

## MASTER'S THESIS

### Comparing the effectiveness of different [sic] task types (information gap tasks and decision making tasks) on the promotion [sic] of second language acquisition

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**COMPARING THE EFFECTIVENESS OF  
DIFFERENT TASK TYPES (INFORMATION GAP TASKS  
AND DECISION MAKING TASKS) ON THE  
PROMOTION OF SECOND LANGUAGE ACQUISITION**

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## Abstract

In second language acquisition, it is believed that students' interaction is very important. Task Based Teaching Approach has been considered to be an effective way to generate student's interaction. It is believed that through the use of tasks, students can have the opportunities to try out their language and negotiate meaning with other students and finally lead to second language acquisition. This paper aims to explore the relationship between different task types and negotiation of meaning. It also attempts to examine how different task types promote second language development. Only two types of tasks (information gap task and decision making task) will be focused. For data collection, three groups of form 3 students participated in this study. Each group was asked to complete an information gap task and a decision making task. The process were being audio-taped. The results showed that negotiation of meaning help learners' second language development and the information gap tasks promote more negotiation of meaning while the decision making tasks help the learners to produce more complex language items. Nevertheless, the two types of task are complementary in function and they serve different purposes. Therefore, in deciding what kind of tasks to use, it is necessary for the teachers to define the goal of the lesson and have a clear objective of what they expect their students to acquire.

## 撮要

在第二語言的學習領域中，學生的互動、交流與參與是非常重要的。

活動實踐教學(TASK-BASED TEACHING)是一被譽為有效的教學方法，而其

中鼓吹透過進行活動(TASK)，而掌握某一些語言技巧及學生之互動果效更

漸受語文學者所認同。本文目的是希望研究不同的活動實踐教學

(TASK-BASED APPROACH)中不同的活動(TASK)對學生互動與學習語言的影

響。研究的範圍將集中於二種之活動種類，就是資料尋索活動(INFORMATION

GAP TASK)及決策活動(DECISION MAKING TASK)。為了得著研究結果，我

邀請了三組中三的同學進行測試，每組有三至四位同學，他們分別進行了資料

尋索活動(INFORMATION GAP TASK)及決策活動(DECISION MAKING

TASK)。研究結果顯視，活動實踐教學(TASK-BASED TEACHING)的方式的

確能引發學生有更深的互動，亦能幫助同學發展第二語言。同時，研究結果顯

示，相比於決策活動(DECISION MAKING TASK).資料尋索活動

(INFORMATION GAP TASK)能引學生更多的互動體系(Negotiation of

Meaning)。然而，另一方面，決策活動(DECISION MAKING TASK)則有助

同學建構更複雜及有深度的語言能力。無論哪一項之活動，在第二語言中亦有

著其價值，並有互相補足之效能。所以在決定進行哪一項活動時，老師亦必須

清楚哪一課堂之目的或希望學生所達至之效果。

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