodes/ turn-taking)	→ *or* X	Collaborative Interactions (i.e., interaction episodes / turn-taking)
Target Vocabulary items transferred from PTs to RWTs	→ *or* X	Target Vocabulary items transferred from PTs to RWTs

In Table 4 above, transfer was operationalized in terms of the *task skill.* That is to say

that a skill transferred laterally per Benson's (2015) study as a skill having the same degree of

complexity or difficulty. Thus, the same skill with the same degree of complexity was observed during task performance between two contexts. In addition to noting "where" content may transfer, content ("what" was transferred) was operationalized through the use of two different modalities. Oral speech between learners in FTF communication during task performance in Unit 1 and WhatsApp text chats between learners in Unit 2 were recorded. The written and spoken uses of target words were documented, counted and compared. If a non-linguistic skill exhibited during PT2 (such as collaboration) was also exhibited during RWT performance, the skill was considered to have transferred. If a target word was written or spoken (on the task performance sheet or in task interactions), then this linguistic skill was considered as having transferred. An example of collaboration in context was when learners were required to interact with grocery store clerks three times in PTs (in role-play with the instructor) and with three real grocery store clerks in public while performing RWTs.

Transfer in Task Performance Requirements

For research question 1, non-linguistic task skills were examined (i.e., following task steps, completing all steps, etc.) as task performance requirements were observed. Task responsibilities included following the different task performance steps (the instructions included three different steps to perform in each unit of study), completing the steps and ultimately completing the task performance sheets (the sheets contained language requirements during task performance). One example of a "step" in Unit 1 was for learners to go to the Customer Service Counter at Kroger and get a Kroger Plus Card. While at the counter, collaboration with the Customer Service Counter Clerk was required to ask about the benefits of using the Kroger Plus Card. Also, the learner had to use the target language on the task performance sheet, such as using the target word "Kroger Plus Card" in the oral dialogue with the store clerk.

The task performance sheets were utilized by learners during task performance and then collected upon task completion. Task completion was documented as *complete* or *incomplete* for each learner. Task performance sheets also included several steps and some non-linguistic goals, such as demonstrating understanding of a "discount" (Unit 1) by identifying regular and discounted prices. The learners were also required to log how much money they saved on their budget by finding discounts. The task performance sheets were utilized for students to demonstrate transfer of task performance abilities as they transitioned from PT2 task performance to RWT1 task performances. (See task performance sheets in Appendix). An assessment was designed to follow RWT1 as the primary task performance.

The criterion-reference performance rubric (described in detail in the materials section above) contained 8 sections. Each section counted 12.5 points for a total of 100 possible points on the final assessment. All scores received a 'yes' or 'no' with the exception of target vocabulary item use as self-reported by the learners. In this section, 1 point was awarded for each target word that the learner reported as using. See task criterion-reference performance rubrics in appendices).

The learners' use of cell phone was recorded using screen sharing recording applications (i.e., the Samsung Mirror App, and AZ Screen Recorder for older Android phones) during RWT1 performance in order to capture the use of the Kroger application and the use of WhatsApp Text Chat. Non-linguistic task performance skills were observed. In Figure 2 below, there is a screen shot of Lupe's use of the Kroger Store App that lasted 1:51 minutes as she was looking for discount prices on large bottles of soda products in the store:
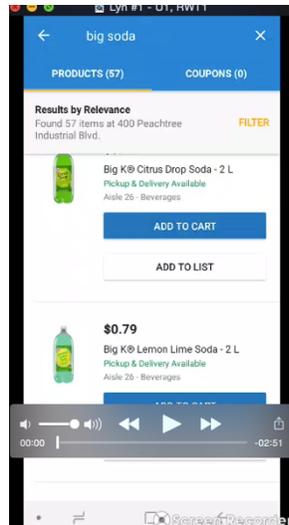
Figure 2. Lupe's use of the Kroger Store App during Unit 1, Real-World Task 1 Performance at the grocery store

In Figure 2 above, during her use of the Kroger Store App, Lupe typed 'big soda' into the search bar, scrolled through the various soda products. She did not find a discount on the card, a coupon or a store discount so she scrolled back to the cheapest priced large soda and selected it and added the product to her 'digital cart'. When She returned to the search bar and typed in 'fresh bread', this was the initiation of a new search with different vocabulary.

For Unit 2, 'group chats' were created by the researcher in WhatsApp Text Chat for each pair, allowing the researcher to record, download, code and analyze all texting. Target words were counted as they were used in each WhatsApp Text Chat. They were counted and tallied. Although the target word uses were counted, the number of uses was not highlighted. If a target word was used in the learning and transfer context, the word was considered to have transferred. Variation in what words were used and the number of uses were recorded. Lateral transfer of content was noted when a target word was produced in written or oral language in the two different contexts. In Unit 2, the words written in texts in the classroom were transferred when

they were also written in WhatsApp text chats with their partners (learner-learner interactions) in public as seen in Figure 3 below:
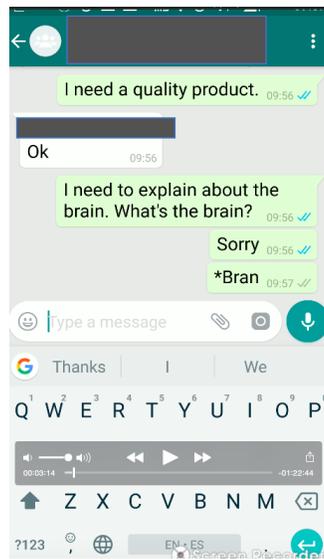

Figure 3. Hermosa's text chats about of the word "brand"

In Figure 3 above, the screen sharing displayed Hermosa's text chat with Lupe that was demonstrated the use of the target vocabulary item, "brand". Screen sharing was utilized to confirm use of the WhatsApp Text Chats as it was in Unit 1 to validate the use of the Kroger Store App.

In Units 1 and 2, oral interactions with learner-instructor in role-play in the classroom and with learner-unknown interlocutors in public were audio-recorded, transcribed and then target words were counted. Learner-learner oral interactions in Unit 1 were audio-recorded, transcribed and target words used were counted. The WhatsApp text chats were downloaded onto word documents and examined for target word use. The researcher reviewed the written text chats and added an initial for each pseudonym (L=Lupe, H=Hermosa, F=Franco, D=Daniel and R=Researcher) at the beginning of each corresponding text. Some gestures were observed by the

researcher/ instructor in context when accompanied by oral speech but were not included in the results of the study.

Transfer was marked as occurring if the skills were performed in both the learning context (the classroom) and then also used in the transfer context (in public). In Unit 1, in the grocery store, students completed the following requirements: organizing him/herself to complete the task, cooperating with his/her partner in the "joint partner sections", collaboration (with his/her partner and strangers) in oral dialogue, completing the task steps on the task sheet, using the Kroger Store App and using the 12 target vocabulary words in oral and written language. In Unit 2, in the mall, the students completed the following requirements: organizing him/herself to complete the task, cooperating with his/her partner in the "joint partner sections", collaboration (with his/her partner in WhatsApp text chats and with strangers in oral dialogue), completing the task steps on the task sheet, students do comparison shopping of different quality items, students do comparison shopping of differently priced items and using the 12 target vocabulary words in oral and written language. Next, the transfer of linguistic skills (by using the 12 vocabulary words in the transfer context) is examined in Research Question 2, in this section.

Written and Spoken Productive Output Frequencies of Use of Target Vocabulary Items during Task Performance

Vocabulary frequencies were examined for the transfer of target vocabulary items (i.e., in productive knowledge) as learners transitioned from the classroom to public places. The following table displays the research question and data collection points for this research question:

Table 5

Research Question 2 with Data Collection Points

Research Question 2	Answers from the following Data Collection Points:
2. To what extent is suppliance and accurate use of vocabulary transferred from pedagogical tasks performed in the classroom to real-world tasks in public?	2. • Vocabulary Frequencies counted (Receptive Input and Productive Output frequencies) • Suppliance and Accuracy of target vocabulary items

In Table 5 above, productive output (i.e., either written or oral) is a means to investigate the extent to which vocabulary was used during task performances. In the current research as previously described for examining language, transcriptions of audio-recorded oral speech and downloaded written text chats were examined and target word frequencies of use were counted. Both receptive input and productive output frequencies from transcriptions and downloaded text chats were counted, however the current paper only highlights the productive use of target vocabulary. Productive output frequencies were given 1 point when they were produced in oral or written WhatsApp Text Chats. Target word types were counted and given 1 point and target word tokens (i.e., the number of uses of each type of word) were counted and given 1 point.

In examining accurate use of vocabulary, productive (written and spoken) output frequencies were investigated by examining productive output frequencies in PT and then RWTs. In the current study, unknown words to learners were chosen in order to better track the extent to which vocabulary in 'accurate use' occurred as vocabulary was learned. Suppliance (i.e., target vocabulary items spoken or written in text chats) and accuracy (i.e., appropriate/

correct use in meaning) frequencies of use were calculated for each learner. When a word was spoken 1 point was given for suppliance of the target word. Subsequently, when a target word was appropriately used with correct meaning (i.e., the learner's message was clear even with minor grammatical mistakes) 1 point was given for accuracy. Comparisons were then made between PT and RWTs for suppliance and accuracy of target vocabulary during task performances. Learners' accurate use of target vocabulary items was more clearly observed in oral/written productive language.

The frequencies of use of target vocabulary were all counted, and a total number was assigned each word for suppliance/ use during PTs and RWTs. During PT and RWT performances vocabulary *learning* also occurred. In order to better examine vocabulary learning throughout classroom PTs and RWTs out in the community, Vocabulary Knowledge Scales (VKSs) were regularly administered as Pretests, posttests and delayed posttests. The test scores were tallied from the VKSs and then percentage of correct use were calculated. All VKSs were administered in written and oral modalities. The final percentage was tallied from both the written and oral parts of the exam. Subsequently, students had to be able to comprehend and use the words correctly in context for correct points to be awarded in writing and oral language. One point was awarded for written use of target vocabulary on each VKS and one point was awarded for each correct use orally of target vocabulary words on each VKS. Points from the written and oral components of the test were combined and a percentage score was calculated.

Results

Research Question 1:

Do task performance skills transfer during pedagogical and real-world tasks?

Task Performance Skill Transfer

For research question 1, transfer was observed for task performance skills in task performance requirements (i.e. following steps, completing tasks, collaboration, etc.) when using a task performance sheet. All four learners (Lupe, Hermosa, Franco and Daniel) were observed in two contexts (i.e., the classroom and in public) and also utilized two modalities (FTF and written SMS WhatsApp Text Chats on mobile phones) in the two units of study. In Table 6 below, the specific areas of transfer are displayed for each learner:

Table 6

Transfer of skills from PTs in the classroom to RWTs in public

		TRANSFER	
Pedagogical Tasks (PTs) In the classroom		**→**	**Real-World Tasks (RWTs) In Public**
Were the skills and abilities learned/used in PTs in the classroom then transferred (i.e., used and/or fostered continued learning) in real-world tasks in public?			
Required task skills during pedagogic tasks	**Learner**	**"→" Yes, transfer occurred or "X" No, it did not**	**Required task skills during real-world tasks**
Unit 1 – Complete task steps	Lupe, Hermosa, Franco, Daniel	→	Yes, task steps were completed

Unit 1 – find discounts	Lupe, Hermosa, Franco, Daniel	→	Yes, discounts were identified by all participants
Unit 1 - The use of the Kroger App	Lupe, Hermosa, Franco, Daniel	→	Yes, the Kroger Store App was used by all participants
Unit 1 - The Kroger plus card application filled out and turned in to receive a new Kroger plus card	Lupe, Hermosa, Franco, Daniel	→	Yes, all participants handed in their completed application and received a Kroger Plus Card with corresponding account
Unit 1 – Collaborate with partner	Lupe, Hermosa, Franco, Daniel	→	Yes, there was collaboration by all participants
Unit 1 – Collaborate with grocery store clerks	Lupe, Hermosa, Franco, Daniel	→	Yes, there was collaboration with grocery store clerks
Unit 2 – find quality products	Lupe, Hermosa, Franco, Daniel	→	Yes, quality products were identified by all participants
Unit 2 - Students identified name brand products/ materials/prices	Lupe, Hermosa, Franco, Daniel	→	Yes, all participants identified name brand products/materials/ prices

Unit 2 – the use of WhatsApp text Chat in learner-learner collaborative interactions	Lupe, Hermosa, Franco, Daniel	→	Yes, WhatsApp text chat in learner-learner collaborative interactions was used
Unit 2 – Collaboration with mall store clerks	Lupe 9/9 Hermosa 9/9 Daniel 9/9 _Franco 6/9_	→ X	Yes, collaboration of mall store clerks with 9 out of 9 answers completed. Franco completed 6 out of 9 requirements – partially complete.
Unit 1 and 2 - Target Vocabulary item suppliance	Lupe, Hermosa, Franco, Daniel	→	Yes, Target Vocabulary items supplied

In Table 6 above, the task performance skills were listed, and transfer was observed as learners transitioned from PTs in the classroom to task performance first at the grocery store (Unit 1) and then at a local mall (Unit 2). The skills listed in Table 6 above were required, completed and transferred for Lupe, Hermosa, Franco and Daniel. The task performance skills in both units of study were each recorded on student task performance sheets and on criterion-referenced performance rubrics completed with the learner and researcher/instructor post-RWT1. For tasks in Unit 1, students completed the following tasks at the grocery store: 1) complete all task steps, 2) collaborate with various interlocutors (learner-learner, learner-instructor in PTS/unknown interlocutor in RWT1), 3) identify discounts (store discounts displayed on the aisles, in the App and in Store advertisements), 4) use Kroger Store App, 6) fill out the application and get a new Kroger Plus Card and 5) use of new vocabulary.

For Unit 2, task performance sheets and the rubric were used to record and verify the following upon RWT1 completion with the learner and the researcher/instructor at the mall: 1)

complete all task steps, 2) collaborate with various interlocutors (learner-learner, learner-instructor in PTS/unknown interlocutor in RWT1), 3) identify quality products (by exploring the materials that products were made out of and their corresponding prices), 4) identify name brand products and correlate quality (by exploring the opinions of local store clerks about specific products and the value of the product vs. the actual price), 5) use SMS WhatsApp text chat in learner-learner mobile-mediated interactions (this was verified through a group chat between partners that included the researcher/instructor), and finally 6) the use of new vocabulary (language associated with each context). Lupe, Hermosa and Daniel completed all non-linguistic requirements during PT2 and RWT1 in both units of study. Franco predominately completed the requirements with only partially completing one sub-section where learners had to record mall clerk's opinions about value and price for gift items. He completed six of the nine required opinions but was unable to finish the last three items. In the learning context (the classroom), all sections and sub-sections were completed. The extent of Franco's transfer in the transfer context (the local shopping mall) was not complete for one sub-section. He did, however, successfully complete all other requirements of the task. Subsequently, transfer of non-linguistic task performance skills of the four learners was overall observed in both units of study. Research question 2 highlights linguistic skills (i.e., vocabulary items) that were transferred during task performance.

Research Question 2:

Do productive uses (written and/or oral) of target vocabulary items transfer from PTs performed in the classroom to RWTs in public in two modalities?

Target Vocabulary Word Items Transfer

Vocabulary frequencies counted from PT2s and RWTs were examined for the transfer of target vocabulary items (i.e., written and oral productive use) as learners transitioned from the classroom to public places. In order to answer research question 2, overall frequencies are displayed in Table 7 below for PT2 for each unit in simulated mock situations to RWTs in real public sites for Lupe, Hermosa, Franco and Daniel. In the table below, "P-C" is used to label target vocabulary used, or "produced" in the classroom and "P-P" means target vocabulary produced in public. Again, transfer was considered to have occurred if the words were used (1+ times), not the number of times or the extent to which words were used (i.e., the exact number of words counted as used) in written or oral language.

Table 7

Highlighted Productive Vocabulary Frequencies in PT2 in the Classroom (P-C) that transferred to RWT1 in Public (P-P)

Words	Lupe		Hermosa		Franco		Daniel	
Unit 1	P-C	P-P	P-C	P-P	P-C	P-P	P-C	P-P
1. Arrangement	0		0		1		0	
2. Bottom	0		4	2	0		3	1
3. Budget	2	4	5		3	1	13	8
4. Clerk	0		0		0		3	4
5. Reward	0		0		0		0	
6. Aisle	11	6	4	5	3	3	4	8
7. Dairy	3		2	3	1	1	2	1
8. Earn	0		0		0		0	
9. Grocery	0		1		0		0	

Words	Lupe		Hermosa		Franco		Daniel	
10. Item	1		0		0		0	
11. Already	0		0		0		0	
12. plus card	0		8	1	2	6	5	6
Words	**Lupe**		**Hermosa**		**Franco**		**Daniel**	
Unit 2	P-C	P-P	P-C	P-P	P-C	P-P	P-C	P-P
1. inexpensive	0		2		3	1	2	
2. household goods	2	1	0		3	1	2	1
3. Brand	6	3	3	9	2	4	1	7
4. Rack	2		0		0		0	
5. Outfit	0		0		0		0	
6. high-end	8	4	22		2	4	10	
7. low-end	8	1	4		5	4	7	
8. Carry	0	1	0		2	1	0	
9. small kitchen appliance	0	1	2		0		0	
10. Gauge	2		0		2	1	0	
11. Style	1		0		2	1	0	
12. Material	6	7	14	18	4	12	3	5

P-C = Productive Classroom Vocabulary Frequencies
P-P = Productive Public Sites Vocabulary Frequencies

Overall, as displayed above in Table 7, all four learners demonstrated the use of some target vocabulary throughout PT in the learning context and RWTs in the transfer context in Unit 1 and Unit 2. All of the target words weren't transferred. In Unit 1, the target word "aisle" was transferred by Lupe, Hermosa, Franco and Daniel. In Unit 2, the target words "brand" and "material" were transferred by all four learners. In Unit 1, six of the twelve words were

transferred by different students in FTF interactions. In Unit 2, when learner-learner interactions were in written SMS WhatsApp text chats and learner-unknown interlocutor interactions were in oral FTF interactions, nine of the twelve target words were transferred by different students. There was a higher amount of transfer when learner-learner text chats were used in conjunction with learner-unknown interlocutor oral interactions.

Vocabulary Learning Outcomes from the Vocabulary Knowledge Scale

Unknown target vocabulary words were selected from the pretest outcomes in order to observe how learners progressed throughout the study. The posttests demonstrated positive results on the written and oral components (demonstrated use of target vocabulary in sentences) of the VKSs. In Unit 1, immediate posttest (IPost) and Delayed Posttest (DPost) outcomes varied between the four learners (IPost and DPost: Lupe = 97% and 95%; Hermosa = 77% and 77%; Franco = 92% and 100%; Daniel = 97% and 100%). Lupe slightly declined in her delayed posttest scores, Hermosa remained the same and both Franco and Daniel increased in delayed posttest scores. In Unit 2, IPost scores were lower for all four learners and DPost outcomes all increased (IPost and DPost; Lupe = 88% and 97%; Hermosa = 70% and 93%; Franco = 70% and 93%; Daniel = 80% and 100%). In Unit 2 when both written and oral modalities were utilized in collaborative interactions, the immediate posttest scores were lower than when only oral FTF interactions were performed in Unit 1. However, the delayed posttest scores *increased* for all four learners when both modalities were utilized during task performance suggesting that written digital texts and oral FTF interactions were beneficial to learners in this study.

Theoretical and Pedagogical Implications

In the development of the current research, task performance skills and vocabulary were highlighted in order to examine their transferability. Lupe, Hermosa, Franco and Daniel were

able to transfer their skills used during PT2 in the classroom to primary RWT1 performance out of the classroom. If tasks can transfer from a learning context to a transfer context, then it is valuable to use the learning context to prepare learners for multiple transfer contexts. That is to say, that if task performance skills can be transferred to real-world contexts, then the classroom is a valid place for instruction in these skills to be conducted. Because TBLT is an approach that centers on 'task', it is ideal for preparing learners for the many and varied tasks that are required for functioning in society (e.g. tasks related to schools, hospitals, stores, banks, gas stations, etc.). Preparing learners to accomplish tasks through the forum of the classroom in TBLT units of study is an effective means of L2 instruction for formal and informal social settings (Van den Branden, 2009).

This study found positive benefits in task skills that transferred and in overall learning outcomes as participants transitioned from the learning context in the classroom and performed tasks in the transfer context in public. These findings suggest that *learning occurred,* and transfer occurred for all four learners of many target words in productive use. Higher learning outcomes while there was limited productive use of vocabulary (what was visible and measurable) could possibly have occurred due to other contributing factors. Some additional contributing factors might be that students had a great amount of receptive input of target vocabulary words from other students, the instructor and strangers out in public. Also, there was exposure of target vocabulary words through written material present in the classroom and in public places. In this study, it is unknown the role that peripheral receptive input played in students' learning outcomes. All of this to say that it is not mere productive vocabulary use that facilitates learning, although it may contribute to learning. As suggested in the beginning of this paper, it is a mixture where skills are intertwined that may contribute to better learning. What is evident from this

study, however, was that the experiential learning that occurred out in public in a transfer context was beneficial to overall learning outcomes for the learners in this study.

This research aimed to add some insight into the transferability of task skills and L2 language development when classroom material is linked to out-of-classroom experiences (Ellis, 2017; Long, 2016 and Van den Branden, 2009). Also, of note the current study has added some helpful insight into Gurzynski-Weiss and Plonsky's (2017) questions of learner-unknown interlocutor interactions in vocabulary learning when learners are out in public talking to strangers. Transfer of target vocabulary items, learning of vocabulary and learning outcomes occurred during RWT1 performance in both transfer contexts, in both units of study, in public for the participants. This suggests that commonplace frequented *social situations* may add benefit in learning opportunities, and even continued benefit to learners' L2 acquisition of vocabulary and general language development. This can be seen in that posttest scores and most of the delayed posttest scores showed slight increases with learners from the immediate posttest scores. Because socially situated public places are part of functioning in society, learning can be ongoing and stem beyond the classroom for many learners that intentionally take advantage of learning opportunities in public.

In the classroom, the current study can be replicated in numerous ways as learner needs are assessed through an informal survey, asking learners in a class discussion, or even a more structured written and/or oral NAs (Serafini, Lake and Long, 2015; Serafini and Torres, 2015). When learners struggle with peripheral membership and/or are marginalized in social situations, these are places where classroom instruction and TBLT units of study may greatly benefit the learners. Also, the use of mobile-mediated learning with learner-learner interactions

demonstrated positive outcomes. What task(s) are learners pursuing in real life that the classroom might utilize as a learning opportunity?

Limitations

The current multi-case study was limited to only four Spanish speaking, lower-level adult ESL learners. This population included educated professionals. There are many more populations that transition to places with less fortunate means and/or education. Examining populations in lower socioeconomic status for the effectiveness of TBLT in L2 and craft trade development could be of great benefit. Another limitation was that there were only two units of study designed for the present research and both focused on shopping. Examining transfer in different contexts would shed greater insight into what can be transferred. Additional longitudinal studies may provide further insight into how learners begin to adjust to and modify individual preferences and patterns in regard to task difficulty factors as well as the long-term effects/retention of L2 when focusing on context-specific social situations and places.

Conclusion

There is an incredible impact that instructional approaches can have on L2 learners for academic and social purposes. The participants in the current study were all four highly educated adults; one had just finished his Ph.D. in Political Science in Colombia. All four learners stated that task-based goals and objectives energized them more than previous grammar translation and other traditional approaches they had experienced. An important contribution to research was the observation of transfer in terms of "what" transferred in content and skills, and "where" transfer occurred in two different contexts. Both non-linguistic (such as the use of a grocery store app) and linguistic skills (target vocabulary) transferred between two contexts: the learning context of the classroom and the transfer context of a public place. Often instruction provided in the

classroom or laboratory may be beneficial for academic improvement but does not foster functional ability in the society in which a learner lives. In the current study, learners transitioned from the classroom to real-world settings in public as the transfer of abilities and skills were observed. Confirmation that non-linguistic and linguistic task performance skills were transferred is a relevant finding in current TBLT research.

Through experiential teaching out of the classroom, students can potentially learn to function successfully in society and make gains in language development. With the focus of tying the classroom to real-world contexts in TBLT, English as a second language (ESL) students can potentially complete tasks in public places while engaging with strangers. Learning to interact with proficient speakers, although strangers, may better prepare students to learn how to approach unfamiliar people and engage with them outside the classroom. Additionally, the use of WhatsApp text chat is already used in learning opportunities by students globally. By using multiple modalities in TBLT, many learners may more highly connect with the material for better learning outcomes. This type of natural interaction with proficient speakers can potentially provide a rich learning environment. By utilizing TBLT and fostering an atmosphere of learner-driven goals for better functional language development, our students are more engaged and more motivated to learn their new language.

References

ACTFL, (2012). American Council for the Teaching of Foreign Languages,
http://www.ACTFL.org

Anthony, L. (2011). AntConc (Version 3.2. 2)[Computer Software]. Tokyo, Japan:
Waseda University.

Bachman, L. F., & Palmer, A. S. (1996). *Language testing in practice: Designing and*
developing useful language tests (Vol. 1). Oxford University Press.

Baralt, M., Gilabert, R., & Robinson, P. (2014). An introduction to theory and research in
task sequencing and instructed second language learning. *Task sequencing and instructed*
second language learning, 1-50.

Barnett, S. M., & Ceci, S. J. (2002). When and where do we apply what we learn?: A taxonomy
for far transfer. *Psychological bulletin*, *128*(4), 612.

Benson, S.D. (2015). Task-based language teaching: An empirical study of task transfer.
Language Teaching Research, 20(3), 341-365. Joi:10.1177/1362168815569829

Burston, J. (2014) The reality of MALL project implementations: Still on the fringes. CALICO
Journal, 31(1): 43–65. https://www.calico.org

Bygate, M., Skehan, P., & Swain, M. (2013). *Researching pedagogic tasks: Second*
language learning, teaching, and testing. Routledge.

Chaka, C. (2009). Portable handheld language learning from CALL MALL to PALL.
In *Handbook of research on e-Learning methodologies for language*
acquisition (pp. 539-553). IGI Global.

Davies, Mark. (2008-) *The Corpus of Contemporary American English (COCA): 560 million*
words, 1990-present. Available online at https://corpus.byu.edu/coca/

De La Fuente, M. J. (2002). Negotiation and oral acquisition of L2
vocabulary. *Studies in second language acquisition*, *24*(01), 81-112.

Dobao, A. F. (2014). Vocabulary learning in collaborative tasks: A comparison of pair
and small group work. *Language Teaching Research*, *18*(4), 497-520.

Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press.

Ellis, R. (2017). Position paper: Moving task-based language teaching forward. Language
Teaching, 50(4), 507-526.

Ellis, R., & Shintani, N. (2013). Exploring language pedagogy through second language

acquisition research. Routledge.

Foster, P., & Ohta, A. S. (2005). Negotiation for meaning and peer assistance in second language classrooms. *Applied linguistics*, *26*(3), 402-430.

Foster, P., & Skehan, P. (1996). The influence of planning and task type on second language performance. *Studies in Second language acquisition*, *18*(3), 299-323.

Gurzynski-Weiss, L., & Plonsky, L. (2017). Look who's interacting. *Expanding individual difference research in the interaction approach: Investigating learners, instructors, and other interlocutors*, *16*, 305.

Kim, Y. (2008). The contribution of collaborative and individual tasks to the acquisition of L2 vocabulary. *The Modern Language Journal*, *92*(1), 114-130.

Kim, Y. (2011). The Role of Task-Induced Involvement and Learner Proficiency in L2 Vocabulary Acquisition. *Language Learning*, *61*100-140. doi:10.1111/j.1467-9922.2011.00644.x

Kim, Y. (2012). TASK COMPLEXITY, LEARNING OPPORTUNITIES, AND KOREAN EFL LEARNERS'QUESTION DEVELOPMENT. *Studies in Second Language Acquisition*, *34*(4), 627-658.

Kim, Y., & McDonough, K. (2008). The effect of interlocutor proficiency on the collaborative dialogue between Korean as a second language learners. *Language Teaching Research*, *12*(2), 211-234.

Kim, Y., & Taguchi, N. (2016). Learner-Learner Interaction During Collaborative Pragmatic Tasks: The Role of Cognitive and Pragmatic Task Demands. *Foreign Language Annals*, *49*(1), 42-57. doi:10.1111/flan.12180

Lee, Y. G. (2000). Effects of degrees of task complexity on L2 production. *The Korean Language in America*, *5*, 133-148.

Long, M. H. (1998). Focus on form Theory, research, and practice Michael H. Long Peter Robinson. *Focus on form in classroom second language acquisition*, *15*, 15-41.

Long, M. (2015). *Second language acquisition and task-based language teaching*. John Wiley & Sons.

Long, M. H. (2016). In defense of tasks and TBLT: Nonissues and real issues. *Annual Review of Applied Linguistics*, *36*, 5-33.

Nation, I. (2006). How large a vocabulary is needed for reading and listening?. *Canadian Modern Language Review*, *63*(1), 59-82.

Nation, I. S. (2001, 2013). *Learning vocabulary in another language*. Ernst Klett Sprachen.

Newton, J. (2001). Options for vocabulary learning through communication tasks. *ELT journal*, *55*(1), 30-37.

Newton, J. (2013). Incidental Vocabulary Learning in Classroom Communication Tasks. *Language Teaching Research*, *17*(2), 164-187.

 Nunan, D. (1988). *Syllabus design*. Oxford University Press.

Palalas, A. (2011). Mobile-assisted language learning: Designing for your students. In S. Thouësny & L. Bradley (Eds.), *Second language teaching and learning with technology: Views of emergent researchers* (pp. 71-94). Dublin: Research- publishing.net.

Prabhu, N. S. (1987). *Second language pedagogy* (Vol. 20). Oxford: Oxford University Press.

Robinson, P. (2001). Task complexity, cognitive resources, and syllabus design: A triadic framework for examining task influences on SLA. *Cognition and second language instruction*, *288*.

Robinson, P. (2011). Task-based language learning: A review of issues. *Language Learning*, *61*(s1), 1-36.

Serafini, E. J., Lake, J. B., & Long, M. H. (2015). Needs analysis for specialized learner populations: Essential methodological improvements. *English for Specific Purposes*, *40*, 11-26.

Serafini, E. J., & Torres, J. (2015). The utility of needs analysis for nondomain expert instructors in designing task-based Spanish for the professions curricula. *Foreign Language Annals*, *48*(3), 447-472.

Skehan, P. (1996). A framework for the implementation of task-based instruction. *Applied linguistics*, *17*(1), 38-62.

Van den Branden, K. (Ed.). (2006). *Task-based language education: From theory to practice*. Ernst Klett Sprachen.

Van den Branden, K. (2016). Task-based language teaching. In G. Hall (Ed.), *The Routledge Handbook of English Language Teaching* (pp. 238-251). New York: Routledge.

Van den Branden, K., Bygate, M., & Norris, J. M. (2009). *Task-based language teaching: A reader* (Eds.). Amsterdam: John Benjamins.

Van den Branden, K. (2016). The role of teachers in task-based language

education. *Annual Review of Applied Linguistics*, *36*, 164-181.

Webb, S. (Ed.). (2019). *The Routledge Handbook of Vocabulary Studies*. Routledge.

Appendices

Appendix A Unit 1 and 2 Criterion-Referenced Task Performance Rubric (González-Lloret and Nielson, 2015) (Real-world Task Performance at the Mall of Georgia)

Appendix A.1 Unit 1 Criterion-Referenced Task Performance Rubric

Unit 1 Criterion-Performance Task Rubric (based on Nielson) (Real-World Task   Performance at Kroger).

By the end of this module, students will be able to understand how discounts are provided in local grocery stores. If the student successfully completes the action during task performance, place a check in the column marked "Yes". If the student does not demonstrate the action (either through failure to perform or by not attempting the action), place a check in the column, "No". Use the following checklist to assess each student's performance on the task.

Subtask	Yes	No
1. Student organizes himself in order to complete the project. (Personal Skill) Success: by writing the grocery items on his/her chart, by examining the store layout and making a plan of action or by discussing things with his/her partner and making a coordinated plan).		
2. Student coordinates with partner. (Personal Skill) Success: Deciding how they want to tackle the task – together or		

independently and by discussing the budget at the end and writing adjustments based on the budget and discounts available.		
3. Student exchanges information in oral interactions about the grocery store with his/her partner, with store clerks and with the customer service representative. (Task Skill) Success: If they have a question, they get the answer and discuss unknown vocabulary, information about becoming a member of the loyalty plus program or using the store app.		
4. Student follows all steps. (Task Skill) Success: Written charts for PTs are completed and turned in upon completion of task performance.		
5. Student understands discounts at the grocery store. (Task Skill) Success: The student stays within +/- $5 of the joint budget by identifying and applying discounts with coupons or the plus card.		
6. Student can identify specific items at the grocery store and if they are regular or discount priced. If they are discounted, the student can identify how they are discounted. (Task Skill) Success: Students identify specific items at the store and log them in the chart with the specific way the item is discounted.		
7. Students can use the Store App to explore additional discounts. (Task Skill) Success: If the students find an item on the store app and apply the discount from the app site. Record with screen share when using app.		
8. Vocabulary: Student use vocabulary and initiates talking about new words. (Language Skill) Success: Students orally use or		

engage over vocabulary words with clarification, word check, spelling, use or negotiation of meaning of target vocabulary. Students self-check (with a list) the new words used in the outing and 1 point is awarded for each vocabulary type used.		

Appendix A.2 Unit 2 Criterion-Referenced Task Performance Rubric

Unit 2 Task Performance Rubric (based on Nielson) (Real-world Task Performance at the mall).

By the end of this module, students will be able to understand how making comparisons between products while shopping in the mall may lead to making better product choices in the local commercial marketplace. If the student successfully completes the action during the scenario, place a check in the column marked "Yes". If the student does not demonstrate the action (either through failure to perform or by not attempting the action), place a check in the column "No".

Use the following checklist to assess each student's performance on the task:

Subtask	**Yes**	**No**
1. Student coordinates and works with other students and instructor to arrive at the mall on time to complete the RWT performance. (Personal Skill) Success: Students arrive at rendezvous spot in the mall on time (+/- few min. with traffic) and ready to perform real-world task.		
2. Student organizes himself in order to complete the project. (Personal Skill) Success: by looking at the Mall map and identifying where his/her first store is located. Student provides oral confirmation as to what is his/her first store and the location of the store on the mall map - to the accompanying instructor/ researcher.		
3. Student exchanges information in oral interactions about the quality of products at the mall with department and boutique store clerks. (Task Skill) Success: Students will investigate three different brands of three		

different products (a total of 9 items) and discuss the quality and appropriateness of the gifts with store clerks in order to form an opinion about a mid-range quality choice.		
4. Student follows all steps. (Task Skill) Success: Written charts for PTs are completed and turned in upon completion of task performance.		
5. Student understands low-end and high-end department and boutique stores with both expensive and inexpensive products. Students investigate the quality of a product researching the following: brand name, materials used to make the product, price and opinion(s) /or rating(s) of the products. (Task Skill) Success: The student compares 3 brands of 3 different products on his/her chart.		
6. Student can identify an appropriate gift option for Joyce based on the criteria and provide reasoning for the selection of a final gift item with partner on WhatsApp text chat. (Task Skill) Success: Using his/her chart, students pick a mid-range quality gift option (within the allotted budget) and discuss the item on WhatsApp text chat with his/her partner.		
7. Students communicate with partner and choose a quality gift together. (Task Skill) Success: Students discuss the stores and products on WhatsApp text chat as the final step of task performance. Students choose and write an agreed upon option based on the criteria: the personal interest of Joyce, the quality of the product, rating of products and the student's own opinions about products.		

8. Vocabulary: Student uses vocabulary and initiates talking about new words. (Language Skill) Success: Students orally use or engage over vocabulary words with clarification, word check, spelling, use or negotiation of meaning of target vocabulary. Students self-check (with a list) the new words used in the outing and 1 point is awarded for each vocabulary type used.		

Appendix B Unit 1 and 2 Task Performance Sheets

Appendix B.1 Unit 1 Task Performance Sheet

Unit 1, Pedagogical Task (PT) 2 and Real-World Task (RWT) 2-TWO

Grocery Store Discount Shopping Task

Your teacher is going to visit the two of you together in one of your homes. You want to cook a special meal. Work with your partner to complete the Shopping checklist task to cook a meal together. You have a $50 budget (about $25 each) for buying grocery items for the meal combined. If you have extra money you want to buy her flowers and bottled water for the dinner.

Follow these steps:

1. Talk to the clerk at the Customer Service Desk about a *Kroger Plus Loyalty Card*. Get a Kroger Plus Card application. Use the store card and coupons to help decide on how rewards are earned and discounts on grocery items are provided. Also use the *Kroger App* on your phone for discounts.

Kroger Card specials: https://www.kroger.com/weeklyad

Kroger Coupon Specials: https://www.kroger.com/cl/coupons/

2. Each partner will have a separate shopping list (Note: the shopping lists of itemized groceries is not provided in this sample). The group must work together to buy all the grocery items from the same budget even though the items on each list are different. To better understand how the store is arranged, **ASK the store clerks about the location and discount** of each item (the discount with the Kroger plus card, coupons or other specials).

3. Fill out the chart and then talk with your partner to stay within the budget information at the end.

Complete your own chart but discuss things with your partner.

Grocery Store Task: Complete the Chart with items on your grocery list.

Grocery Item	Regular Price / or Reduced price	Store Clerk Interaction
Example Eggs	$1.69 Reduced from $1.99	Location: Down aisle 2, in the back corner of the store, in the diary section. On the top shelf

		Available Discount: Plus Card
1.		Location: Available Discount:
2.		Location: Available Discount:
3.		Location: Available Discount:
4.		Location: Available Discount:

5.		Location: Available Discount:
6.		Location: Available Discount:
7.		Location: Available Discount:
Extra Item?		Location: Available Discount:

Total number of items:	Total cost of my items: $_____	

Grocery Shopping Totals:

Student A: $ _____

Student B: $ _____

Our total budget for the grocery items is $ _____.

Our budget was $50.00 total. We are _____ our

budget.   (under   /   within   /   over)

Appendix B.2 Unit 2 Task Performance Sheet

Student A:

PT2 and RWT1 For Unit 2: A Quality Choice

You are on a committee helping your child's school choose a quality gift for the principal's 20th anniversary celebration from some parents. The school will give her a nice plaque, but the parents want to give her something personal. The principal's name is Joyce. The committee has collected $200 to split between a nice gift and a charity of Joyce's choice. Many parents know that she likes to cook and to decorate her home. Joyce also dresses very professionally and wears nice clothes (Size 10). She wears lovely jewelry and nice shoes as well.

Joyce is very modest and so will be upset if the gift is too expensive, but the parents want to give a nicer gift.

Instructions:

1. You have the following criteria to follow when choosing a gift for the principal.

- It must be personal (something she will like) and of good quality (clothing, household goods or jewelry).
- Not the cheapest brand, but not the most expensive brand either. It must be a *mid-range cost, but of good quality*.

2. Because you are in a hurry and have to suggest a gift to the committee tomorrow, you must split up with your partner at the mall. Through SMS *WhatsApp text chat,* regularly talk to your partner about different possible gift items for Joyce as you go shopping. Text chat after you visit each store. *Tell your partner on SMS WhatsApp about what stores you are going to and what types of products you are looking for.* At the end you will decide together on a gift according to the quality of the gift. Write down what you find out about each product you explore in the chart below.

3. *Give your opinion and then make a decision* about a product with your partner on SMS WhatsApp text chat. Fill in the information after shopping and communicating with my partner about the different possible gift options for Joyce. (Note: The sample provided here is for Student A and is different than the items for Student B. The Student B sample is not provided in this article).

SAMPLE	SAMPLE: STORE NAME IS DILLARD'S

PRODUCT	1. Brand name: Brentwood Decorative Pillows
	Price: $11.24 each
Household goods	Material: Polyester cover and fill
Bedding Section:	Quality: low-end
Throw pillows	
	2. Brand name: Martha Stewart
	Price: $34.99 each
	Material: Cotton cover and polyester fill
	Quality: Mid-range
	3. Brand name: Waterford Pillow Cabernet
	Price: $59.99 each
	Material: Silk cover and down fill
	Quality: high-end
	Store Clerk's opinion: The low-end pillow will rip easily and the high-end pillow is a little extravagant. The mid-range pillow is a good brand name and a good quality. It will be easier to clean and take care of.
1. PRODUCT	Shop at Dillard's Department Store
Women's clothing	1. Brand name:

section: Size 10 Dress	Price: Material: Quality: 2. Brand name: Price: Material: Quality: 3. Brand name: Price: Material: Quality: Store Clerk's Opinion:
2. PRODUCT Household Goods Section:	Store Clerk's Opinion: Shop at Dillard's Department Store 1. Brand name: Price:

Kitchen item _____	Material: Quality: 2. Brand name: Price: Material: Quality: 3. Brand name: Price: Material: Quality: Store Clerk's Opinion:
3. PRODUCT Jewelry Earrings and/ or necklace:	Shop at Francesca's Collections (Clothing Boutique) for jewelry 1. Brand name: Price: Material:

_____	Quality: 2. Brand name: Price: Material: Quality: 3. Brand name: Price: Material: Quality: Store Clerk's Opinion:

Person A / Person B

_____/_____.

Product type by criteria:_____.

The brand name:

_____.

The regular price is _____ it is on sale for

_____ /or it is NOT on sale.

It is low/high quality because

_____.

We chose this product because

_____.

1. inexpensive
2. Household goods
3. Brand
4. Rack
5. Outfit
6. High-end
7. Low-end
8. carry
9. Small kitchen appliance
10. Gauge
11. Style
12. material