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Affective factors influencing fluent performance [Recurso electrónico] : French learners' appraisals of second language speech tasks / Judit Kormos, Yvonne Préfontaine

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 713-715

The present mixed-methods study examined the role of learner appraisals of speech tasks in second language (L2) French fluency. Forty adult learners in a Canadian immersion program participated in the study that compared four sources of data: (1) objectively measured utterance fluency in participants' performances of three narrative tasks differing in their conceptualization and formulation demands, (2) a questionnaire on their interest, task-related anxiety, task motivation, and perceived success in task-completion, (3) an interview in which they elaborated on their perceptions of the tasks, and (4) subjective ratings of their performances by three native speakers. Findings showed the cognitive demands of tasks were associated with learners' affective responses to tasks as well as objective and subjective measures of fluency. Furthermore, task-related anxiety and perceived success in task completion were the most important affective factors associated with fluent task performance, whereas interest and task motivation were correlated with native speakers' fluency ratings. These results are discussed in terms of how task design and implementation can contribute to enhanced task motivation and performance in the classroom.

Language teaching research. -- 2017 (November), v. 21, n. 6, p. 699-716

1. Affect 2. Fluency 3. Language assessment 4. Second language learning 5. Tasks 6. Speech production 7. Speech perception

2

Content familiarity, task repetition and Chinese EFL learners' engagement in second language use [Recurso electrónico] / Xuyan Qiu and Yuen Yi Lo

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 696-697

Previous research has considered the effects of content familiarity and task repetition on second language (L2) performance, but few studies have looked at the effect of these factors on learners' engagement in task performance. This study explores the influence of content familiarity and task repetition on English as a foreign language (EFL) learners' engagement in oral performance. Sixty EFL learners performed four narrative tasks with two familiar and two unfamiliar topics. They also repeated the same tasks to the same audience. Their oral production was analysed with various measures of behavioural and cognitive engagement. Stimulated recalls were collected from twenty-one participants to capture their emotional engagement. The participants were behaviourally and cognitively more engaged in tasks with familiar topics as well as having a more positive affective response to them. Repeating the tasks, however, negatively influenced behavioural and cognitive engagement, although the participants felt more relaxed and confident. In addition, the participants were more motivated to repeat unfamiliar topics, although they demonstrated more noticeable declines in their frequency of self-repair (an indicator of cognitive engagement) for these topics. These results provided empirical evidence for the relationship between task design and implementation factors and L2 task engagement. Teachers might base repetition decisions partially on learners' familiarity with the topic.

Language teaching research. -- 2017 (November), v. 21, n. 6, p. 681-698

1. Content familiarity 2. Speaking performance 3. Task engagement 4. Task-based approach 5. Task repetition

3

Inter-cultural contact and flow in a task-based Japanese EFL classroom [Recurso electrónico] / Scott Aubrey

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 732-733

Flow represents a state of complete involvement and heightened intensity that leads to improved performance on a task (Csikszentmihalyi, 1975, 1990). The notion of flow has the potential to provide worthwhile insights into

the area of task engagement, yet the construct has received relatively little empirical attention by second language acquisition (SLA) researchers. This article uses flow theory to investigate the relationship between flow and engagement in second language (L2) use for inter-cultural and intra-cultural task-based interactions in a Japanese classroom for English as a foreign language (EFL) learners. The study employed a quasi-experimental design in which learners in the inter-cultural group (n= 18) and the intra-cultural group (n= 18) completed five dialogic, oral tasks. Tasks were then repeated, during which time the intra-cultural group continued to perform the tasks with Japanese peers, while the inter-cultural group performed the tasks with international interlocutors (n= 18). Analysis of flow questionnaires and task transcripts showed that inter-cultural contact had a significant positive effect on flow and one aspect of engagement in L2 use (turn-taking). In terms of the relationship between flow and engagement in L2 use, inter-cultural task interactions had a significant positive correlation between flow and turns. The findings are discussed in terms of two pedagogical implications: the provision of inter-cultural contact in language classrooms and the flow-enhancing potential of task design features.

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1. EFL 2. Engagement 3. Flow 4. Intercultural 5. Tasks

4

Learner-generated content and engagement in second language task performance [Recurso electrónico] / Craig Lambert, Jenefer Philp, Sachiko Nakamura

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 678-680

This study investigates the benefits of designing second language (L2) learning tasks to operate on learner-generated content (related to actual content in their lives and experiences) as opposed to teacher-generated content typical of current approaches to L2 task design (fictitious ideas and events created to provide an opportunity for meaningful language use). Thirty-two Japanese learners completed parallel versions of narrative tasks, which operated on learner-generated content and teacher-generated content respectively. Learner engagement in L2 use was measured in terms of behavioral, cognitive, and social components: behavioral engagement was measured in terms of effort and persistence in task completion; cognitive engagement in terms of attention to elaborating and clarifying content; and social engagement in terms of participants' affiliation in the discourse. Results indicate that tasks operating on learner-generated as opposed to teacher-generated content had positive effects on all aspects of engagement in L2 use during task performance. Furthermore, participants' affective responses to the respective conditions as reflected in a post-performance questionnaire corroborated the results for performance. This indicates that learners were also more affectively engaged in the performance of the tasks in the learner-generated content condition than they were in those in the teacher-generated content condition.

Language teaching research. -- 2017 (November), v. 21, n. 6, p. 665-680

1. Affect 2. Engagement 3. Personal investment 4. Task-based language teaching (TBLT) 5. Task motivation

5

Motivational elements of digital instructional games [Recurso electrónico] : a study of young L2 learners' game designs / Yuko Goto Butler

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 748-750

This article focuses on the design of digital instructional game (DIG) tasks for young second language (L2) learners. The aim of the study is to identify motivational task elements based on what children respond to positively in games and incorporate into their own L2 vocabulary learning game designs. Eighty-two sixth-grade students (ages 11–12 years) in Japan were first asked to identify game elements by examining existing games and then to design games incorporating DIG tasks of their own and peer-evaluate them. Building on previous work (Butler, 2015), the study uses a mixed-methods approach to examine how both task-intrinsic characteristics and implementation conditions were realized in innovative and engaging DIG tasks by children. Although the study focuses on young learners, the findings might be applied to any type of task, including both digital and physical tasks for adults as well as for children. The article concludes with suggestions for how to design instructional materials which allow individualized learning and encourage autonomy in order to cater to the genuine interests of learners and to invoke intrinsic motivation for learning.

Language teaching research. -- 2017 (November), v. 21, n. 6, p. 735-750

1. Computer games 2. Digital games 3. Motivation 4. Task design 5. Task-based language teaching 6. Young learners

6

Task preference, affective response, and engagement in L2 use in a US university context [Recurso electrónico] / Linh Phung

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 765-766

While learners' engagement has been recognized as important for second language (L2) learning in task-based language teaching (TBLT), how engagement is manifest in learners' L2 use during task performance and how tasks can be designed to facilitate better engagement have not received enough attention in the L2 research. This study investigates the relationship between learners' expressed preferences for two communicative L2 tasks and their engagement in L2 use during task performance. Twenty-one learners of English as a second language (ESL) performed two distinct tasks and participated in an interview after finishing them. This article compares behavioral, cognitive, and social measures of learners' engagement in L2 use while performing the task they preferred more and the task they preferred less as well as their expressed reasons for these preferences. The findings revealed a higher level of cognitive engagement in L2 use (i.e. greater negotiation of meaning and form) during the performance of the task they preferred more. The findings also revealed that the topic as well as opportunities to create ideas and address a genuine communicative need were the most important factors in determining learners' expressed task preferences. Implications for task design include allowing learners to create content for the tasks they perform and choosing topics that are familiar, personally relevant, and emotionally engaging to learners.

Language teaching research. -- 2017 (November), v. 21, n. 6, p. 751-766

1. Affective response 2. Engagement 3. Task design 4. TBLT
