

MA in Applied Linguistics and TESOL

LING400

**A Comparison of the Influence of Teacher-Generated
and Learner-Generated Content on Learner
Engagement in Oral Tasks:
A Turkish EFL High School Context**

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Abstract

Previous research has provided evidence that content familiarity can lead to more task engagement in oral tasks, but few studies have looked at how learners engage with familiar and unfamiliar content and what factors play in their engagement with both contents. This study investigates the effects of content, i.e. teacher-generated content (fictitious ideas for meaningful language use) and learner-generated content (based on past experiences), on learners' behavioural, cognitive and emotional engagement in oral tasks and identifies the factors that lead to engagement as reflected in their appraisals of tasks. Twelve Turkish learners of English as a foreign language (EFL) in a high school context performed two narrative tasks which operated on teacher-generated content and learner-generated content. They then completed a questionnaire for each task which included twelve 6-point Likert scale items and open-ended questions. A two-stage, mixed-methods research design was employed for this study. In the first stage, quantitative analysis was conducted to examine learners' oral production in terms of behavioural and cognitive engagement using various measures and their affective responses to the Likert scale questionnaires in terms of emotional engagement. In the second stage, qualitative analysis was conducted to explore learners' emotional engagement as manifested in their affective responses to the open-ended questions using appraisal theory as an analytical framework. The quantitative analysis yielded more favourable results for teacher-generated content with regard to learners' behavioural engagement in L2 use during oral task performance, yet no significant results were found in terms of cognitive and emotional engagement. The qualitative analysis revealed that the relationship between content and learners' engagement was complex and it was influenced by four main factors, i.e. perceived task difficulty, perceived autonomy, expressed interest, and perceived benefits. Pedagogical implications for task design were provided depending on various educational goals. It was also suggested that an attitudinal approach as adopted in this research would provide in-depth insights into the construct of emotional engagement for future research.

Key words: content familiarity, task engagement, affective response, attitudinal approach

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Chapter 1

Introduction

With the gain in popularity of task-based instruction in language teaching over the past few decades, tasks have become one of the primary areas of focus for second language (L2) research and pedagogy (see Van den Branden, Bygate, & Norris, 2009). Many studies have been conducted to explore task design and implementation factors to enhance learners' oral performance. While many of these studies have investigated how these factors affect learners' production in terms of complexity, accuracy and fluency (e.g. Yuan & Ellis, 2003; Vercellotti, 2017), there have also been a growing number of studies focusing on the factors related to learners' engagement in recent years (e.g. Lambert, Philp, & Nakamura, 2017).

Drawing on the research on engagement in educational psychology (see Christenson, Reschly, & Wylie, 2012), Philp and Duchesne (2016, p.51) define engagement as “a state of heightened attention and involvement, in which participation is reflected not only in the cognitive dimension, but in social, behavioural, and affective dimensions.” They further note that “[t]he emotional dimension links behavioural, social and cognitive facets” (Philp & Duchesne, 2016, p.57). Based on this view, it can be argued that task design needs to ensure engagement in all dimensions, especially paying particular attention to affective factors, which play an important role in language learning (Dörnyei & Ryan, 2015; Swain, 2013). In this respect, it is necessary to delve into the task characteristics that influence how learners engage in tasks since the manipulation of such characteristics will furnish teachers with the flexibility of adapting tasks according to their learners' particular needs (see Long, 2015).

This study focuses on one specific task feature, that is content. Although many language courses or lessons are commonly organized around content (Poupore, 2014), relatively few studies have investigated the impact of content on learner engagement. The recent research in this field seems to have yielded findings in favour of familiar content, particularly in terms of learners' affective responses (e.g. Phung, 2017; Qiu & Lo, 2017). However, as argued by Lambert et al. (2017), it is not always possible to use

familiar content, especially in learning settings where particular curricular or linguistic content need to be covered. In this regard, this study investigates how learners engage with familiar and unfamiliar content, especially in the emotional dimension, by comparing tasks operating on learner-generated content (personal experiences) and teacher-generated content (fictitious ideas). I used appraisal theory (Martin & White, 2005) as an analytical framework for the analysis of learners' affective responses to measure their emotional engagement in tasks. The analysis of the evaluative language in learners' appraisals of tasks enables an in-depth understanding of the reasons for learner preference for the tasks with particular task content. It further helps the identification of factors that learners relate to each content choice with the aim of going beyond the current findings and fulfilling the affective needs of the learners and bringing about personal investment in their language learning experiences (Lambert, 2017).

This dissertation is divided into six main chapters. The first chapter introduces the purpose of the study and presents a route map for the whole dissertation. The second chapter presents Maehr's theory of personal investment and reviews the literature on task-related factors influencing learners' investment, task engagement and content familiarity in particular. It further lays out the theoretical dimensions of the analytical framework that has been proposed. The third chapter deals with the research design and research questions. The fourth chapter is concerned with the methodology used for this study, i.e. participants, materials, procedures and analysis. The fifth chapter presents and discusses findings of the research. The final chapter gives a brief summary, suggests possible implications and points out the limitations.

Chapter 2

Literature Review

2.1. Maehr's Theory of Personal Investment

A key issue in L2 pedagogy and research is to find out how to enhance learners' investment in the performance of a task. According to the theory of personal investment (see Figure 1) proposed by Maehr (1984), a learner's investing his or her personal resources, i.e. time, talent and energy, in a particular task is determined by the meaning that the task has for him or her. He argues that this meaning results in five types of behaviour patterns: direction (a learner's choice of a particular task among possible actions), persistence (a learner's willingness to give his or her attention to the same task for a longer period of time), continuing motivation (a learner's own willingness to return to a previous task), activity (a learner's being more active in doing a task than the other learners) and performance (a learner's act of doing a task which is commonly related to his or her ability or physiological factors). The theory suggests that these behaviour patterns can be used to draw inferences about learners' motivation.

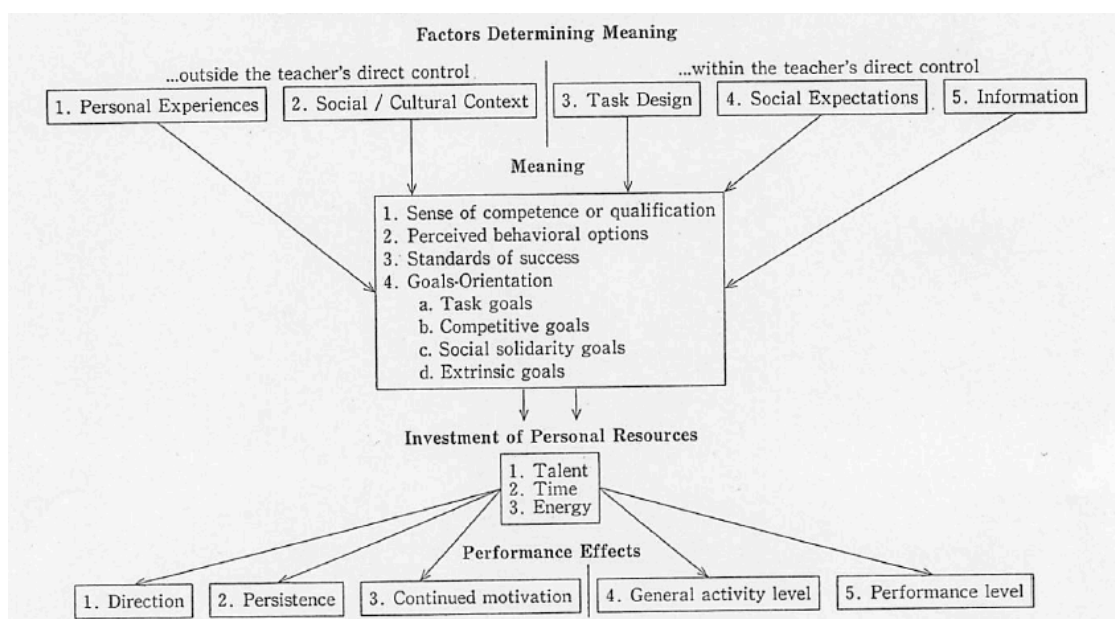


Figure 1 An outline of Maehr's theory of personal investment (Source. from Lambert,1998).

As outlined in Figure 1, Maehr (1984) puts forward five main factors as the sources of the abovementioned behaviour patterns which play an important role in determining the meaning of a task and correspondingly personal investment. The first two factors, which are related to learners' previous personal experiences and social-cultural context, are brought to the new learning situation by the learners themselves and are not quite amenable to change. However, the other three factors, i.e. the social roles and expectations formed in the learning context, the information available to the learners and the design of the tasks, which is also the focus of this study, are regarded as within the control of the teachers. With regard to the task design, Maehr (1984) further posits that certain task-related factors, e.g. unpredictability, make the tasks inherently more appealing to the learners. In other words, these features of the tasks affect the meaning the learner attributes to a task and determine his or her motivation accordingly.

This study focuses on the construct of meaning outlined in Maehr's theory of personal investment and investigates what meanings 'content', as a task design feature, may have for learners as reflected in their attitudes within the framework of engagement. In this regard, first, the major task-related factors influencing task design and performance in L2 communicative tasks are summarized below.

2.2. Task-Related Factors in Task Design

In considering any task-related factor within task motivation and engagement, it might be better to consider a conglomerate of affective, cognitive and motivational variables. Similar to what Dörnyei (2009a) has proposed for learner characteristics, the conglomerate of these primary dimensions can provide a comprehensive understanding of the role of task characteristics in L2 task design and performance. In this regard, a number of recurring task-related factors are compiled below from a possible wider variety.

One factor that is closely related to task motivation is interest, which is regarded as "always motivating and engaging" (Renninger & Hidi, 2016, p.71). In educational research, interest is commonly divided into two categories: individual and situational (Krapp, Hidi, & Renninger, 1992). Individual interest is described as a learner's

predisposition towards a particular content, whereas situational interest is used to describe interest that is triggered by environmental factors (e.g. tasks, ideas or objects) in the learning situation. Hidi and Renninger's (2006) interest development model suggests that situational interest, which might be controlled and manipulated by teachers, may develop into relatively long-lasting individual interest. Research has also provided evidence that certain task characteristics might trigger learners' situational interest. These characteristics include surprise ending (Iran-Nejad, 1987), personal relevance (Høgheim & Reber, 2015), concrete information as opposed to abstract (Tapola, Veermans, & Niemivirta, 2013), a need for knowledge of the task content (Rotgans & Schmidt, 2011, 2014), curiosity arousal (Aubrey, 2017), and life themes (Poupore, 2014).

Anxiety is another factor closely related to task motivation and engagement. In L2 research, foreign language anxiety (FLA) is conceptualized as a different construct than a general anxiety trait (Horwitz, Horwitz, & Cope, 1986). FLA is described as situation-specific and often negatively associated with willingness to communicate (WTC) and foreign/second language learning (for a review see Horwitz, 2010). Various reasons for anxiety have been identified. These include perceived language competence (Oxford, Acuña, Hernández, & Smith, 2015), perfectionism (Gregersen & Horwitz, 2002), harsh error correction (Hashemi, 2011; Zarrinabadi, 2014), spontaneous oral communication (Horwitz, Tallon, & Luo, 2010), task complexity (Kim & Tracy-Ventura, 2011), task unfamiliarity (Yashmia, MacIntyre, & Ikeda, 2018), evaluative classroom settings (Shirvan, Karahan, Ahangar, & Taherian, 2016), and performance in L2 in front of classmates (Crichton, Templeton, & Valdera, 2017).

Another factor that can be described is enjoyment. Defined as a basic emotion (Izard, 2011), enjoyment occurs depending on several other factors including a learner's high level of attention, sense of control over the task, perceived competence concerning the challenge posed by the task and clear goals to be achieved with the completion of the task (Dörnyei, 2009b). In recent L2 research (e.g. Dewaele & MacIntyre, 2014; Boudreau, MacIntyre, & Dewaele, 2018) enjoyment has been frequently explored in relation to anxiety and the results revealed that there is a dynamic relationship between the two emotions and they have meaningful effects on learners' L2 communication. Enjoyment can be influenced by several task features. For example, the findings of a

recent study by Shirvan and Talebzadeh (2018) revealed that lack of knowledge or personal interest in the topic could reduce learners' enjoyment in conversation. Some other studies (Peng, Song, Kim, & Day, 2016; Poupore, 2016, 2018) also yielded findings that tasks that require learners to work cooperatively result in higher enjoyment and L2 task motivation.

A fourth factor is task difficulty, one of the three constructs in Robinson's Triadic Componential Framework (Robinson & Gilabert, 2007). As Robinson (2011, p.3) puts it, "This framework distinguishes between cognitive factors contributing to Task Complexity, interactive factors involved in performing tasks under various Task Conditions, and the learner factors affecting perceptions of Task Difficulty." Based on his Cognition Hypothesis, he further argues that, within the context of task-based instruction, L2 tasks should be sequenced from simple to complex by manipulating the task features to enhance opportunities for learners' paying more attention to linguistic forms during interaction, which will in turn promote learner performance and L2 development. Robinson (2011) also highlights the interplay of these three factors and notes that any manipulation on the task complexity or conditions would affect the perceptions of task difficulty. Research has provided empirical support for this view. For example, MacIntyre and Serroul (2015) reported that learners' perceptions of task difficulty are affected by the vocabulary and grammatical demands of the tasks. Some studies have also suggested a positive relation between learners' negative emotions such as stress and frustration and their perceived task difficulty, yet varying results with regard to their level of motivation and interest (e.g. Cho, 2018; Ishikawa, 2011; Masrom, Alwi, & Daud, 2015; Poupore, 2013).

A fifth factor is choice, which is an important condition to autonomy. The concept of choice has been widely studied in psychology. In a review, Patall (2012) draws attention to the complex relation between choice and motivation. He argues that choice plays a dual role either as an outcome or as an antecedent of motivation. In L2 research, choice has been mostly explored with regard to the latter role largely drawing on Deci and Ryan's self-determination theory (SDT). According to SDT, the satisfaction of three psychological needs, i.e. autonomy, competence and relatedness, is necessary and will enhance motivation (Deci & Ryan, 2012). Based on this view, if provided with freedom of choice of task content or procedures, learners will be more likely to engage in the

task. There is a great deal of research which has suggested that provision of choice can lead to enhanced motivation and task performance (see Patall, Cooper, & Robinson, 2008). However, there are also some studies which reported no, or even negative effects (e.g. Mozgalina, 2015; Todo, Sun, & Inoue, 2016). These effects might be caused by the excessive number of options, worries about self-representation, perceived lack of control, provision of rewards or a controlled choice, and the burden of cognitive effort to make a choice (Patall, 2012).

2.3. Task Engagement

Engagement has been regarded as a key factor in learning and is closely associated with improved academic achievement in educational literature (Reschly & Christenson, 2012). Over the past decade, it has become a topic of interest in L2 research as well. From a more situation-specific perspective, task engagement is concerned with learner involvement in a particular task. Dörnyei and Kormos (2000, p.281) highlight the crucial role of task engagement for language acquisition and put it as, “if students are not actively involved in the instructional tasks and do not produce a certain amount of language output, the tasks are unlikely to be effective in developing communicative skills.” Task engagement is also important for task-based instruction in that learner involvement in tasks that contribute to language use is aimed by both. Having recognized its benefits, how this construct is defined and operationalized is reviewed below.

Drawing on the description of engagement as a multidimensional construct (Fredricks, Blumenfeld, & Paris, 2004), Philp and Duchesne (2016) have taken this description one step further and conceptualized its dimensions as behavioural, cognitive, emotional and social. Behavioural engagement relates to a learner’s involvement, persistence, attention, and effort in a task performance (Fredricks, Filsecker, & Lawson, 2016), and is often operationalized by time on task, word and turn counts (Dörnyei & Kormos, 2000; Philp & Duchesne, 2016). However, Mozgalina (2015) argues that the effectiveness of time-on-task as measure of engagement depends on how efficiently learners use the time in terms of the goals aimed to be achieved through that task.

Cognitive engagement is described as a learner's concentrated mental effort to understand complex ideas, using self-regulatory strategies (Fredricks et al., 2016). It is often measured by questioning, eliciting information, exchanging ideas, making evaluative comments, completing peer utterances, and giving explanation and information (Helme & Clarke, 2001). In language awareness research, language-related episodes are also used to investigate the degree and quality of learners' cognitive engagement (Baralt, Gurzynski-Weiss, & Kim, 2016; García Mayo & Azkarai, 2016; Storch, 2008; Svalberg, 2009). Exploratory talk, private speech (Philp & Duchesne, 2016) and negotiation moves and self-corrections (Bygate & Samuda, 2009) are also used as indicators of cognitive engagement.

Emotional/affective engagement refers to learners' positive (e.g. enjoyment, interest, and enthusiasm) and negative (e.g. boredom, frustration, and anxiety) reactions to tasks and to the peers (or teacher) with whom they perform the task (Fredricks et al., 2004). Svalberg (2009, p.247) also describes affectively-engaged learners as having a "positive, purposeful, willing and autonomous" disposition towards the language and what they relate to the language. Accordingly, Phung (2017) highlights the view that emotional engagement encompasses attitudes and evaluations as well as emotions (see also Imai, 2010). To measure learners' emotional engagement, their affective responses are often analysed qualitatively using either a coding scheme (e.g. Baralt et al., 2016) or themes derived from the data inductively (e.g. Phung, 2017). Learners' affective responses might be triggered by various factors. For example, Pekrun and Linnenbrink-Garcia (2012) suggest that topic can have a strong influence on learner engagement, which is discussed in the next subchapter in detail.

Social engagement refers to learners' willing and supportive participation in collaborative tasks (Lambert et al., 2017). Svalberg (2009, p.252) argues that social engagement is closely related to "learners' initiation and maintenance" of interaction. Philp and Duchesne (2016) point out the close relation between social and emotional engagement. This means that if learners have positive emotions towards their peers and feel affiliated to each other as reflected in their interaction, they will be more willing to invest in the task, and that will offer them opportunities in which they can build on each other's learning. It is often measured by instances of backchannelling, providing feedback and drawing on each other's ideas (Philp & Duchesne, 2016). There are a

number of factors that might facilitate or debilitate social engagement. These include readiness for interaction, peer willingness to interact, power differentials (e.g. proficiency levels), gender and values (Svalberg, 2009).

2.4. Content Familiarity

Content familiarity emerges as an important element in L2 research in that it has the potential not only to facilitate language development by reducing cognitive complexity during oral interaction and in turn increasing the likelihood of attending to form (e.g. Mackey, Kanganas, & Oliver, 2007; Révész & Han, 2006), but also to improve oral task performance (e.g. Bui, 2014; Bui & Huang, 2018). From a pedagogical perspective, it also plays a key role in task-based instruction since it is usually used as a starting point in the task design process. Furthermore, familiar content is commonly assumed to lead to more learner motivation and investment. It has to be noted, however, that few empirical studies have aimed at investigating how learners engage in tasks with differing content. In line with the focus of this study, recent studies on this topic, which generally yielded more positive results for familiar content, are reviewed below.

In a case study of two intermediate-level Japanese learners, Lambert and Minn (2007) explored the effects of two content types, i.e. content supplied by the learner and the teacher, on learners' cognitive engagement and L2 performance using three types of oral tasks. The results demonstrated that learners elaborated more on the content that they generated by using a wider range of vocabulary and learners reported feeling more anxious in the tasks operating on teacher-generated content.

Poupore (2014), in a study of 38 adult intermediate-level Korean EFL learners, investigated how various types of content influenced learners' task motivation during oral task performance. Data was collected using two questionnaires, i.e. motivation and topic preference, and interviews. The findings suggested that learners perceived themes related to personal life such as relations and personal growth to be more interesting and motivating than abstract topics such as global or controversial issues.

Worth mentioning is also the study carried out by Lambert, Philp and Nakamura (2017), who adopted a multidimensional approach and investigated the effects of content on learners' behavioural, cognitive, social and emotional engagement. Thirty-two English majors at a Japanese university across three different proficiency levels carried out oral narrative tasks operating on two contents, i.e. learner-generated (personal experiences) and teacher-generated (fictitious ideas). They found that learners were more behaviourally, cognitively and socially engaged in L2 use during the learner-generated condition and their affective responses were more positive in comparison to those in the teacher-generated condition.

In a study of 60 Chinese EFL learners, Qiu and Lo (2017) examined the influence of content familiarity and task repetition on learners' behavioural and cognitive engagement using four oral narratives operating on two familiar and two unfamiliar topics. They also measured emotional engagement through stimulated recalls. They reported varying findings. The results were not significantly different in terms of behavioural engagement. As regards cognitive engagement, learners elaborated more on familiar topics yet produced less self-repairs. As for emotional engagement, learners expressed more positive responses for familiar content and associated negative feelings with the unfamiliar content. Overall, the findings suggested that content familiarity might be used as a task design factor for different goals (Lambert, 2017).

Finally, in another recent study, Phung (2017) investigated learner preferences for two opinion-gap tasks and their engagement in L2 use. Twenty-one ESL learners at a US university participated in the study. The results were mixed in terms of engagement, yet tasks of their preference were reported to have led to more negotiation of meaning. Learners also expressed preference for personally relevant topics and topics with which they could connect emotionally. Other expressed reasons for preference include task difficulty, provision of choice, and opportunities to communicate and generate ideas.

2.5. Appraisal Theory as a Framework for Analysing Affective Responses

Affect is regarded as a crucial element in learning. Pekrun and Linnenbrink-Garcia (2012) argue that affect can activate or deactivate learners' engagement and accordingly

influence their learning. The literature on content familiarity and engagement indicates that even though there does not always seem to be a significant difference in terms of their engagement in L2 use, learners appear to have more positive emotions towards tasks with familiar content and prefer them over tasks with unfamiliar content. For task design purposes, therefore, it is necessary to have a better understanding of what makes familiar content more appealing or likewise unfamiliar content less appealing. In this regard, learners' appraisals of each task as manifested in their affective responses can provide valuable insights into their emotional engagement.

In this study, I used appraisal theory (Martin & White, 2005) as an analytical framework to analyse learners' affective responses. Derived from systemic functional linguistics (SFL), appraisal theory is developed to analyse the language of evaluation and stance mainly using evaluative lexis (Martin & White, 2005). Appraisal theory is divided into three domains: attitude, engagement and graduation. Due to its relevance, this study has focused on attitude.

Attitude (see Figure 2) deals with "feelings including emotional reactions, judgements of behaviour and evaluation of things" (Martin & White, 2005, p.35). It has three subsystems: affect, judgement and appreciation. Affect deals with expressing positive and negative emotions (e.g. happy/sad, confident/anxious, interested/bored). Judgement is concerned with attitudes towards people and their behaviour. Appreciation deals with the evaluation of things, including performances and natural phenomena (Martin & White, 2005). These three subsystems can be further subdivided, which are illustrated in Figure 2 (for further information, see Martin & White, 2005). According to Martin and White (2005), attitudes can be expressed in discourse explicitly (inscribed) or implicitly (invoked). Their appraisal analysis includes specifying the appraising item, the appraiser and the appraised.

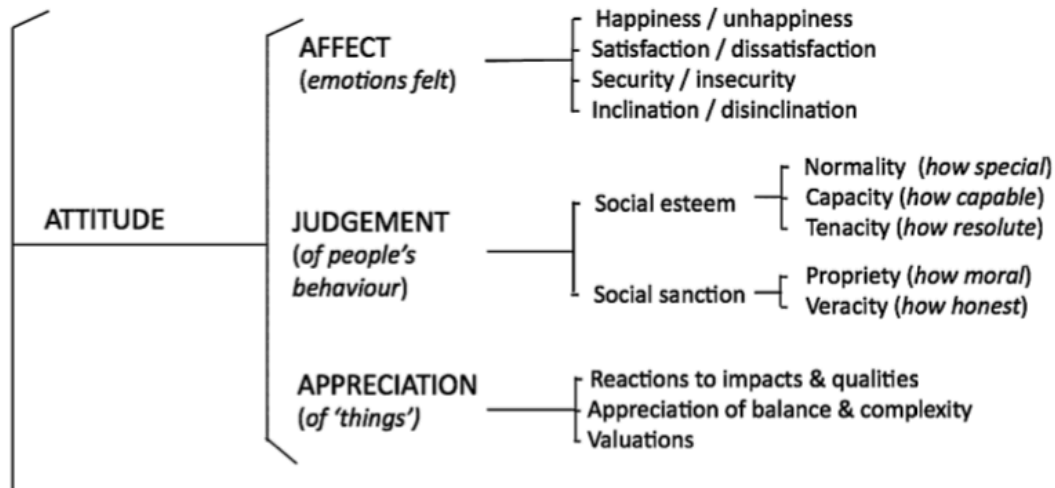


Figure 2 The subsystems of attitude in appraisal theory (Source. from Stewart, 2015).

As outlined above, this theory considers attitude as a concept that encompasses emotions, behaviours and evaluations. Considering the multi-faceted nature of emotional engagement (Phung, 2017), such an attitudinal framework can help identify the elements to be analysed, namely the task-related factors that learners attribute to each task operating on content of different familiarity, in a more comprehensive way.

Chapter 3

Research Design and Questions

3.1. Research Design and Measures of Engagement

This study builds on the importance of task engagement for L2 learning and the need to explore the influence of different types of content, i.e. learner-generated (content based on their personal experiences) and teacher-generated (fictitious content created for language use) content, on learners' task engagement. The study adopted a two-stage, mixed methods design for a fuller understanding of the construct of engagement (Dörnyei, 2007). The first stage involves quantitative analysis and the second stage involves qualitative analysis. Considering the conceptualization of task engagement as a multidimensional construct and unsettled results in recent research, this study first investigates behavioural and cognitive engagement in oral task performance and emotional engagement as manifested in learners' affective responses to the questionnaires. The measures of engagement for the first stage are adopted from the study by Lambert et al. (2017, pp.671-672). These are as follows:

1. Behavioural engagement is measured by:
 - a. the number of words produced in pruned discourse;
 - b. the amount of time invested in performance without any interference;
2. Cognitive engagement is measured by:
 - a. the number of elaborative clauses (i.e. suggestions, elicitations, elaborations, reasons, and opinions);
 - b. the number of negotiation moves (i.e. co-constructions, confirmation checks, clarification requests, corrective feedback, and metalinguistic exchanges);
3. Emotional engagement is measured by the affective responses to 6-point Likert scale questionnaires.

The second stage forms the main focus of the study and explores emotional engagement in detail. Based on what the previous studies have shown, it is reasonable to assume that

learners would be more emotionally engaged with the learner-generated content which involves them personally. Therefore, to go beyond the current understanding, this study further investigates the task factors that learners attribute to each task operating on different content as they appraise each task. This study differs from previous research in that it deals with each content type by adopting an attitudinal approach using appraisal theory (Martin & White, 2005). An attitudinal approach to emotional engagement will yield a more comprehensive identification. The attitudinal positionings of learners as manifested in learners' affective responses to the open-ended questions in the questionnaires are operationalized as follows:

1. Affect: learners' feelings and emotional reactions;
2. Judgement: learners' evaluation of their own or their peers' performance and behaviour;
3. Appreciation: learners' opinions on different tasks.

3.2. Research Questions

In light of the abovementioned design, the present study addresses the following research questions:

RQ1. Do learners' behavioural, cognitive and emotional engagement levels vary depending on task content, i.e. teacher-generated versus learner-generated content?

RQ2. What appraisals do learners attribute to each oral task and what factors are manifested in these appraisals?

Chapter 4

Methods

4.1. Participants

Twelve 10th graders (aged 16) from a private high school in the northwest of Turkey, who were all first language (L1) Turkish speakers, voluntarily participated in the study. There were 6 male and 6 female participants. Their years of learning English ranged from six to twelve years ($M = 8$ years, $SD = 1.7$). They all got “Pass” or “Pass with Merit” (140-159) on the paper-based Preliminary English Test (PET) for Schools in 2017 (see Appendix A), which are equivalent to B1 level on the Common European Framework of Reference (CEFR) (visit <https://www.cambridgeenglish.org/exams-and-tests/preliminary/>). Thus, they could be described as having intermediate-level English proficiency.

4.2. Materials

There were two conditions in this study, i.e. teacher-generated (TG) condition and learner-generated (LG) condition (see Lambert et al., 2017). In the TG condition, two narrative tasks were employed based on six-frame picture stories adapted from picture stories found via Google images search (see Appendix B-1 and Appendix B-2). The first one involved a problem experienced by a man and his two sons due to a misunderstanding, and the second one involved a problem caused by a family who went on a picnic. Both stories ended in a relatively unexpected way. In the LG condition, participants were provided with six empty picture frames and asked to think of an interesting or funny story about a problem that they had experienced in the past (see Appendix C). In both conditions, participants were asked to narrate the story in the first four frames and then ask the other participant how the story might have ended. When the other participant finished his or her predictions, the first participants told the rest of the story. At the end of the tasks, participants completed two questionnaires (one for each task condition) (see Appendix D-1 for Turkish version and Appendix D-2 for

English version), which were adapted from Lambert et al. (2017) (see also Egbert, 2003 and Ma, 2009). These questionnaires were given in Turkish to eliminate any misunderstanding and ensure better self-expression. They included twelve 6-point Likert scale items and one open-ended question about learners' subjective responses to the tasks, and one final question which asked them to compare the two tasks in each condition. All of the materials were piloted with five university students (3 Turkish and 2 British), and necessary changes (in terms of wording, sequencing and numbering of the pictures, and adding certain elements in the picture stories) were made before the actual performances.

4.3. Procedures

I recruited the participants via personal contacts from my previous teaching experience. The related school and teachers were contacted, and their consent was taken. Eligible participants who could certify their level of English were identified. The twelve participants were selected from a number of students based on their similar scores from the same recent test to enable homogeneity in terms of proficiency levels. Since all participants were under eighteen, consent forms (see Appendix E-1 and Appendix E-2 for Turkish and English versions respectively) and information sheets (see Appendix F-1 and Appendix F-2 for Turkish and English versions respectively) were sent to the parents via the participants and all the participants and their parents agreed on their participation in the study voluntarily.

Each participant was allocated a code (P1 – P12) and these codes were used to identify them in the study. The participants were divided into pairs randomly. Three of these pairs performed the tasks in the TG – LG order, and the other three pairs performed the tasks in the LG – TG order to counterbalance for performance effects. Participants were taken in pairs during their regular English classes in order not to interrupt their flow of daily schedule. It therefore took two weeks to complete data collection. To avoid any potential information exchange among pairs, they were kindly asked not to share the content of the tasks with the other participants until the end of the data collection and they agreed. It was also evident from the behaviour and performance of the participants that they had no prior knowledge of the task content.

I collected the data in a meeting room at school. At the beginning of each data collection session, I explained the procedures briefly to the participants. Later participants were handed in the instructions for the task and they read them individually. Afterwards, I explained the instructions once again orally and answered questions if there were any. To ensure L2 use, learners were kindly asked to use English during the whole performance. Based on the previous research findings that the first performances might not be a good representation of the participants' actual performance ability (Lambert, Kormos, & Minn, 2016; Lambert et al., 2017), learners were first given a six-frame picture story and asked to perform in order to familiarize them with storytelling (see Appendix G-1 and Appendix G-2). When they finished trialling, actual data collection started. Participants performed each task in both conditions (one as the storyteller and one as the interlocutor). In the TG condition, participants were given two minutes to prepare for the task, whereas in the LG condition they were given ten minutes which also included the drawing part of their own story. The allotment of time to participants were based on the piloting conducted previously. One reason for the preparation was also to ensure that time on task reflected only the actual performance (see Mozgalina, 2015). During the preparation time in the TG condition, participants were allowed to ask me questions about the picture stories separately in their L1 if they had difficulty in understanding any parts; yet only few participants asked, and questions relating to the L2 were not answered. No time limit was set, and participants completed each task according to their wish. Performances were audio-recorded using a computer and learners raised their hands when they finished.

At the end of the performances, all participants completed two questionnaires regarding two task conditions. They were specifically asked to focus on the content of the tasks and their language use. The final question included a comparison of the two task contents. In order to enable learners to express themselves openly, they were told that their opinions were valued highly, and that they could write whatever they wanted. Data was collected in written form in case some participants might not feel comfortable sharing their feelings and opinions, and this age group tend to be used to commenting on things in written form thanks to social media. They were not given a time limit for the questionnaires. A few participants commented on the tasks orally after they had handed in the questionnaires and I noted their comments as well.

4.4. Analysis

As discussed earlier in Chapter 3, the study had two stages, which used quantitative analysis in the first stage and qualitative analysis in the second. These are explained in detail below.

4.4.1. Quantitative Analysis

The data for the first stage included 24 task performances constituting approximately 1 hour (3566 seconds) of oral production data and responses to two 6-point Likert scale questionnaires of 12 items. Task performances ranged from 1.05 to 4.65 minutes. All task performances were transcribed in their unpruned forms following the conventions of Atkinson and Heritage (1984) and Thornbury and Slade (2006) (see Appendix H). The pruned forms, excluding filled pauses, false starts, repetitions and incomplete repairs, were also generated (Ellis & Barkhuizen, 2005) (for examples, see Appendix I-1, Appendix I-2 and Appendix I-3).

Initially, all performances were planned to be divided into Analysis of Speech (AS) units (Foster, Tonkyn, & Wigglesworth, 2000) as commonly used in recent literature (e.g. Lambert et al., 2017). However, soon it was realized that AS-unit would not be a good representative of the oral production in this context since some of the measures of cognitive engagement (i.e. elaborative clauses and negotiation moves) occurred at word level rather than at clause level, most probably due to the relatively low proficiency of the participants (for examples, see Appendix J). Therefore, c-units, which are defined as “utterances (...), grammatical and ungrammatical, which provide referential or pragmatic meaning” (Pica, Holliday, Lewis, & Morgenthaler, 1989, p.72), were used instead.

Considering the explanations above, measures of L2 use were tallied as follows: Time on task was calculated in seconds, from the beginning of the first syllable to the end of the last syllable produced during task performance. The number of words was calculated from the pruned transcripts. The other two dependent measures, i.e. elaborative clauses and negotiation moves, were also tallied on the pruned transcripts and handcoded by the

researcher. To ensure intra-coder reliability on each of these two measures, a peer researcher was asked to code 8 out of 24 transcripts. Two-tailed Spearman correlations revealed inter-rater reliability to be very high for elaborative clauses ($r_s = .963$, $n = 8$, $p < .01$) and negotiation moves ($r_s = 1$, $n = 8$, $p < .01$). Then I revised the elaborative clauses. It should be noted that the number of negotiation moves was very low in overall performances.

The data was analysed using SPSS 23 (IBM Corp, 2015). As the sample size did not satisfy the requirements of parametric tests, non-parametric tests (Mann-Whitney tests) were conducted. The data was first examined to determine if there were any significant differences in any of the four measures between the two tasks used in the TG condition and between the TG-LG and LG-TG orders. The results revealed that the p values were much higher than .05 and there were no statistically significant differences in this regard. Therefore, the scores as a whole were used to represent the participants' L2 production on the tasks in the TG and LG conditions. Based on this, further tests were conducted to explore the effects of content on learners' engagement in L2 use. Participants' affective responses to questionnaire items were also analysed quantitatively.

4.4.2. Qualitative Analysis

The open-ended questions in the questionnaires were analysed qualitatively to understand what factors influenced participants' emotional engagement in each task operating on different content. First, their answers to the open-ended questions were extracted into a Word file and grouped into three categories: the ones related to teacher-generated content, the ones related to learner-generated content, and the ones comparing the two contents. Then I translated them into English verbatim. A translator colleague was asked to check the translations and a native peer researcher was asked to proofread for appropriate wording. I made a few minor changes accordingly.

In this study, I used appraisal theory (Martin & White, 2005) as an analytical framework to identify task-related factors. First, the evaluative language (mostly lexis) in the responses was identified (for an example, see Figure 3).

TG Task

While doing this activity, what did you think of this activity and how did you feel about doing it? (You can write down anything you want to).

P1: I **had fun** doing this task. I interpreted the pictures using my imagination and turned them into a story. It could have been **better** if we had completed the story. It would have been **nice** if the last two frames had been left blank and we had drawn and narrated them.

P2: It was a **nice** experience for me. We told our stories to each other. It was an activity which **activated** our imagination. I **had fun**. The topics of the stories were **interesting** and **meaningful**. We completed the task with **great ease**.

P3: I felt **nervous** due to the **stress** caused by speaking English.

Figure 3 An example of the identification of the evaluative language.

Next, this was used to complete the tables of attitude analysis as outlined by Martin and White (2005, p.71) by identifying what was appraised (for an example, see Figure 4; for further examples of the identification and the attitude analysis, see Appendix K). While completing the tables, basically the three main categories, i.e. affect, judgment and appreciation, and whether they were positive or negative were stated (see subsection 3.1 for the operationalizations). However, detailed identification was also provided for some appraising items using the subcategories when available (e.g. happiness for affect) (for detailed subcategories, see Figure 2 in Chapter 2).

	Appraising item	Appraiser	Affect	Judgement	Appreciation	Appraised
1	had fun	P1	+hap			doing TG task
2	could have been better	P1			-	story completion (final part)
3	would have been nice	P1			-reac to quality	narration (final part)
4	nice	P2			+	experience
5	activated	P2			+val	imagination
6	had fun	P2	+hap			doing TG task
7	interesting	P2			+val	topics of the stories
8	meaningful	P2			+val	topics of the stories
9	with great ease	P2		+		task completion
10	nervous	P3	-sec			speaking English

Figure 4 An example of attitude analysis of affective responses to the TG task (adapted from Martin & White, 2005, p.71).

To ensure the reliability of the coding, a peer researcher, who has experience in discourse analysis, was asked to code all the open-ended answers using the appraisal framework, and 85% agreement was achieved. I examined the differences and made decisions on them through discussion with the peer researcher. Later, based on the appraisal analysis tables, I identified the factors that affected the participants' attitudes towards the tasks operating on different content using what the participants had appraised and how they had appraised them as manifested in their responses.



Chapter 5

Results and Discussion

5.1. Quantitative Results and Discussion

The first research question sought to examine whether there were differences in participants' behavioural, cognitive and emotional engagement in tasks operating on teacher-generated (TG) content and learner-generated (LG) content in a Turkish high school context. A Mann-Whitney U test was run to address this research question. Table 1 shows the descriptive statistics, i.e. mean scores and standard deviations (SD), and 95% confidence intervals (based on 10,000 bootstrap samples) of measures of behavioural engagement (time on task in seconds and number of words produced) and cognitive engagement (number of elaborative clauses and negotiation moves) for the two tasks based on the untransformed data. As for an index of effect size, the population correlation co-efficient, r , was used (Cohen, 1988; see also Field, 2005 and Rosenthal, 1984). According to Cohen (1988, p.82), the cut-off points for small, medium and large effect sizes as expressed in terms of r are .10, .30 and .50, respectively.

Table 1

Descriptive statistics and 95% confidence intervals

Measure	Condition	Mean	SD	95% confidence interval	
				Lower	Upper
Time	TG	170.00	57.58	139.25	202.57
	LG	127.17	52.12	100.86	158.27
Words	TG	206.17	76.40	166.18	249.57
	LG	164.08	99.72	113.00	222.08
ECs	TG	7.50	5.05	4.90	10.45
	LG	6.42	5.45	3.80	9.80
NoMs	TG	0.92	0.90	0.42	1.44
	LG	0.42	0.79	0.00	0.90

Note. SD = standard deviation; TG = teacher-generated; LG = learner-generated; ECs = elaborative clauses; NoMs = negotiation moves.

In terms of behavioural engagement, the participants spent significantly more time on tasks that operated on TG content ($Mdn = 159.50$) than they did on tasks that operated on LG content ($Mdn = 109.00$) with a medium effect size, $U = 37$, $p = .043$, $r = -.41$. The participants also produced more words on tasks with TG content ($Mdn = 190.50$) than they did for those with LG content ($Mdn = 141.00$), although the difference did not reach statistical significance, $U = 45$, $p = .12$, $r = -.32$. This might have been due to the small sample size. Overall, teacher-generated content might be argued to influence participants' behavioural engagement in L2 use in a more positive way, which seems to be different from the previous research that yielded findings in favour of familiar content (e.g. Lambert et al., 2017; Phung, 2017). Picture-based narratives might be argued to have provided participants with more information to think about and share in this context and as a result allowed them to become more engaged in L2 use, while in the LG condition, as the participants already knew the content, this might have allowed the participants to do the task in the shortest possible way. As one participant (P3) said:

“In the LG task, as we know the situation, even if we skip some of the details, we feel as if the other participant knew them, so we only focus on the main events. However, in the TG task, as we cannot fully comprehend the events in our minds, we feel a need to give the details.”

In terms of cognitive engagement, results revealed that there was no significant difference between the number of elaborative clauses and negotiation moves from the two tasks operating on different content ($U = 62$, $p = .56$, $r = -.12$ and $U = 49$, $p = .13$, $r = -.31$, respectively). Based on these results, it might be argued that content did not seem to have an influence on these participants' cognitive engagement. It would be appropriate, yet, to mention a few points related to cognitive engagement. Firstly, since this is an interactive task (although one participant plays a more dominant role as the storyteller) it was initially expected to yield instances of language-related episodes (LREs) (Swain & Lapkin, 1995) as a measure of cognitive engagement. However, none occurred which might be due to participants' perceived priorities for oral communication. At the end of a session, one participant (P6) put it as, “Speaking is different from writing. You do not need to worry about the correctness of your utterances. You somehow manage to communicate your message and it is over.”

Therefore, participants in this context might not have prioritized accuracy and consequently did not involve in LREs.

Secondly, participants did not provide each other with corrective feedback, which was stated as a measure of cognitive engagement. This might be argued to have been a result of perceived inappropriateness and face-saving (Philp, Adams, & Iwashita, 2014) among adolescents. One participant (P1) said, for example, “We do not correct each other because we are not sure about the accuracy of our knowledge either. Furthermore, as peers of equal status, it is not welcomed to correct each other’s mistakes.” This appears to be in line with research which has provided evidence for avoidance of corrective feedback during peer interaction in this regard (e.g. Moore, 2012; Philp, Walter, & Basturkmen, 2010).

Thirdly, as discussed by Lambert (2017), content might affect how learners engage in tasks cognitively. Unfamiliar content might be argued to create context for learner engagement with linguistic features, i.e. vocabulary, more. For instance, in the TG condition, some participants had difficulty in retrieving lexis and their partners provided some alternatives, while no such instances occurred in the LG condition. One example of this is as follows:

- P5: They give some equipment like, er . . . er . . . ((tries to find the word))
P6: ((whispers lever))
P5: . . .
P6: Lever?
P5: Lever, yes. He take the lever and go to his car and he try to open the car’s door with lever.

In terms of emotional engagement, Table 2 shows the descriptive statistics of the participants’ responses to the post-performance questionnaires that asked them to rate each item on a scale of 1 (strongly disagree) to 6 (strongly agree). Table 3 then presents the Mann-Whitney test results of the questionnaire items of the TG and LG tasks. The questionnaire results suggest that participants’ affective responses to the task operating on TG content ($M = 3.76$, $SD = 1.61$) did not seem to differ from their responses to the task operating on LG content ($M = 3.76$, $SD = 1.79$). Based on these results, it might be

argued that there was no significant difference between participants' emotional engagement in the tasks operating on TG and LG content, $U = 71$, $p = .95$, $r = -.01$. This result was different from the findings of the study by Lambert et al. (2017), which reported more favourable affective responses for LG content. However, a detailed analysis of participants' responses to open-ended questions can provide a better understanding; therefore, participants' emotional engagement is elaborated in the following subchapter.

Table 2

Summary of participants' perceptions of task conditions (n=12)

Questions	TG task		LG task	
	Mean	SD	Mean	SD
1. This task excited my curiosity.	5.25	1.22	5.08	1.17
2. This task was interesting in itself.	4.92	1.00	5.00	1.13
3. I felt I had no control over what was happening during this task.	1.92	1.51	1.33	0.89
4. When doing this task, I was aware of distractions.	1.33	0.89	1.33	0.89
5. This task made me curious.	4.58	1.38	4.92	1.08
6. This task was fun for me.	4.67	1.23	5.25	0.97
7. I would do this task again.	5.08	1.00	5.08	0.90
8. When doing this task, I was totally absorbed in what I was doing.	4.17	1.53	4.42	1.51
9. This task bored me.	1.58	0.67	1.25	0.45
10. When doing this task, I thought about other things.	1.67	1.16	1.50	0.67
11. This task aroused my imagination.	5.17	1.03	5.08	1.17
12. I would enjoy this task even if it were not required.	4.83	1.19	4.92	1.31

Note. SD = standard deviation; TG = teacher-generated; LG = learner-generated.

Table 3

Comparison of participants' affective responses

Questions	z	p	r
TG1 vs. LG1	−0.63	0.53	−0.13
TG2 vs. LG2	−0.40	0.69	−0.08
TG3 vs. LG3	−1.03	0.31	−0.21
TG4 vs. LG4	0.00	1.00	0
TG5 vs. LG5	−0.45	0.65	−0.09
TG6 vs. LG6	−1.19	0.24	−0.24
TG7 vs. LG7	−0.09	0.93	−0.02
TG8 vs. LG8	−0.42	0.68	−0.09
TG9 vs. LG9	−1.33	0.19	−0.27
TG10 vs. LG10	−0.13	0.89	−0.03
TG11 vs. LG11	−0.09	0.93	−0.02
TG12 vs. LG12	−0.36	0.72	−0.07

Note. TG = teacher-generated; LG = learner-generated.

5.2. Qualitative Results and Discussion

This section reports the participants' appraisals of the tasks operating on TG and LG content as manifested in their responses to the open-ended questions. These questions are as follows (see also Appendix D-2):

1. While doing this activity, what did you think of this activity and how did you feel about doing it?
2. What would you like to say if you compare the two tasks?

These appraisals were identified using appraisal theory as an analytical framework. These include participants' feelings and emotional reactions towards the tasks (affect), their evaluation of their own or partner's performance and behaviour (judgement), and their opinions on the two tasks (appreciation). It should be noted that these appraisals were not isolated yet interdependent and sometimes overlapping. The appraisal analysis enabled me to see how participants appraised the tasks and also what factors and task

characteristics they foregrounded in relation to those tasks. The appraisals were presented and discussed first separately, i.e. the ones concerning the TG task, the ones concerning the LG task, and the ones concerning the comparison of the two tasks. Later a general discussion was provided which also introduced the task-related factors that emerged from these appraisals.

5.2.1. Appraisal of the TG Task

Participants expressed positive and negative feelings and various reasons for these feelings while appraising the TG task. Their feelings were manifested in their use of emotive lexis such as like, love, have fun, fear, and feel nervous. Six participants mentioned having positive feelings. For example, P2 said, “I had fun doing TG task because I love speaking a foreign language.” P1 associated having fun with turning the pictures into a story using her imagination. P12 commented, “I liked verbalizing the characters as we wish.” Six participants expressed negative feelings, especially nervousness. For example, P3 said, “I felt nervous due to the stress caused by speaking English.” Similarly, P7 noted, “I feel nervous while speaking English and this hinders my thinking a little.” P9 said, “If I were better at expressing myself and my vocabulary knowledge were better, I could have had more fun.” P10 also commented on his fear of making mistakes. However, two students mentioned how their negative feelings changed while doing the activity. For example, P4 said, “I felt a little nervous, but when I started telling the story I enjoyed myself and began to feel more comfortable.”

Participants commented on their own and their partners’ performance. Their use of evaluative language including adverbs such as “well” and grammatical structures such as “be able to” implied a positive judgement of their capacity to perform the task in general. For example, P6 said, “Although I haven’t used English as a communication tool lately (...), I think I did a good job.” P2 also said, “We completed the task with great ease.” P11 gave a detailed description of his performance and said, “I was able to tell the story in an adequately good way, informed my friend well and answered her questions appropriately”. He further commented that his partner did the same.

Participants provided positive and negative evaluations of the tasks as manifested in their evaluative lexis such as interesting, fun, and difficult. Two participants appraised the task as a nice and interesting experience. P6 put it as, “It was a highly interesting experience for us to try to use the language well and describe something properly even though the other student cannot see it.” P2 also found the topics of the stories interesting and meaningful. P12 further noted, “The predictions of the other person were also quite interesting.” Five participants also appraised the task as fun. They usually associated this appraisal with their perception of storytelling as a fun activity. Nevertheless, there were some participants who thought interpreting the pictures and combining them in their minds was difficult. P11 put it as, “Interpreting the pictures and narrating them to another person in English was more difficult than I had thought.” P5 further commented that although the task was fun, remembering words was difficult. There was also one participant (P1) who suggested that the end of the story could have been left blank and completed by the storyteller which she thought would have made the task better.

Participants’ positive and negative appraisals of the TG task are summarised in Table 4.

Table 4

A summary of the appraisals of the TG task

Positive appraisals	Negative appraisals
1. Storytelling was fun.	1. Speaking English aroused stress and hindered cognitive abilities.
2. The task activated imagination.	2. Interpreting the pictures and narrating a story was difficult.
3. Verbalizing characters was enjoyable.	3. Lack of or retrieval of vocabulary posed a difficulty.
4. The task provided the opportunity to practise the foreign language.	4. Having difficulty in expressing oneself in a foreign language affected the positive feelings towards the task.
5. Predictions of their peers were interesting.	5. The end of the story could have been determined by the learners.
6. Negative attitudes towards storytelling changed while doing the task.	6. The fear of making mistakes led to more mistakes.
7. The performances were generally appraised in a positive way.	

Note. TG = teacher-generated.

5.2.2. Appraisal of the LG Task

Participants expressed generally positive feelings while appraising the LG task. For example, P2 said, “I felt more comfortable doing this task because I told a story of my own choice.” P12 also mentioned that she was relaxed. She further added, “I was curious whether the ending could be predicted.” P4 said, “I had fun (...) visualizing the story in my mind.” P9 pointed out that she enjoyed using her creativity though it could be challenging. Participants did not express negative feelings much, yet one participant (P7) can be said to have implied anxiety by saying, “I thought I wouldn’t find a story, but I drew something even though it was not a very interesting thing.” Another participant (P6) also said, “I was not too stressed out even though I started speaking without rehearsing”, which can be regarded as an indicator of anxiety.

In the appraisals of the LG task, there was only one instance of explicit judgement of performances. P6 said he performed well, yet no other participant commented on how they or their peer performed unlike in the appraisals of the TG task. However, P2’s statement “I told a story of my own choice” and P11’s statement “I chose a good topic” can be considered as their perceived capacity to have control over the task during task performance.

Participants’ evaluations of the tasks were mainly positive as well. They generally appraised the task as fun, nice and interesting for several reasons. For instance, P6 said, “It was nice to tell my own story to someone else in a foreign language.” P7 described why she thought the task was fun, saying that “My friend and I got to know each other better because we shared something from our own lives.” Two participants mentioned that it was easy. For example, P9 said, “The reason why I find this task more fun (...) is that I find talking about something that I experienced easier.” P3 made a similar comment and said, “It was easier and more relaxing to describe the things in one’s own mind.” There were only two negative evaluations. One participant (P12) said, “It was harder to remember and tell a memory of mine than I had thought.” However, she also mentioned that she was relaxed while telling the story. Another participant (P7) deemed the story he found uninteresting, yet he further added that the task was fun.

The positive and negative appraisals of the LG task are summarised in Table 5.

Table 5

A summary of the appraisals of the LG task

Positive Appraisals	Negative Appraisals
1. Talking about a personal experience was fun.	1. Fear of not being able to find an interesting story aroused anxiety.
2. Describing something in one's own mind was easier and more comfortable.	2. Remembering and talking about a personal experience was hard.
3. Sharing experiences provided the opportunity to get to know each other.	3. Speaking without rehearsing could be stressful.
4. Visualizing the story in the mind was fun.	4. Using creativity was challenging.
5. Telling one's own story in a foreign language was interesting.	
6. Using creativity was enjoyable.	
7. Predictions about the ending aroused curiosity.	
8. Positive feelings were linked to the learners' capacity to choose the story.	

Note. LG = learner-generated.

5.2.3. Appraisal of the Comparison of the TG and LG Tasks

When participants were asked to compare the two tasks operating on different content, seven of them expressed more positive attitudes towards the task with learner-generated content. Two of the participants said the tasks were similar and yet their further comments implied a preference for the LG task again. Whereas, the responses of three participants indicated positive attitudes towards the TG task.

The participants in favour of the LG task gave several reasons. These include more positive feelings. For example, P7 said, "I felt more comfortable because I was talking about my own life, and therefore had more fun." P12 also said, "I felt freer while telling my own story." They also expressed more positive judgements of their capacity and perceived themselves to have performed better while doing the task. For instance, P8 said, "I was able to show my creativity better while making up a story on my own." And P9 commented, "I was able to interpret more and perform in a more detailed and fluent way." They further expressed more positive opinions on the tasks. Four participants

commented that the LG task was easy. P4 put it as, “While it was more difficult to tell a story made by someone else in the first [TG] task, in the second [LG] task everything was easier since I had experienced it myself and I didn’t need to understand the pictures.” P3 made a similar comment and further added that this made the atmosphere tenser in the TG task. Two participants noted that the LG task had a more positive influence on their fluency. P11 put it as, “In the stories we generated, the plot line was better, and the speech was more fluent. In the other story [TG task], it took 1-2 seconds to interpret the picture and this harmed the fluency even if just a little.”

The participants who had more positive attitudes towards the TG task commented on their feeling more secure, the topic of the tasks, and the perceived usefulness of the tasks. For example, according to P10, unlike the comments above, the TG task was easier because they were narrating an existing story. He expressed it as, “In the second one [LG task], I was afraid of not being able to find a story.” P2 compared the topics of the tasks and said, “I found the topic of the first task [TG] more meaningful.” Furthermore, P6 seemed to have taken the spontaneity of oral interaction into account and commented, “the first task [TG] is given randomly and requires you to organize your ideas spontaneously and tell them in English, which is more useful.”

5.2.4. General Discussion

The second research question sought to investigate learners’ appraisals of tasks operating on different content (teacher-generated versus learner-generated), and what factors were manifested in these appraisals. Mixed results were found concerning their attitudes as manifested in their appraisals. Although, especially when the comparison of the tasks is concerned, participants seem to have reported more positive attitudes towards the LG task, participants expressed both positive and negative appraisals regarding the two tasks. This appears to be partly in line with their affective responses to the questionnaire items which did not yield significant differences between the two tasks. It might also be interpreted as an indicator of complexity in the construct of meaning outlined in Maehr’s (1984) theory of personal investment that learners attribute to each task with regard to the influence of content as a task design feature. The significance of this study is that it has identified the task characteristics that learners

attributed to each task operating on different content which influenced learners' positive and negative attitudes. In this regard, four key factors emerged from their open-ended responses: 1) perceived task difficulty, 2) perceived autonomy, 3) expressed interest, and 4) perceived benefits. The discussion below deals with each factor in light of related literature with the aim of understanding how each factor related to learner attitudes and engagement.

According to the results of the study, perceived task difficulty can be argued to have played the most prominent role in determining learners' attitudes with regard to the content of the tasks. Not surprisingly, most participants appeared to have perceived the tasks based on their personal experiences easier. The familiarity of the content and the possession of knowledge with all its dimensions were associated with feelings of comfort and enjoyment and better perceived performance, and thus resulted in more positive attitudes. This is consistent with Phung's (2017) study which reported that less perceived difficulty due to familiar content yielded more positive affective responses.

On the other hand, the task with TG content was perceived to have required more cognitive and linguistic demands and therefore to be more difficult. Accordingly, the unfamiliar content was associated with feelings of anxiety and insecurity. Some participants further perceived that they had given less fluent and less detailed performances. They also reported to have felt the pressure of speaking a foreign language and expressing oneself in a foreign language more during the TG task. This could mainly be a result of cognitive and linguistic challenges they faced during interaction. The most common cognitive challenge expressed was the correct interpretation and narration of the pictures. Interestingly, the expressed linguistic challenges caused by content were limited to vocabulary. This was also manifested in one participant's (P3) post-task comment as:

"It is more comfortable to use a foreign language on a topic we know as we know the necessary vocabulary. In the TG task, one can get stuck more easily. However, it might not have an effect if the speakers are at a higher level of proficiency."

In this respect, this perception reflected in this study provides support to previous research which pointed out the important role of vocabulary knowledge in learners' willingness to communicate (MacIntyre & Legatto, 2011; MacIntyre & Serroul, 2015), and the tendency to engage in lexically-oriented negotiations more (Erlam & Pimentel-Hellier, 2017; Philp et al., 2010; Williams, 2001) during oral tasks.

However, this study further provides evidence that learner-generated content could also pose difficulty. As manifested in the responses of P10 and P12, the cognitive burden of generating content (i.e. finding an interesting story and remembering a relevant personal experience) could result in anxiety and perceived task difficulty as well, and lead to a preference for the TG content. This preference could be argued to be caused by a desire for good self-representation which is regarded as an important factor in the L2 classroom, especially for adolescents (Crichton et al., 2017). In this regard, content provided by the teacher would be likely to remove the anxiety and responsibility of introducing something that would be appreciated by the other learners and save face accordingly. The negative attitudes of these participants further appeared to give evidence in support of negative effects of autonomy in the form of content choice. For example, Mozgalina (2015) also found that the condition in which learners had been given free choice of content yielded the least optimal results in terms of task motivation and engagement.

Nevertheless, it would be appropriate to note that the results of this study with regard to autonomy were mixed as well. Apart from the unfavourable findings mentioned above, P12, for example, associated telling a personal story with a feeling of freedom, which she appraised as a positive task feature. Another participant (P1) appraised the ending of the story negatively due to a lack of perceived autonomy. She thought the task could have been better if they were given the choice of completing the story as they wished. Her comment is significant in that it suggests a combination of teacher-generated and learner-generated content. During the performances in the TG condition, although it was not asked specifically, most participants stuck to the pictures for the ending. Yet, one participant (P11) seemed to have perceived autonomy in this respect and completed the story partially similar to what was suggested by P1 (see Appendix B-1 for the picture story). Considering the further elaboration and affective responses as seen in the

following excerpt, it can be argued that such a combination of TG and LG content might hold a positive potential for engagement.

(...)

P12: The woman thought that he is a thief and tried to steal money from the car. Then she call the police said there was a man, he was trying to open the car's door and try to steal something from car. 'Could you help me?' And then police came but he said, 'No, it's my car. No problem.'

P11: You were true in some parts. She called the police and said there was a thief. And the police arrived and our man was still trying to open but he couldn't open. Police came and ask for what he was doing. He said it was his car but police want a document.

P12: Hmm. I guess right.

P11: But the document was also in the car so he couldn't open the door ((laughs)). And he was arrested and went into prison for five years.

P12: Oh!! What a pity man! ((laughs excitedly)) It was his car.

P11: Yes.

P12: They should solve the problem.

P11: But they couldn't solve it.

P12: Ah!

P11: How poor! And that is the ending.

P12: ((laughs))

Another factor manifested in the appraisals of the participants that reflected their positive attitudes was interest. They expressed several task characteristics as interesting. Two of these task characteristics that were reported to trigger interest and were similarly appraised in both tasks included the use of creativity and curiosity. For example, P12 noted that surprise endings in both tasks and whether these could be predicted by their partners aroused curiosity, which also provided support to the previous studies in this respect (e.g. Aubrey, 2017; Iran-Nejad, 1987).

Interestingly, while most of these task characteristics found as interesting overlapped in the TG and LG conditions, participants foregrounded different aspects of these characteristics in their appraisals of the two tasks in some cases. One such characteristic was the act of storytelling itself, which was appraised to have excited interest in both

conditions. In the TG task, verbalizing the characters was noted to be an important aspect. This perception was manifested in the performances of the TG task and many participants were engaged in language use accordingly as opposed to the LG task. Examples of this are illustrated as follows:

P6: (...) they can ask him, 'Oh! What's your car's problem?' or 'That's your car?' or 'Oh! You're – if you're a criminal' etc.

P7: (...) they think that, 'Oh! This is a gift from someone to us.'

P11: (...) but he said, 'No, it's my car. No problem.'

Whereas, in the LG condition, visualizing the story was appraised. Most probably as they already knew the stories, organizing them in the mind as a narrative aroused their interest. Furthermore, narrating a personal experience in a foreign language was perceived to be interesting. P11, for instance, said, "I told it in English for the first time and it was quite interesting." Considering this finding, personal experiences as content might be argued to help learners to make connections between their lives and language learning experience especially in EFL contexts, as in this study, where language use outside the classroom is limited.

However, it would be appropriate to note that real life connections would not be limited to LG content in that TG content would have that potential as well. The case of P2 can be an example of such a situation. In the comparison of the two tasks, he appraised the topics of the TG content as being more meaningful. When his performance was examined, this was found to be due to his association of the problems described in the tasks with real life problems. The following excerpt illustrates his performance related to the task in which people leave their trash behind:

P2: (...) I think this is a meaningful story.

P1: Yes.

P2: It is our problem really. What can you – what is your about – what is your opinion about the story?

As can be seen in the excerpt, he linked the situation with the problems they faced in their lives. Poupore's (2014) study found that life themes were more intrinsically interesting for adult L2 learners. In this regard, this study seems to suggest that themes related to personal life could be interesting for adolescents as well. His cognitive engagement as manifested in the further elaboration he made by asking questions might further suggest that these themes might lead to more engagement in L2 use. This is also in line with Maehr's (1984) theory of personal investment in that personal meaning of a task may result in more investment in language use.

One final factor identified in the appraisals of the participants was the perceived benefits. Participants expressed several opportunities that the two tasks provided them with. Interestingly, these expressed opportunities seemed to differ depending on the content of the task. They perceived to gain more meaning-oriented benefits from tasks with LG content, and more language-oriented benefits from the ones with TG content. For example, concerning the LG task, P7 commented, "My friend and I got to know each other better because we shared something from our own lives." Similar to this one, some other participants also commented on the joy of listening to others' stories or sharing their own experiences. Yet, no one mentioned any linguistic benefits. Personal experiences as content might be argued to result in participants' attending to meaning rather than form.

However, in the TG task, participants commented on the opportunities for language use and language-related issues. For instance, P7 noted how the TG task gave her the opportunity to practice English. Another participant (P6) said, "The first task [TG] is more useful because while telling a story of your own you unavoidably think of what you are able to use and therefore design and tell the story accordingly." His comment appears to provide evidence in support of the argument that certain situations might inhibit the use of advanced language in return for communicating the meaning (Skehan, 2014). His further comment also suggests more benefits of TG content for oral communication as he pointed out that TG content requires immediate organization of ideas as in real life communication. In this regard, participant appraisals seem to provide more favourable attitudes towards the use of TG content in terms of addressing linguistic needs. This seems to support the argument by Lambert et al. (2017, p.677) that "[TG content] may provide a good alternative when teachers want to focus on

language related to specific content.” Overall, it can be concluded that content appears to be an important aspect to be considered depending on the goals of the teaching context.



Chapter 6

Conclusion

6.1. Summary

The present study with intermediate-level Turkish high school students investigated whether content generated by the teacher for meaningful language use and content generated by the learners themselves based on their own personal experiences had differential effects on learners' engagement in L2 use during oral task performance and their affective responses to the tasks. It further explored the learners' appraisals of the tasks operating on these two contents using appraisal theory (Martin & White, 2005) as an analytical framework. Quantitative analysis provided more favourable results for teacher-generated content in terms of behavioural engagement, yet no significant results in terms of their cognitive and emotional engagement. Qualitative analysis of the learner appraisals provided some evidence that the relationship between content and learner attitudes is not straightforward but rather complex. The results indicate that there appears to be an interplay between different contents and certain factors. This interplay influences how learners perceive tasks and construct meanings for these tasks and engage in language use accordingly. The results further seem to suggest an attitudinal approach that encompasses emotions and cognition; therefore, it is a better option for developing in-depth understanding of the construct of emotional engagement manifested in learners' affective responses.

6.2. Pedagogical Implications

The study reveals that both teacher-generated content and learner-generated content might have the potential to achieve learner engagement. Yet, when choosing between TG and LG content during task design, it is important for teachers to consider several factors depending on their educational goals. In this regard, based on the findings of the present study, the following implications could be drawn that would help teachers enhance their learners' engagement in tasks:

Firstly, the results of this study suggest that learners seem to attend to linguistic features in tasks with TG content more. Thus, in contexts where learners have specific language needs, TG content might be a better option. Teachers might design focused tasks as defined by Ellis (2003), which would require learners to focus attention on form during meaningful communication while performing the task. And as the present study indicated, such tasks can be emotionally engaging as well. If teachers know the interests of their learners, they can incorporate relevant themes such as real-life problems, or elements such as surprise into the tasks they generate. As a result, it would be likely that they would not only enhance the possibility of learners' attending to the target language but also achieve their engagement.

Secondly, the study suggests that adolescent learners tend to have a need to feel comfortable while performing a task and seem less willing to do tasks that they perceive as difficult to avoid incompetent self-representation. They also appear to determine the difficulty of a task based on its lexical demands. To achieve more emotionally-engaging tasks in this regard, especially in contexts where learners need to be taught specific curricular content, teachers might familiarize learners with necessary vocabulary prior to the actual task. Willis (1996, pp.43-44), for example, suggests using a number of activities (e.g. classifying words and phrases, matching phrases to pictures, or brainstorming) in the pre-task stage of her Task-Based Learning (TBL) framework. These pre-task activities would help learners to process the content during the main task. It is yet necessary for teachers to keep the focus on the main task while teaching the relevant vocabulary and avoid overburdening the learners.

Thirdly, although the investigation of learners' fluency depending on TG and LG tasks was outside the scope of this study, learners' affective responses indicated that learners perceived to have had better fluency during tasks with LG content. Based on this perception, it can be argued that teachers might make use of LG content when they aim to engage learners in fluency-oriented tasks. In this regard, their background knowledge of the content would be likely to serve as a catalyst for increasing in their confidence in performing the task.

Fourthly, the findings indicate that tasks with LG content seem to offer opportunities in which learners can interact in fun ways and develop bonds with each other due to the

affinity caused by sharing personal experiences. Especially in contexts where learners have no prior acquaintance, these activities would likely enable teachers to create a positive learning environment for language learning. The necessary point that teachers need to consider in such tasks would be to have learners be aware of the goal of performing those tasks. To enable this, as Ellis (2003) suggests, teachers may use post-task activities so that learners could comprehend how these tasks relate to the development of their L2 skills, rather than just offering situations in which they have fun.

Lastly, the study showed that picture-cued story telling can be an engaging task for adolescent learners. However, it might be argued that, since stories are usually associated with younger learners, many picture stories available seem to be designed to attract them rather than older learners. In this regard, based on the suggestion of combining TG and LG content by one of the participants, teachers might consider designing tasks that involve learners both in the content generation and drawing stages either as a classroom activity or as an extracurricular activity, which would be likely to increase learners' engagement in language learning tasks as well.

However, it should be noted that since learners' engagement and perceptions might be subject to a range of individual and contextual differences, teachers should not adopt any of the abovementioned recommendations uncritically.

6.3. Limitations and Future Research

There are several limitations that need to be kept in mind while interpreting the results of this study. The major limitation is the small sample size. Future research is needed to determine whether a larger sample would yield significant results in terms of the effects of TG and LG content on learners' engagement. A second limitation is the sample of the learners observed. Although the present study is significant in that it was conducted with a rather underresearched age group, i.e. high school students, regarding L2 engagement research, future studies in other cultural educational settings may yield further insights. A third limitation is that this study included one specific task type, i.e. storytelling, and although there was interaction, one participant was playing a more

dominant role as the storyteller. Furthermore, the LG content was limited to personal experiences. In this regard, other interactive task types (e.g. problem solving or opinion-gap) that would require learners to use their creativity to generate content would also be worth investigating. A final limitation is that learners' affective responses were based on their answers to the Likert-type scales and open-ended questions. Future research might also include stimulated recall. Yet, in doing that, researchers need to ensure a positive, non-judging environment considering the sensitivity of the age group. Despite its limitations, however, it is hoped that the present study has contributed to the area of research that investigates the influence of content on learners' engagement, especially by providing insights into the exploration of their affective responses using an attitudinal approach.



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Appendices
Appendix A
Proficiency Test Results of the Participants

Summary Report of Candidate Results

PET for Schools May (S5) 2017

Candidate Number	Last Name	First Name	Result	Preparation centre
5177	—		Pass	Name of the school
5178	—		Pass	Name of the school
5179	—		Pass with Merit	Name of the school
5180	—		Pass	Name of the school
5181	—		Pass with Merit	Name of the school
5182	—		Pass with Merit	Name of the school
5183	Participant 3 (P3)		Pass	Name of the school
5184	Participant 7 (P7)		Pass with Merit	Name of the school
5185	Participant 4 (P4)		Pass	Name of the school
5186	—		Pass	Name of the school
5187	Participant 8 (P8)		Pass with Merit	Name of the school
5188	Participant 10 (P10)		Pass with Merit	Name of the school
5189	Participant 9 (P9)		Pass with Merit	Name of the school
5190	Participant 11 (P11)		Pass	Name of the school
5191	—		Council of Europe Level A2	Name of the school
5192	—		Pass with Distinction	Name of the school
5193	—		Pass with Distinction	Name of the school
5194	Participant 12 (P12)		Pass	Name of the school
5195	—		Pass with Merit	Name of the school
5196	Participant 2 (P2)		Pass	Name of the school
5197	Participant 1 (P1)		Pass with Merit	Name of the school
5198	Participant 6 (P6)		Pass	Name of the school
5199	Participant 5 (P5)		Pass	Name of the school
5200	—		Pass with Distinction	Name of the school

Note: Absent candidates are indicated by grade X (partially absent) and grade Z (absent).
Results still pending release are indicated by grade V (pending).



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Appendix B-1

Task Handout for the TG Task 1a (2 pages)

Adapted from the picture story by Doug Wright. Retrieved from
<https://boingboing.net/2010/10/12/nipper-1963-1964-dou.html>

Task Handout 1a

Instructions:

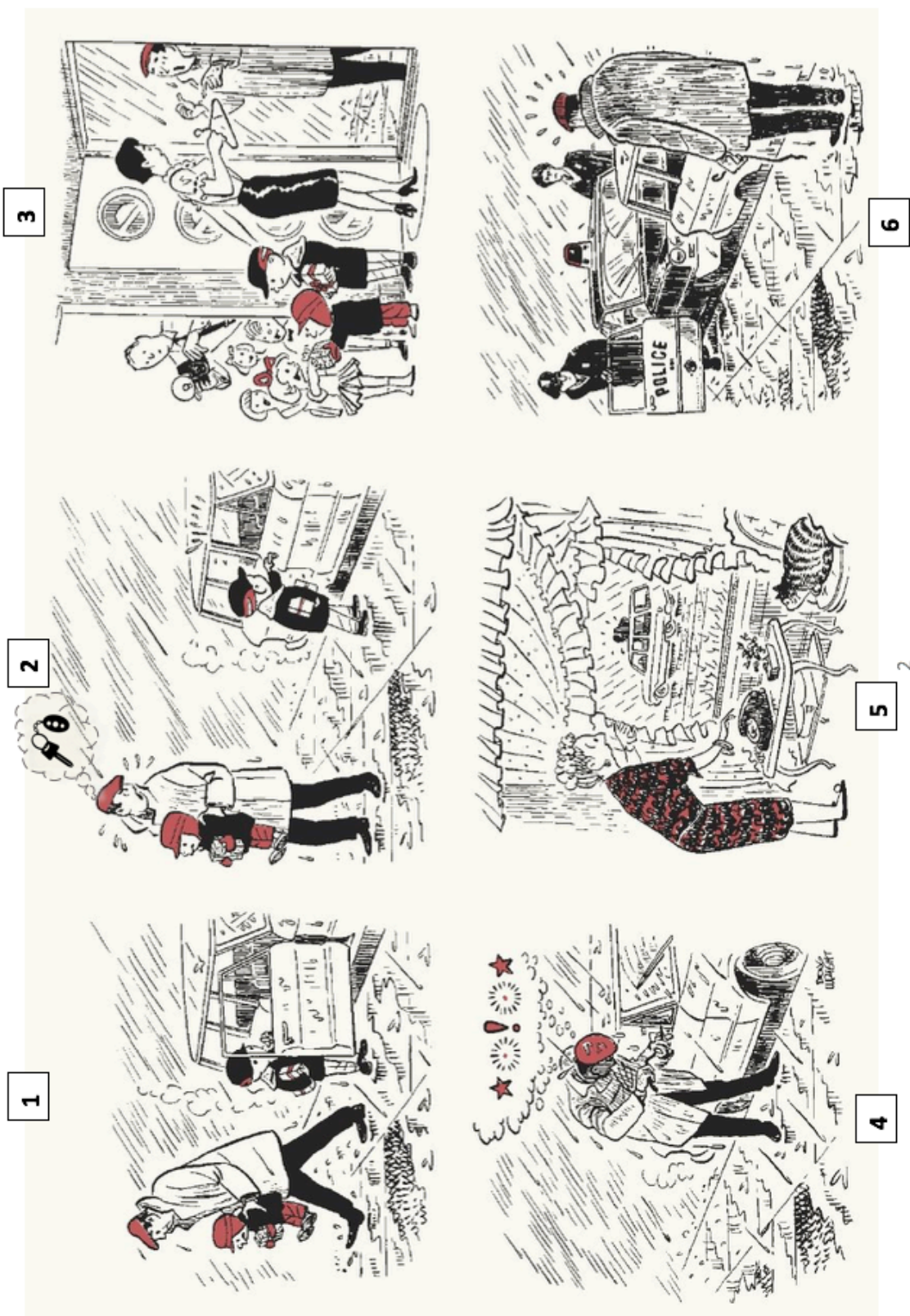
On the other side of the sheet, there is a story about a problem related to a man. Your task is to tell your partner this story by describing each picture frame. You have **2 minutes** to think about how you will tell the story. It may start as “One day a man...”

After having told the story **in the first four frames**, ask your partner how he/she thinks the story ends. Then tell the rest of the story.

There is no time limit to tell your story.

You or your partner may ask questions to each other or make comments about anything **during or after** the story.

You need to do the task in English.



Appendix B-2

Task Handout for the TG Task 1b (2 pages)

Adapted from the picture story by Silvia Lefevre. Retrieved from https://en.islcollective.com/resources/printables/worksheets_doc_docx/picture_description_-_the_picnic/elementary-a1/101868

Task Handout 1b

Instructions:

On the other side of the sheet, there is a story about a problem related to a family. Your task is to tell your partner this story by describing each picture frame. You have **2 minutes** to think about how you will tell the story. It may start as “One day a family...”

After having told the story **in the first four frames**, ask your partner how he/she thinks the story ends. Then tell the rest of the story.

There is no time limit to tell your story.

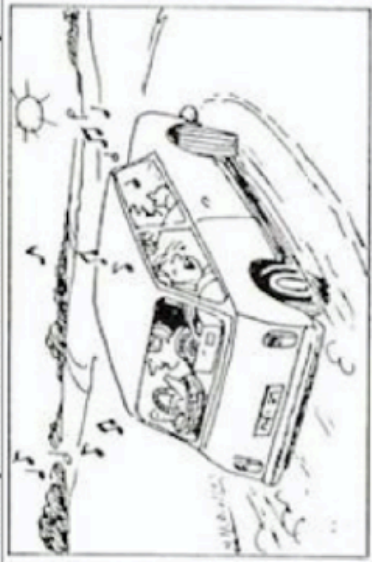
You or your partner may ask questions to each other or make comments about anything **during or after** the story.

You need to do the task in English.

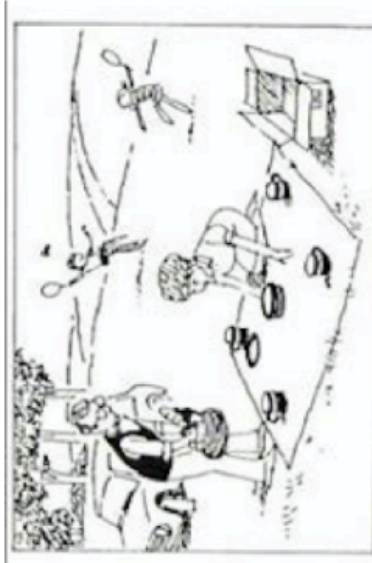
1



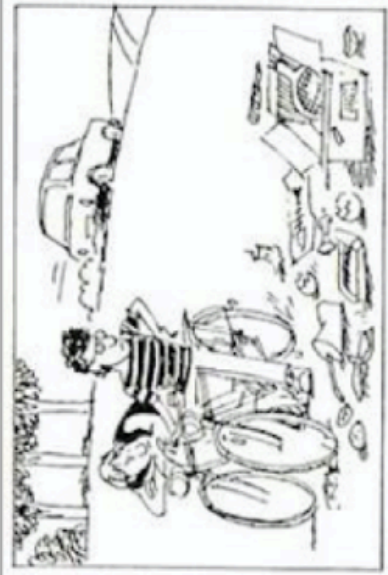
2



3



4



5



6



Appendix C
Task Handout for the LG Task (2 pages)

Task Handout 2

Instructions:

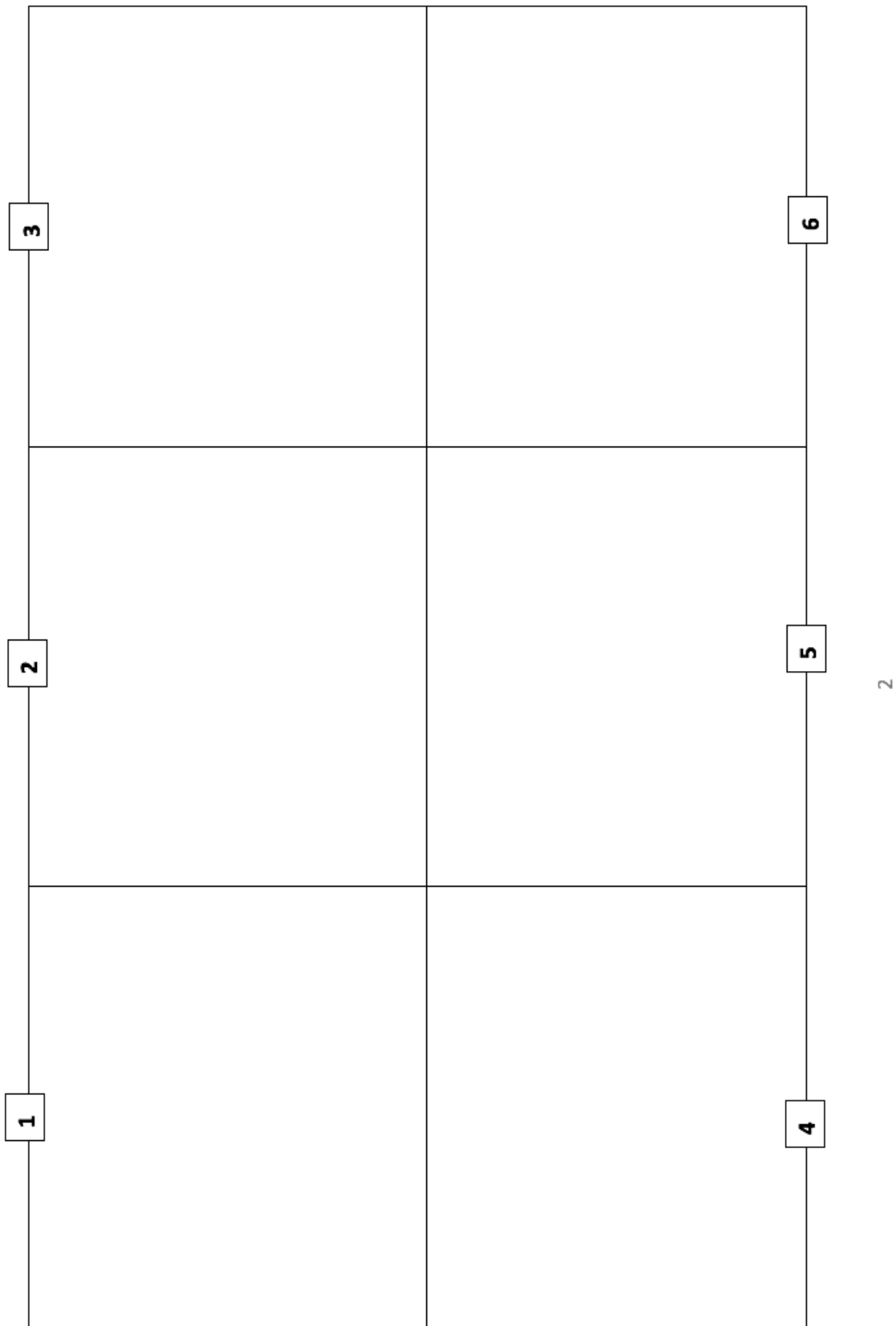
Your task is to tell a story to your partner about a problem you (or someone you know) experienced that you think your partner will find interesting and/or funny. Use the picture frames on the other side of the sheet. You have **10 minutes** to think about how you will tell the story. Organize your story by drawing (simple) pictures in the frames given as a reminder. Do not write any words.

After having told the story **in the first four frames**, ask your partner how he/she thinks the story ends. Then tell the rest of the story.

There is no time limit to tell your story.

You or your partner may ask questions to each other or make comments about anything **during or after** the story.

You need to do the task in English.



Appendix D-1

Task Motivation Questionnaires (2 pages) (Turkish Version)

Adı-soyadı:

Etkinlik numarası:

ANKET

Lütfen düşüncelerinizi en iyi ifade eden kutucuğu işaretleyiniz.

		Hiç katılmıyorum				Tamamen katılıyorum	
1	Bu etkinlik ilgimi çekti.	1	2	3	4	5	6
2	Bu etkinliğin kendisi ilgi çekiciydi.	1	2	3	4	5	6
3	Etkinlik esnasında yapılanlar üzerinde hiç kontrolüm olmadığını düşünüyorum.	1	2	3	4	5	6
4	Bu etkinliği yaparken dikkatimi dağıtan şeyler oldu.	1	2	3	4	5	6
5	Bu etkinlik merak uyandırıcıydı.	1	2	3	4	5	6
6	Bu etkinlik benim için eğlenceliydi.	1	2	3	4	5	6
7	Bu etkinliği yine olsa yaparım.	1	2	3	4	5	6
8	Bu etkinliği yaparken kendimi etkinliğe kaptırdım.	1	2	3	4	5	6
9	Bu etkinlik sıkıcıydı.	1	2	3	4	5	6
10	Bu etkinliği yaparken aklımdan başka şeyler geçiyordu.	1	2	3	4	5	6
11	Bu etkinlik hayal gücümü harekete geçirdi.	1	2	3	4	5	6
12	Eğer yapmak zorunda olmasaydım da bu etkinlikten keyif alırdım.	1	2	3	4	5	6

Bu etkinliği yaparken bu etkinlik hakkında ne düşündünüz ve bu etkinliği yapma konusunda nasıl hissettiniz? (İstediğiniz her şeyi yazabilirsiniz).

Etkinlik numarası:

Lütfen düşüncelerinizi en iyi ifade eden kutucuğu işaretleyiniz.

		Hiç katılmıyorum				Tamamen katılıyorum	
1	Bu etkinlik ilgimi çekti.	1	2	3	4	5	6
2	Bu etkinliğin kendisi ilgi çekiciydi.	1	2	3	4	5	6
3	Etkinlik esnasında yapılanlar üzerinde hiç kontrolüm olmadığını düşünüyorum.	1	2	3	4	5	6
4	Bu etkinliği yaparken dikkatimi dağıtan şeyler oldu.	1	2	3	4	5	6
5	Bu etkinlik merak uyandırıcıydı.	1	2	3	4	5	6
6	Bu etkinlik benim için eğlenceliydi.	1	2	3	4	5	6
7	Bu etkinliği yine olsa yaparım.	1	2	3	4	5	6
8	Bu etkinliği yaparken kendimi etkinliğe kaptırdım.	1	2	3	4	5	6
9	Bu etkinlik sıkıcıydı.	1	2	3	4	5	6
10	Bu etkinliği yaparken aklımdan başka şeyler geçiyordu.	1	2	3	4	5	6
11	Bu etkinlik hayal gücümü harekete geçirdi.	1	2	3	4	5	6
12	Eğer yapmak zorunda olmasaydım da bu etkinlikten keyif alırdım.	1	2	3	4	5	6

Bu etkinliği yaparken bu etkinlik hakkında ne düşündünüz ve bu etkinliği yapma konusunda nasıl hissettiniz? (İstediğiniz her şeyi yazabilirsiniz.) (Çizim kısmını lütfen göz ardı ediniz.)

İki etkinliği karşılaştırdığınızda neler söylemek istersiniz?

Appendix D-2

Task Motivation Questionnaires (2 pages) (English Version)

Name-surname:

Task number:

QUESTIONNAIRE

Please tick the box that best describes your ideas.

		Completely disagree				Completely agree	
1	This task excited my curiosity.	1	2	3	4	5	6
2	This task was interesting in itself.	1	2	3	4	5	6
3	I felt I had no control over what was happening during this task.	1	2	3	4	5	6
4	When doing this task, I was aware of distractions.	1	2	3	4	5	6
5	This task made me curious.	1	2	3	4	5	6
6	This task was fun for me.	1	2	3	4	5	6
7	I would do this task again.	1	2	3	4	5	6
8	When doing this task, I was totally absorbed in what I was doing.	1	2	3	4	5	6
9	This task bored me.	1	2	3	4	5	6
10	When doing this task, I thought about other things.	1	2	3	4	5	6
11	This task aroused my imagination.	1	2	3	4	5	6
12	I would enjoy this task even if it were not required.	1	2	3	4	5	6

While doing this activity, what did you think of this activity and how did you feel about doing it? (You can write down anything you want to).

Task number:

Please tick the box that best describes your ideas.

		Completely disagree				Completely agree	
1	This task excited my curiosity.	1	2	3	4	5	6
2	This task was interesting in itself.	1	2	3	4	5	6
3	I felt I had no control over what was happening during this task.	1	2	3	4	5	6
4	When doing this task, I was aware of distractions.	1	2	3	4	5	6
5	This task made me curious.	1	2	3	4	5	6
6	This task was fun for me.	1	2	3	4	5	6
7	I would do this task again.	1	2	3	4	5	6
8	When doing this task, I was totally absorbed in what I was doing.	1	2	3	4	5	6
9	This task bored me.	1	2	3	4	5	6
10	When doing this task, I thought about other things.	1	2	3	4	5	6
11	This task aroused my imagination.	1	2	3	4	5	6
12	I would enjoy this task even if it were not required.	1	2	3	4	5	6

While doing this activity, what did you think of this activity and how did you feel about doing it? (You can write down anything you want to). (Please ignore the drawing part)

What would you like to say if you compare the two tasks?

Appendix E-1
Consent Form (Turkish Version)



ARAŞTIRMA ONAY FORMU – (VELİ)

Proje Adı: Yabancı dil öğretim yöntem ve teknikleri
Araştırmacının adı: Ayşe VATANSEVER
E-posta: a.vatansever@lancaster.ac.uk

Lütfen her kutucuğu işaretleyiniz.

1. Yukarıda belirtilen çalışmaya ilişkin bilgilendirme yazısını okudum ve anladım. Çocuğumun ve benim verilen bilgiler hakkında düşünmek ve soru sormak için vaktimiz oldu ve aldığımız cevaplardan ikna olduk.	☐
2. Çocuğumun katılımının gönüllük esasına dayandığını ve çalışma esnasında istediği zaman ve çalışmasının ardından 1 hafta içinde geri çekilme hakkına sahip olduğunu anladım. Çalışmanın ardından 1 hafta içinde geri çekilirse verileri çalışmadan çıkartılacaktır. Çalışmanın grup aktivitelerinden oluşan kısmında çocuğumun verilerinin ikili konuşmaların bir parçası olacağını ve çıkartılamayacağını anlıyorum. Bu durumda, araştırmacının grup aktivitelerini analiz ederken çocuğumun verilerini göz ardı etmeye çalışacağını ancak bunun her zaman mümkün olmayacağını farkındayım.	☐
3. Çocuğumun çalışma kapsamında diğer arkadaşlarıyla grup aktivitelerinde bulunması durumunda diğer arkadaşlarının söylediklerini onların izni olmaksızın paylaşmaması gerektiğini anladım. Diğer öğrencilerin de çocuğumun söylediklerini onun izni olmaksızın paylaşmaması gerekmektedir.	☐
4. Çocuğumun vereceği her türlü bilginin Sn. Ayşe Vatansever'in yüksek lisans tezi için kullanılacağını, ancak çocuğuma ait kişisel bilgilerin çalışmada yer almayacağını ve çocuğumun kimliğinin açığa çıkmayacağını anladım.	☐
5. Çocuğumun ya da okulunun herhangi bir raporda, makalede ya da sunumda benim ve çocuğumun izni olmaksızın kullanılamayacağını anladım.	☐
6. Her türlü grup aktivitesinin ses kaydının yapılmasını, yazıya dönüştürülmesini ve verilerin şifreli cihazlarda güvenli bir şekilde tutulmasını kabul ediyorum.	☐
7. Grup aktivitelerinde/ankette geçen çocuğuma ait sözlerin isimsiz bir şekilde tezde kullanılmasını kabul ediyorum.	☐
8. Çocuğumun yukarıda adı geçen çalışmada yer almasını kabul ediyorum.	☐

Öğrencinin adı/soyadı

Velinin adı/soyadı

Tarih

İmza

Veliye çalışmaya ilişkin soru sorma imkanının verildiğini ve velinin sorduğu her türlü sorunun doğru olarak ve elimden gelen en iyi şekilde cevaplandırıldığını teyit ederim. Kişinin onay vermeye mecbur bırakılmadığını ve onayın bağımsız olarak ve gönüllülük esasına dayanarak verildiğini teyit ederim.

Onayı alan araştırmacı öğrencinin imzası _____ Tarih _____ Gün/ay/yıl.

Bu formun bir nüshası veliye verilecek olup aslı araştırmacı öğrencinin dosyasında tutulacaktır.

Appendix E-2

Consent Form (English Version)



RESEARCH CONSENT FORM – (PARENTS)

Project Title: Foreign language teaching methods and techniques
Name of Researcher: Ayşe VATANSEVER
Email: a.vatansever@lancaster.ac.uk

Please tick each box.

1. I have read and understand the information sheet for the above study. My child and I have had time to think about the information, ask questions, and we are satisfied with any answers we received.	☐
2. I understand that my child's participation is voluntary and that they can withdraw at any time during their participation in this study, and up to 1 week after they take part in the study. If they withdraw within 1 week of taking part in the study, their data will be removed. I understand that as part of the focus group they will take part in, their data is part of the ongoing conversation and cannot be destroyed. I understand that the researcher will try to disregard their views when analysing the focus group data, but I am aware that this will not always be possible.	☐
3. If my child takes part in a focus group for this project with other students, I understand that they should not share what the other students say unless they have permission from that student. No other student should share what my child says without my child's permission either.	☐
4. I understand that any information given by my child will be used in Ms. Ayşe Vatansever's MA dissertation, but their personal information will not be included, and they will not be identifiable.	☐
5. I understand that my child's name and school will not appear in any reports, articles or presentation without my consent and my child's consent.	☐
6. I agree that any interviews or focus groups will be audio-recorded and transcribed and that data will be protected on encrypted devices and kept secure.	☐
7. I agree that anonymous quotes from my child's focus group/questionnaire will be used in the dissertation.	☐
8. I agree that my child may take part in the above study.	☐

 Name of Participant

 Name of Parent

 Date

 Signature

I confirm that the parent was given an opportunity to ask questions about the study, and all the questions asked by the parent have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

Signature of student researcher taking the consent _____ **Date** _____ **Day/month/year**

One copy of this form will be given to the parent and the original kept in the files of the student researcher.

Appendix F-1

Information Sheet (Turkish Version)



Katılımcı bilgilendirme yazısı - veli

Adım Ayşe Vatansever ve şu anda Lancaster Üniversite'sinde (İngiltere) yüksek lisans yapmaktayım. Bu doğrultuda, çocuğunuzu “yabancı dil öğretim yöntem ve teknikleri” ile ilgili araştırma çalışmamda yer alması için davet ediyorum.

Lütfen aşağıda yer alan bilgileri dikkatle okuyunuz ve sonrasında çocuğunuzla görüşerek çalışmada yer alıp almamasına ilişkin kararınızı veriniz.

Çalışmanın konusu nedir?

Bu çalışma ile yabancı dil öğretiminde kullanılan yöntem ve tekniklere ilişkin anlayışın geliştirilmesi amaçlanmaktadır.

Neden çocuğumun yer alması istenmektedir?

Bu çalışma ile, Türkiye’de lise düzeyindeki öğrenciler hedeflenmektedir. Çocuğunuz geçen sene Cambridge PET sınavında aldığı puan ile İngilizce seviyesini belgelendirebilecek durumdadır ve bu da çalışmada yer alan öğrencilerin aynı seviyede olduklarının bir göstergesi olması açısından önemlidir.

Çocuğunuzun çalışmada yer almasına izin vermenizden büyük memnuniyet duyacağım.

Çocuğumun çalışmada kapsamında ne yapması istenecektir?

Çocuğunuz ikili gruplar halinde dört adet konuşma aktivitesinde bulunacaktır. Bu esnada öğrencilerin konuşmalarının ses kaydı yapılacaktır. Çalışma sonunda ayrıca çocuğunuzdan bir anket doldurması istenecektir. Çalışma, İngilizce ders saatinde ayrı bir sınıfta gerçekleştirilecek olup toplamda yaklaşık olarak 2 ders saati sürecektir. Bu çalışma okulun ve ilgili öğretmenin izni ve onayı dahilinde yapılacak olup çocuğunuzun normal İngilizce ders akışını etkilemeyecektir.

Çalışmanın çocuğuma sağlayacağı faydalar nelerdir?

Bu çalışmada yer alarak çocuğunuz İngilizce bir etkinlikte yer alma ve İngilizce konuşma becerilerini kullanma imkanına sahip olacaktır.

Çocuğumun çalışmaya katılma zorunluluğu var mıdır?

Hayır. Bu karar tamamen siz ve çocuğunuz tarafında verilecektir. Katılım gönüllülük esasına dayanmaktadır. Bu karar çocuğunuzun okuldaki mevcut durumunu etkilemeyecektir.

Çocuğumun ya da benim kararımızı değiştirmemiz durumunda ne olacaktır?

Kararınızı değiştirmeniz durumunda, çocuğunuz çalışma esnasında dilediği zaman çalışmadan geri çekilebilir. Eğer çalışmadan geri çekilmek istersiniz, beni bilgilendirdiğiniz takdirde çocuğunuzun çalışmaya sağladığı veriler (bilgiler, görüşler vb.) çalışmadan çıkartılacak ve imha

edilecektir. Ancak, çalışma kapsamında ikili grup aktiviteleri yer alacağından bu veriler diğer öğrencilerin verileriyle ortak bir şekilde bulunduğu için sadece bir kişiye ait verilerin çalışmadan çıkartılması zor ve çoğu zaman imkansızdır. Bu nedenle, çalışmadan geri çekilme kararınızı çalışma sonrasında en geç bir hafta zarfında vermeniz gerekmektedir.

Çalışmadan kaynaklanabilecek olası dezavantajlar ve riskler nelerdir?

Çalışmada yer almanız ile ilgili herhangi bir dezavantaj ve risk bulunmamaktadır.

Çocuğumun verilerinden kimliği açığa çıkabilir mi?

Çalışmanın ardından, çocuğunuzun paylaştığı verilere yalnızca ben (araştırmacıyı yürüten kişi olarak) erişebilirim. Çocuğunuza ait kişisel bilgiler (ör. adı, okulu ya da kimliğini açığa çıkaracak türlü diğer bilgi) gizli tutulacak ve başka kişilerle paylaşılmayacaktır. Her türlü veri, yazılı ortamda isimsiz olarak yer alacaktır. Bu anlamda bütün kişisel bilgiler ortadan kaldırılacaktır. İkili grup etkinliklerinde yer alan katılımcıların, ilgili kişinin izni olmadan grup dışından ya da etkinlikte yer almayan herhangi biri ile o kişiye ait bilgileri paylaşmaması gerekmektedir.

Çocuğumun verileri nasıl saklanacaktır?

Çocuğunuzun verileri şifre ile korunan bilgisayarlarda şifrelenmiş dosyalarda saklanacaktır. Cep telefonu ile yapılacak olan her türlü ses kaydı en kısa zamanda şifre ile korunan bir bilgisayara aktarılacaktır.

Kişisel olmayan bilgiler dışında, çocuğunuzun kimliğini açığa çıkartabilecek her türlü veri (ör. verdiği cevaplar) ayrı olarak tutulacaktır.

Çocuğumun paylaştığı bilgiler nasıl kullanılacaktır ve araştırma çalışmasının sonuçlarına ne olacaktır?

Toplanan veriler sadece bilimsel amaçlar doğrultusunda kullanılacaktır. Bu doğrultuda yüksek lisans tezime için kullanılacaktır.

Araştırma sonuçlarını yazarken, çocuğunuz ve grup arkadaşı arasındaki konuşmalardan alıntılar yapmam gerekebilir. Bunu yaparken, yapılan tüm alıntılar isimsiz olarak yer alacak olup çocuğunuzun birebir sözlerini kullanacak olsam bile çocuğunuzun kimliği açığa çıkmayacaktır.

Herhangi bir sorum ya da merak ettiğim bir konu olursa ne yapmam gerek?

Herhangi bir sorunuz ya da çalışmaya katılımınızla ilgili bir sıkıntınız olması durumunda lütfen benimle (a.vatansever@lancaster.ac.uk) ya da Yabancı Diller Bölüm Başkanı (adı-soyadı) (e-posta adresi) ile iletişime geçiniz.

Sıkıntılarınız ya da şikayetleriniz ile ilgili Üniversiteden bir kişi (araştırmada doğrudan yer almayan) ile görüşmek isterseniz aşağıdaki kişilerle iletişime geçebilirsiniz:

Jenefer Philp, Ayşe Vatansever'in yüksek lisans tez danışmanı (j.philp@lancaster.ac.uk)

Diane Potts, MA ALTESOL Bölüm Başkanı (d.potts@lancaster.ac.uk).

Çocuğunuzun bu projeye katılımına ilişkin gösterdiğiniz ilgi için teşekkür ederim.

Appendix F-2

Information Sheet (English Version)



Participant information sheet - parents

Having been a former teacher of English in your child's school, I am now doing an MA at Lancaster University (England). In this regard, I would like to invite your child to take part in my research study about 'foreign language teaching methods and techniques'.

Please take time to read the following information carefully and talk with your child before you decide whether or not you allow them to take part.

What is the study about?

This study aims to deepen understanding of methods and techniques used in foreign language teaching.

Why has my child been invited?

I have approached your child because I am interested in working with Turkish high school students. Your child can certify their level of English since he/she took Preliminary English Test last year and this is an important indicator that all the students in this study will be at the same level.

I would be very grateful if you would allow your child to take part in this study.

What will my child be asked to do if he or she takes part?

Your child will work in pairs and carry out four oral tasks. Their conversations will be audio recorded. I will also ask your child to complete a questionnaire in the end. The tasks will be conducted during the English lesson time in a separate classroom and will approximately last for two lessons in total. I have taken the consent of the school and the teacher and these will not affect the child's regular English lesson.

What are the possible benefits from taking part?

Taking part in this study will give your child the opportunity to carry out an English activity and practice English speaking skills.

Does my child have to take part?

No. It's completely up to you and your child to decide whether or not they take part. Their participation is voluntary. If your child decides not to take part in this study, this will not affect their current situation in school.

What if my child or I change our mind?

If you or your child change your mind, you are free to withdraw at any time during your child's participation in this study. If you or your child want to withdraw, please let me know,

and I will extract any data (information, views, etc.) your child contributed to the study and destroy it. However, since the study will include pair work activity it is difficult and often impossible to take out data from one specific person when this has already been pooled together with other people's data. Therefore, you can only withdraw up to 1 week after taking part in the study.

What are the possible disadvantages and risks of taking part?

Taking part will not pose any disadvantages or risks.

Will my child's data be identifiable?

After the tasks, only I (the researcher conducting this study) will have access to the data your child shares with me. I will keep all personal information about your child (e.g. their name, school's name and other information that can identify them) confidential, that is I will not share it with others. I will anonymise any hard copies of any data. This means that I remove any personal information. Participants in the focus group will be asked not to disclose information outside of the focus group and with anyone not involved in the focus group without the relevant person's express permission.

How will my child's data be stored?

Your child's data will be stored in encrypted files and on password-protected computers. I will move any audio recordings on cell phones onto a password-protected computer immediately.

I will keep data that can identify your child separately from non-personal information (e.g. their responses).

How will you use the information my child shares with you and what will happen to the results of the research study?

I will use it for academic purposes only. This will include my MA dissertation.

When writing up the findings from this study, I may need to reproduce some of the interaction between your child and his/her pair. When doing so, I will only use anonymised quotes, so that although I will use your child's exact words, your child cannot be identifiable.

What if I have a question or concern?

If you have any queries or if you are unhappy with anything that happens concerning your participation in the study, please contact me (a.vatansever@lancaster.ac.uk) or (name-surname), the head of the Foreign Language Department ([e-mail address](#)).

If you have any concerns or complaints that you wish to discuss with a person from the University who is not directly involved in the research, you can also contact:

Jenefer Philp, Ms. Vatansever's MA dissertation supervisor (j.philp@lancaster.ac.uk)

Diane Potts, Director of Studies for the MA ALTESOL (d.potts@lancaster.ac.uk).

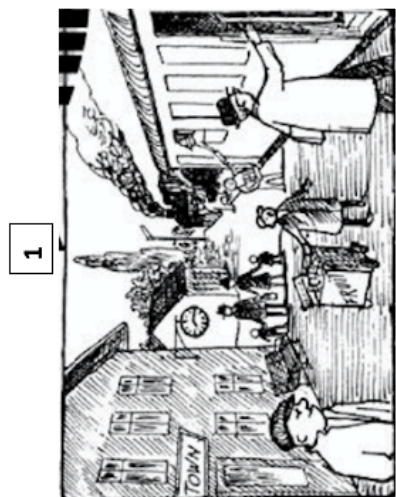
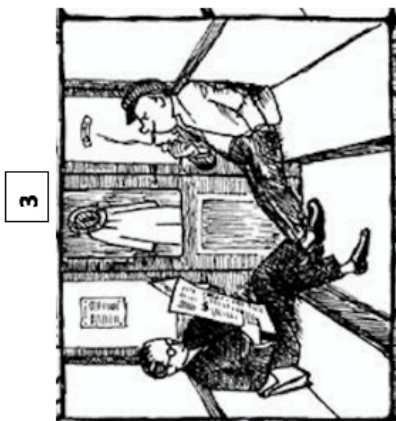
Thank you for considering your child's participation in this project.

Appendix G-1

Picture Story 1 Used for Trialling

Retrieved from

https://en.islcollective.com/resources/printables/worksheets_doc_docx/the_thief/p
repositions-of-place/86023

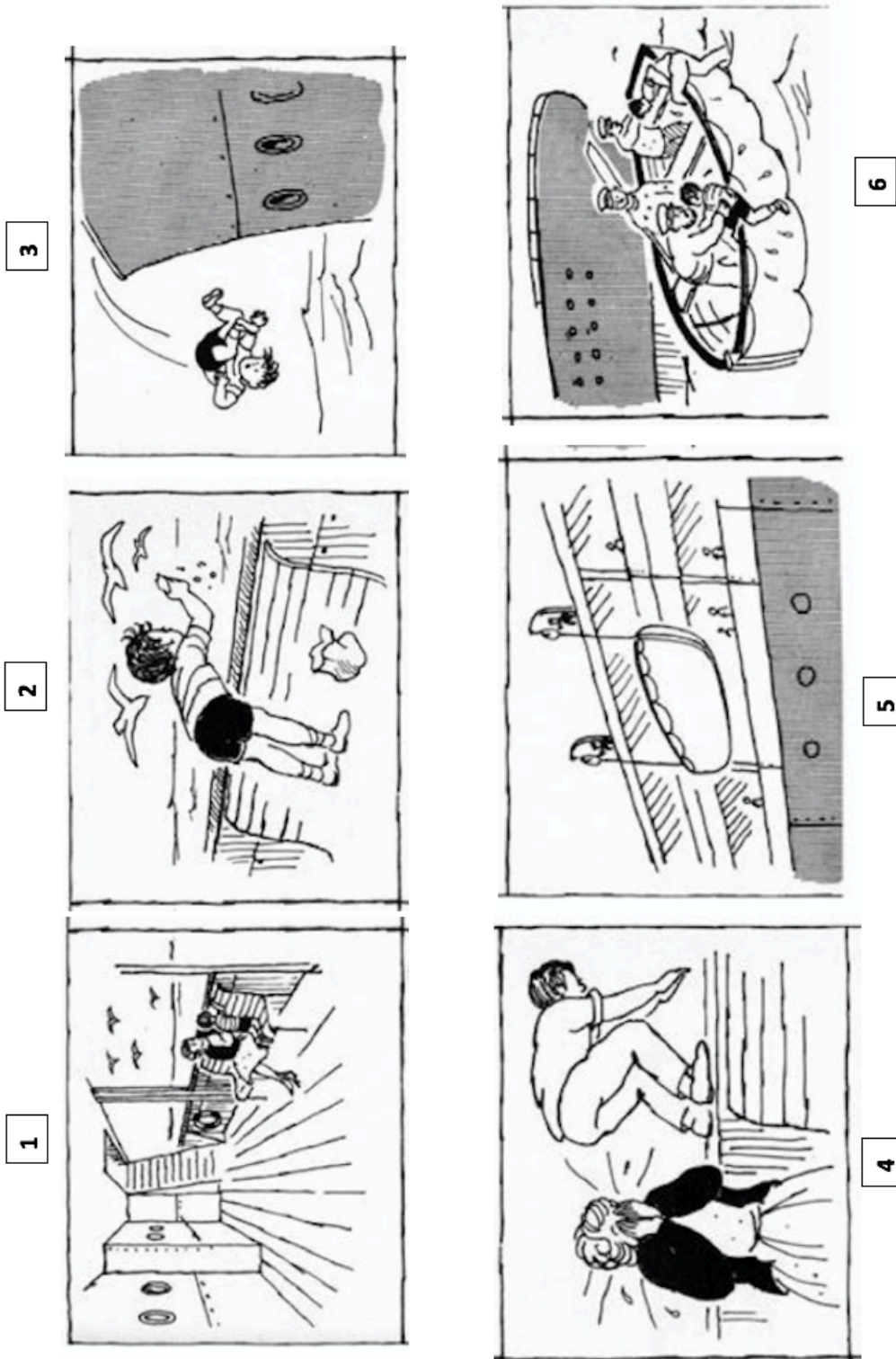


Appendix G-2

Picture Story 2 Used for Trialling

Retrieved from

https://en.islcollective.com/resources/printables/worksheets_doc_docx/child_overboard/accidents/86230



Appendix H

Transcription Conventions (Adapted from Atkinson & Heritage, 1994 and Thornbury and Slade, 2006)

.	indicates completion, usually realized by falling intonation
,	separates phrases or clauses, usually realized by falling and rising of intonation
?	indicates a rising tone to show uncertainty, a question or to elicit feedback
!	indicates the expression of surprise and shock
x	indicates unintelligible or incomprehensible speech; each token refers to one word
(guess)	indicates the transcriber's best guess as to a doubtful utterance
(())	indicates non-verbal behaviour or comments
. . .	indicates a hesitation within an utterance
. .	indicates a shorter hesitation within an utterance
—	indicates a false start or self-correction or an interruption by the other speaker
[[]]	indicates simultaneous utterances
[]	indicates overlapping utterances
=	indicates contiguous utterances
‘ ’	indicates that the speaker is saying what they or someone else thought or said
<i>italics</i>	indicates non-English words/phrases
er, uh, hmm	indicate filler sounds
P	indicates participant

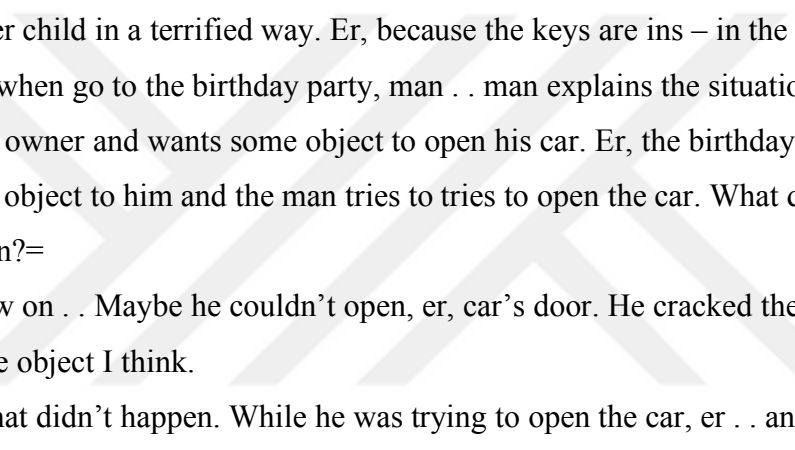
Appendix I-1

An Example of the Transcription of the TG Task 1a

P9: Participant 9

P10: Participant 10

Unpruned Form

P9: Hmm. One day a man with two children, er, goes to somewhere, goes to a birthday party. And he parks his car and carries his little children – child. The other chi – child is near the car’s door. Er . . the other child closes the door and man looks at looks at the other child in a terrified way. Er, because the keys are ins – in the car. Er, children go, er, when go to the birthday party, man . . man explains the situation to birthday party’s owner and wants some object to open his car. Er, the birthday party owner gives the object to him and the man tries to tries to open the car. What do you think can happen?=


P10: =From now on . . Maybe he couldn’t open, er, car’s door. He cracked the window with the object I think.

P9: OK. Er . . that didn’t happen. While he was trying to open the car, er . . another woman saw him, and she thought that he was trying to steal the car. So, she called the cops and cops, er, came and they thought that man was trying to steal the car. So, man is in trouble in the end. That’s it.

Pruned Form

P9: One day a man with two children goes to somewhere, goes to a birthday party. And he parks his car and carries his little children – child. The other child is near the car’s door. The other child closes the door and man looks at the other child in a terrified way. Because the keys are in the car. Children go when go to the birthday party, man explains the situation to birthday party’s owner and wants some object to open his car. The birthday party owner gives the object to him and the man tries to open the car. What do you think can happen?

P10: From now on maybe he couldn't open car's door. He cracked the window with the object I think.

P9: OK. That didn't happen. While he was trying to open the car, another woman saw him, and she thought that he was trying to steal the car. So, she called the cops and cops came and they thought that man was trying to steal the car. So, man is in trouble in the end. That's it.



Appendix I-2

An Example of the Transcription of the TG Task 1b

P5: Participant 5

P6: Participant 6

Unpruned Form

P6: One day, er . . a family, er, get ready for picnic, er, they, er, start to, er . . make sandwiches, er, they put, er . . er bread, er, butter, tennis rackets, er . . etc. in, er basket. And they, er, go to the picnic area. That area is, er . . it's – it might be a forest or it might be a, er, plateau. I don't know. And after picnic, they, er . . they go their home without their trash. Er, their trash, er, still stays at that picnic area. And two person, er . . who's riding bicycles – they found that trashes and a box. Er, what do you think about this story end? What do you think about the end?

P5: . . I think, er, they find trash and box and, er, they they're curious about 'Who's this, er, trash and box?' and I think they take the trash and box and go to police or, er . . other, er, government, er . . and, er, say that, er, 'We found that equipments and who's this equipment? (Can you find?)'=

P6: =Er, nearly right. But, er . . they found they found the box and the trashes and they put the tr – all of trashes in that box and they sent, er, to that family's house. Er, when family saw that box they think that 'Oh! Er, this is a, er, gift from someone to us' but when they open it they found that that's their trash and there is a letter inside the box and they rode that letter, er, they're very, er, sad about, er, that thing.

P5: OK.

Pruned Form

P6: One day a family get ready for picnic they start to make sandwiches they put bread, butter, tennis rackets etc. in basket. And they go to the picnic area. That area is it's – it might be a forest or it might be a plateau. I don't know. And after picnic, they go their home without their trash. Their trash still stays at that picnic area. And two

person who's riding bicycles – they found that trashes and a box. What do you think about this story end? What do you think about the end?

P5: I think they find trash and box and they're curious about 'Who's this trash and box?' and I think they take the trash and box and go to police or other government and say that, 'We found that equipments and who's this equipment? (Can you find?)

P6: Nearly right. But they found the box and the trashes and they put the – all of trashes in that box and they sent to that family's house. When family saw that box they think that 'Oh! This is a gift from someone to us' but when they open it they found that that's their trash and there is a letter inside the box and they rode that letter they're very, sad about that thing.

P5: OK.



Appendix I-3

Examples of the Transcription of the LG Task

Example 1

P9: Participant 9

P10: Participant 10

Unpruned Form

P9: OK. The story I'm about to tell is – has happened to me. Er . . I was on a vacation. I was staying at a hotel and one night, er . . I was rushing to my room in my pyjamas. Er . . and I opened the first door I saw. I entered. Er, the room was dark. There was clothes on the ground. It was messy ((laughs)). Er, I, er, I thought 'This doesn't look like my room' to myself. Er, and then I realized the bed in the middle of the room. There was a sleeping couple on it. Er . . I was shocked. Er, but, thank God, they were sleeping. Er, what do you think can happen [about that]?

P10: [Er] I think they wake up and you meet with them – you met with them.

P9: No. Er, they didn't wake up ((laughs)). I stepped out of the door as a – er . . smoothly and I closed the door. And then I get – I got to my room instead. And that's it.

Pruned Form

P9: OK. The story I'm about to tell is – has happened to me. I was on a vacation. I was staying at a hotel and one night I was rushing to my room in my pyjamas. And I opened the first door I saw. I entered. The room was dark. There was clothes on the ground. It was messy ((laughs)). I thought 'This doesn't look like my room' to myself. And then I realized the bed in the middle of the room. There was a sleeping couple on it. I was shocked. But, thank God, they were sleeping. What do you think can happen about that?

P10: I think they wake up and you meet with them – you met with them.

P9: No. They didn't wake up ((laughs)). I stepped out of the door as a – smoothly and I closed the door. And then I get – I got to my room instead. And that's it.

Example 2

P5: Participant 5

P6: Participant 6

Unpruned Form

P6: Er, that story, er . . is when I was go to primary school. In our home and in our town me and my four friends start to play hide and seek. And, er . . four – er, our three friends, er, try to find us and me and my friend, er . . run away and seek. Er, but after a, er . . er . . er, approximately one and half or two hours later, er . . er, they can't found us – they can't find us. And they think – they start to think 'Where are them?' Because we seek very very well and we don't want to go, er, another place to seek. And that three friend tell that, er . . think to our family and, er, our family, er . . get very angry and what do you think about, er . . the story end? What can that story will end?

P5: Er, your family find you and I think, er . . Also they are angry and they forbidden playing hide and seek. And they are forbidden one or two week go out for you and your friends, I think=

P6: =er, my father and, er . . my mother, er, tell that problem to our, er, town's security and ((laughs)) the security try to find us but, er, we still continue playing hide and seek and, er, we escape from that security but, er . . one half later, er, my father finds us and, er . . they shout us and because he is very angry and he is, er . . if he afraid and frightened for, er . . because they can't find us, we are little and someone take us to, er, another town or we . . can't found our way to how to go to the home. Er . . .

P5: OK=

P6: =that's it.

P5: Hmm.

Pruned Form

P6: That story is when I was go to primary school. In our home and in our town me and my four friends start to play hide and seek. And four – our three friends try to find us and me and my friend run away and seek. But after a, approximately one and half or two hours later, they can't found us – they can't find us. And they think – they start to think 'Where are them?' Because we seek very very well and we don't want to go another place to seek. And that three friend tell that think to our family and our family get very angry and what do you think about the story end? What can that story will end?

P5: Your family find you and I think also they are angry and they forbidden playing hide and seek. And they are forbidden one or two week go out for you and your friends, I think.

P6: My father and, my mother, tell that problem to our town's security and ((laughs)) the security try to find us but we still continue playing hide and seek and we escape from that security but one half later my father finds us and they shout us and because he is very angry and he is if he afraid and frightened for because they can't find us, we are little and someone take us to another town or we can't found our way to how to go to the home.

P5: OK.

P6: That's it.

Appendix J

Examples of Word-Level Cognitive Engagement Measures

P1: One day a man takes his two children to a birthday party and when his son shuts the car's door he realizes that he forgot his car's keys in the car. So, he asks for a woman to a hook and tries to open his car. So, what can be the end of the story?

P2: I think that woman try to – when he – she is try to open the door he – she can make a – give a – she can broke the door I think. He – It cannot be benefit from.

P1: Maybe but

P2: Hook

P1: What else? ELICITATION

P2: I think hook cannot be solution to open the door.

P1: Maybe someone can see him as a robber so what may happen after that?

P2: Robber? CLARIFICATION REQUEST

P1: ((whispers *robber robber*)) so, a robber.

P2: Yes, a thief.

P1: Yes.

P2: I think it cannot be like this situation because he want to help the woman isn't it – isn't he?

P1: A woman – another woman saws him trying to open the car and thoughts that he was a robber, but he wasn't. And then the police came that's it.

P2: It's really confused for police and woman. The man is very unlucky, I think.

P1: Yes, it is and it is so sad that it happens on his son's friend's birthday.

P2: Yes, it is.

Appendix K

Examples of the Attitude Analysis

Example 1

LG Task

While doing this activity, what did you think of this activity and how did you feel about doing it? (You can write down anything you want to). (Please ignore the drawing part)

P1: It was fun. I shared an event, which I laughed about and enjoyed, with my friend. It could have been better if there hadn't been any drawing. It was weird to illustrate an event that we know orally.

P2: I felt more comfortable doing this task because I told a story of my own choice.

P3: It was easier and more relaxing to describe the things in one's own mind. It was more pleasant as we were not the practitioner but the experiencer of the task.

	Appraising item	Appraiser	Affect	Judgement	Appreciation	Appraised
1	fun	P1			+	LG task
2	laughed about	P1	+hap			the narrated event she found
3	enjoyed	P1	+sat			the narrated event
4	could have been better	P1	-sat		-	without drawing
5	weird	P1			-	illustrating a known event
6	more comfortable	P2	+sec			doing LG task
7	own choice	P2		+		story
8	easier	P3			+	LG task
9	more relaxing	P3			+	LG task (describing things in one's own mind)
10	more pleasant	P3			+	LG task (being the experiencer instead of the practitioner of the task)

Example 2

The Comparison of the TG and LG Tasks

What would you like to say if you compare the two tasks?

S1: The first task was fun, but the second task was more fun. Drawing was good, but it seems to me that we could have written instead.

S2: I found the topic in the first task more meaningful. It was meaningful, and I used my imagination (as much as I could). The second task was relatively easier because I had fictionalized the story myself.

S3: In the first task, the atmosphere was tenser because we were in a position to narrate. In the second task, it was easier to tell what we had in the mind as we were the ones who had experienced it.

	Appraising item	Appraiser	Affect	Judgement	Appreciation	Appraised
1	fun	P1			+	TG task
2	more fun	P1			+	LG task
3	good	P1			+	drawing
4	could have written	P1			+	writing instead of drawing
5	more meaningful	P2			+	topic of the TG task
6	as much as I could	P2		+ cap		using imagination in the TG task
7	relatively easier	P2			+	LG task (fictionalizing the story himself)
8	tenser	P3			-val	atmosphere (narrating)
9	easier	P3			+	talking about something in the mind that he had experienced