

**REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
THE INSTITUTE OF SOCIAL SCIENCES
ENGLISH LANGUAGE TEACHING DEPARTMENT**

**TASK REPETITION AND TURKISH EFL LEARNERS' ENGAGEMENT IN L2
USE THROUGH SPEAKING TASKS**

Cemre ZENGİN

MASTER OF ARTS

ADANA / 2024

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MASTER OF ARTS

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Cemre ZENGİN

ABSTRACT**TASK REPETITION AND TURKISH EFL LEARNERS' ENGAGEMENT IN L2
USE THROUGH SPEAKING TASKS****Cemre ZENGİN****Master of Arts, Department of English Language Teaching****Supervisor: Prof. Dr. Cem CAN****November, 2024, 69 pages**

While engagement is widely acknowledged to enhance learning outcomes, its impact on students' task performance has not been thoroughly explored, particularly in the context of task-based language teaching (TBLT). Addressing this gap, this study investigates whether and how repeating the same oral task with the same procedure affects Turkish EFL learners' task engagement in L2 use.

Thirty-six first-year ELT students at Nevsehir Hacı Bektaş Veli University, Turkey, voluntarily participated in the study. To examine whether, how, and why task repetition affects second language learners' engagement differently in individual and small-group activities, the participants completed two opinion-gap tasks four times at different intervals. Behavioral engagement was measured by calculating the number of words produced and the amount of time spent on the task. Cognitive engagement was assessed by counting the occurrences of self-repairs, private speech, and exploratory talk per 100 words. Social and affective engagement were analyzed through post-task, semi-structured interviews. Qualitative data were examined using thematic analysis, while quantitative data were analyzed using SPSS for descriptive and inferential statistics. This mixed-methods study integrates both quantitative and qualitative research methodologies.

The findings revealed that students demonstrated greater behavioral engagement during their second individual task performances, with a significant increase in both time spent on task and the number of words produced. However, no statistically significant differences were observed in cognitive engagement during individual performances. When repeating tasks as a group, participants collaborated more but exhibited lower

overall engagement. Nevertheless, post-task interviews indicated that participants found group tasks to be easier and much more enjoyable.

Key words: Task repetition, task-based approach, L2 engagement



ÖZET

YABANCI DİL OLARAK İNGİLİZCE ÖĞRENEN TÜRK ÖĞRENCİLERİN KONUŞMA ÖDEVLERİNİ TEKRAR ETME YOLUYLA İKİNCİ DİL KULLANIMINA KATILIMI

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Bu çalışma, aynı sözlü görevi aynı prosedürle tekrarlayanın İngilizceyi Yabancı Dil Olarak Öğrenen Türk (EFL) öğrencilerinin ikinci yabancı dil kullanımına yönelik katılımlarını nasıl ve ne şekilde etkilediğini araştırmaktadır. Nevşehir Hacı Bektaş Veli Üniversitesi, İngilizce Öğretmenliği lisans programı birinci sınıfta öğrenim gören 36 öğrenci gönüllü olarak çalışmaya katılmıştır.

Katılımın bireysel ve küçük grup etkinliklerinde farklılaşp farklılaşmadığı, farkın nasıl ve neden oluştuğunu öğrenmek için katılımcılar iki sözlü görevi farklı aralıklarla dört kez tamamlamışlardır. İlk olarak, tüm katılımcılar sözlü bir tartışma görevini bireysel olarak gerçekleştirmiş ve iki gün arayla aynı görevi tekrarlamaları istenmiştir. Ertesi hafta, öğrencilerin grup içerisinde performans gösterdiklerinde görev tekrarından nasıl etkileneceklerini tespit etmek amacıyla katılımcılar üçer kişilik on iki gruba ayrılmıştır. Katılımcılardan yeni bir sözlü görevi üç kişilik gruplar halinde tamamlaması istenmiş ve üç gün aradan sonra aynı eşleşmelerle aynı sözlü görevi tekrar etmeleri istenmiştir. Araştırmanın amacı, öğrencilerin ilk ve tekrar performanslarındaki farklılığı katılımın dört boyutu açısından ortaya koymaktır. Bu nedenle davranışsal, bilişsel, duygusal ve sosyal katılım boyutları analiz edilmiştir. Davranışsal katılım, üretilen kelime sayısı ve göreve ayrılan süre hesaplanarak ölçülmüştür. Bilişsel katılım ise kendini düzeltme, açıklayıcı konuşma ve içsel konuşma örneklerinin sayılmasıyla ölçülmüştür. Sosyal ve duygusal katılım ise görev sonrası yarı yapılandırılmış görüşmelerle incelenmiştir. Nitel veriler tematik analiz yöntemiyle incelenmiş, nicel veriler ise tanımlayıcı ve çıkarımsal istatistikler için SPSS kullanılarak analiz edilmiştir. Dolayısıyla bu çalışmada

benimsenen metodolojik yaklaşım hem nicel hem de nitel araştırma yöntemlerinin bütünleştirilmesine dayanan karma yöntemidir.

Bulgular, öğrencilerin ikinci bireysel görev performanslarında daha fazla davranışsal katılım gösterdiklerini ve görevde geçirilen zaman ile üretilen kelime sayısında anlamlı bir artış olduğunu ortaya koymuştur. Ancak, bireysel performans sırasında bilişsel katılımda istatistiksel olarak anlamlı bir fark gözlemlenmemiştir. Görevlerin grup olarak tekrarlanması durumunda ise katılımcılar daha fazla işbirliği yapmış ancak genel katılımda düşüş göstermiştir. Yine de, bireysel ve grup performansları sonrası yapılan görüşmeler, katılımcıların grup görevlerini daha kolay ve çok daha keyifli bulduklarını göstermiştir.

Anahtar Kelimeler: Görev tekrarı, görev tabanlı dil öğretimi, ikinci dil katılımı

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LIST OF ABBREVIATIONS

EFL: English as A Foreign Language

ELT: English Language Teaching

L2: Second Language

TBLT: Task Based Language Teaching

TR: Task Repetition



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CHAPTER I

INTRODUCTION

1.1. Background to the study

Classroom is an inevitably unpredictable context in which teachers may feel themselves unsure about what their students know and how they can foster learning (Floden & Clark, 1988). Learners have different characteristics, and they bring their strengths and struggles to the classroom. Acknowledging this fact, teachers do not expect their students to learn equally even if they are taught in the same classroom setting. However, every teacher wants to see their students paying close attention to and being focused on the task given, and therefore being emotionally immersed themselves in the learning process (Mercer, 2019). Teachers also aim to have higher student involvement and maintain their interest.

It is known that students who commit to, therefore, engage in their educational activities are likely to achieve the positive expected outcomes since “learning and succeeding in school requires active engagement” (Reschly & Christensen, 2012, p. 9). In other words, the criteria that are discussed as the predictors of success can also be discussed as the indices of engagement such as committing yourself regularly to your own learning, showing interest in your own work, and showing a positive attitude towards learning. In brief, ensuring active learner engagement is one of the main concerns (Dörnyei & Kormos, 2000) and casual classroom observation is not enough to explore whether students are getting actively involved in the learning activity. We need a systematic approach to achieve this, and “task-based interaction both drives learning and is the site where learning can best be observed” (Dörnyei & Kormos, 2000; Hiver, Al-Hoorie, & Mercer, 2021).

Task repetition has drawn the attention of researchers in the domain of L2 learning and teaching as a 'naturally occurring context for language learning' (Bygate, 2018, p. 11). It involves redoing language tasks with the same goals and content but not necessarily using the exact same language. Since tasks are unscripted, participants are free to choose words and phrases from their linguistic resources, which can vary with each repetition.

It is known that while learners are getting familiar with the task content and procedure, they achieve better outcomes. In many previous studies, either familiarity or repetition was found to influence task performance, but one study explored the influence of both factors; familiarity and repetition on learners' engagement in L2 use (Qiu & Lo, 2017). They examined behavioral, cognitive, and affective dimensions of engagement. However, the social dimension of engagement remained unexplored because the tasks used in the study required participants to perform oral narrative tasks with the researcher so that no interaction was requisite. While the effect of task repetition on CAF was explored relatively extensively, TR impact on engagement is not sufficiently explored. Additionally, to date, no research has yet to explore how implementation procedures (e.g. task repetition) may influence engagement in different environments (e.g. individual vs. small group). Therefore, this study provided an important opportunity to advance our understanding of the effect of task repetition on task engagement in different contexts.

1.2. Problem Statement

Engaged learners are those who devote themselves to understanding the instructions, mastering the material, and completing assigned tasks. For teachers, one of the key challenges is identifying which learners truly concentrate on their work, the degree of attention, effort, and energy they invest, and the duration they sustain their interest in classroom activities. Additionally, teachers constantly seek for effective ways to maintain and enhance student engagement. To manage uncertainty in the classroom and better understand student engagement, the best way is to observe engagement at a micro level. Task engagement is a construct trying to observe learning in the classroom and it may help enhance the chances of observing students' performances in detail. Using tasks in language classrooms are found to be meaningful because they primarily focus on creating opportunities for learners to exchange meaning rather than focusing solely on practicing linguistic forms. Moreover, tasks have the potential to introduce authentic language use into the classroom, contrary to the unnatural language presented in textbooks.

In conclusion, engagement is known to enhance learning, yet how it affects the performance of students in tasks have not been examined extensively in research on task-based language teaching (TBLT). Thus, the present study primarily tried to reveal whether repeating the same task with the same procedure affected Turkish EFL learners'

engagement in L2 use. Secondly, how engagement differs in individual and small-group oral tasks was explored.

1.3. Aims and research questions

The current study focuses on the effects of task repetition on L2 learners' engagement during both individual and small-group tasks. The main aim is to discover to what extent L2 learners engage in oral tasks when they completed the tasks individually and in small groups and to explore whether performing tasks a second time either enhance or hinder certain types of engagement and how. Another aim of the current study is to find out whether and how learners' opinions differ when performing oral tasks individually and in small groups. Taken into consideration the above-mentioned issues, this study aimed to address the following research questions:

- 1) What are the effects of *task repetition*, if any, on learners' oral performance in opinion-gap tasks, in terms of a) behavioral, b) cognitive, and c) affective engagement when completing the tasks individually?
- 2) What are the effects of *task repetition*, if any, on learners' oral performance in opinion-gap tasks in terms of a) affective and b) social engagement when completing tasks in small groups?
- 3) How do learners' opinions differ when performing oral tasks individually versus in small groups?

CHAPTER II

LITERATURE REVIEW

2.1. The construct of engagement and its conceptualization

Regarded as "the holy grail of learning" (Sinatra et al., 2015, p. 1), engagement has significant impacts on many desirable student and school outcomes such as academic success, positive social behavior, dropout prevention, and so forth (Reschly & Christenson, 2012). The first attempt to conceptualize student engagement was done through a comprehensive report by Mosher and McGowan in 1985. They concluded, "what is meant by student engagement was and continues to be less than clear" (p. 12). They found that the term engagement has been primarily defined in the literature as participation in school activities, while the term disengagement, at the opposite end of the continuum, refers to refraining from participation. In school related contexts, the term engagement initially recalls the idea of being academically successful. In other words, many indicators of academic success can also be viewed as the indicators of engaged behavior. Although it is not incorrect to associate engagement with academic achievement, there is a broader view on its conceptualization as a "multifaceted" or "multidimensional" construct. The number and the type of dimensions vary, yet there are three widely accepted dimensions of student engagement, first proposed by Fredricks et al. (2004), as behavioral, cognitive, and emotional. A key characteristic of engagement is the interdependence of its various dimensions. Skinner and Pitzer (2012), for example, define engagement as "constructive, enthusiastic, willing, emotionally positive and cognitively focused participation with learning activities in school" (p. 22).

Engagement, as a predictor of achievement and the other long-term outcomes such as school completion, has been studied repeatedly. Although there has been a lack of consensus on the definition of engagement since then, engaged learners are associated with good classroom behavior, high homework completion rates, and class participation that eventually leads them to school completion. Disengagement, on the other hand, has been correlated with low levels of school participation, apathy, absenteeism, and eventually results in school dropouts or withdrawal. While the relationship between committing to schoolwork and academic achievement is found to be positively correlated, the likelihood of dropping out and engagement is negatively correlated.

Engagement, as a variable, has faced the jingle-jangle problem in both formal education and language education fields. 'Jingle', traditionally used in psychology, refers to using the same term for different constructs, while 'jangle' describes using different terms for the same construct, indicating the conceptual haziness in defining engagement (Reschly & Christensen, 2012). Although complete conceptual clarity has not yet been achieved, researchers agree that engagement is a multidimensional construct. Its cognitive, behavioral, emotional, and social dimensions are interrelated and interactive, often overlapping, and play a central role in understanding students' overall classroom performance.

2.2. Engagement in L2 learning

Engagement, in general term, refers to the process of being involved with something and giving your attention to that thing. School engagement has mainly been viewed as necessary to deal with the low levels of academic achievement and high levels of dropout rates (Reschly & Christensen, 2012). The construct of engagement has great potential for helping us better understand the learning processes in language classroom since “without engagement meaningful learning is unlikely.” (Hiver et al., 2024, p. 2).

Language engagement research has been growing for over a 20-year period. Although the current status of the field still requires careful consideration, the lack of consensus on the description of engagement in L2 context has been alleviated since then. In language learning contexts, students who are willing to communicate in the target language and eager to take part in language activities are commonly recognized as successful learners. Motivation, aptitude, personality, intelligence, and learner preferences are usually thought to be the predictors of successful language learning (Lightbown & Spada, 2013). The characteristics of good language learners were first proposed by Rubin (1975) and she reported that good language learners: (a) are comfortable with uncertainty (b) have a strong drive to communicate, (c) are not inhibited, (d) are prepared to attend to form, (e) look for opportunities to practice, (f) monitor their own speech and the speech of others, and (g) attend to meaning. However, in language learning context, it also requires emotional involvement and commitment to understand and complete classroom tasks and activities. An engaged learner is less likely to show a negative attitude towards learning.

Any teacher can observe that students show more interest in some classroom activities over others. Engagement is associated with learners' interest, enthusiasm, and participation in an activity; however, describing it clearly has always been a challenge among second language researchers. One difficulty to understand the term engagement could be that it applies to multiple different contexts. The term has been found related to other notions in literature such as motivation, learner autonomy, and willingness to communicate. The relation of three semantically close notions "involvement", "commitment", and "motivation" to engagement was discussed by Svalberg (2009, p.245). Engagement and motivation were the two most discussed terms used as "*sibling constructs*" (Lawson & Robins, 2021) in engagement research.

Components/Constructs	Engagement	Involvement	Commitment	Motivation
Cognitive				
Alertness	•	•		
Focused attention	•			
Action knowledge	•			
(making knowledge one's own)				
Affective				
Positive attitude to object	•		•	•
Purposeful	•		•	•
Willingness/choice	•		•	•
Autonomy	•			•
Social				
Interaction/doing	•	•		
Agency	•	•		
Long term			•	
Other-oriented		•	•	
Self-oriented				•

Figure 1. The relationship of engagement to neighbouring constructs
Source: Svalberg, 2009

The above figure implies that engaged learners need to be involved in social processes and take initiative in their learning process as well as going through cognitive processes. Previous research mostly defined cognitive involvement as an equal term to engagement, yet Philp and Duchesne (2016) emphasized that engagement is a multidimensional construct and it refers to "a state of heightened attention and

involvement, in which participation is reflected not only in the cognitive dimension, but in social, behavioral, and affective dimensions as well” (p. 3). Besides, these four dimensions of engagement -behavioral, cognitive, emotional, and social- are interdependent and may overlap. Learners, for instance, can be engaged in some dimensions of the construct while neglecting others or they can be engaged to a different extent in each dimension (Svalberg, 2009; Philp & Duchesne, 2016). Svalberg (2009) associated cognitive engagement with alertness and focused attention, affective engagement with purposeful, willing, and autonomous disposition towards the language, and social engagement with interactive and initiating attempts. Being on-task is used synonymously with behavioral engagement (Philp & Duchesne, 2016). Affective factors in L2 learning have always gained great attention because they can give an idea about learners’ level of anxiety, motivation, interest, and confidence in language classrooms. When learners find the topic or the content of a task familiar, they may become more interested, thus more engaged in their task performance. In Phung’s study (2017), for example, students showed a higher level of engagement in L2 use in the task they preferred. She also reported four key factors that contributed to learners’ preferences for tasks: (1) opportunities for learners to create their own ideas and think about their ideas, (2) a genuine communicative need, (3) a topic that learners found personally relevant and emotionally engaging, and (4) the familiarity of the topic and task. Similarly, Lambert et al. (2017) reported that learner-generated content, which allows learners to talk about their own life and experiences, had positive effects on all four dimensions of engagement in L2 use during task performance. There are a few recent studies that have discovered the positive effect of content familiarity on learners’ speaking performance (Qiu, 2020; Aubrey et al., 2020). Early and Marshall (2008) reported the benefits of group work on learners’ affective and social engagement. When tasks are completed in groups, it allows interaction and leads to meaningful communication so that the learners become motivated and eventually learning can be facilitated. One study explored how learners’ engagement differed in online and face-to-face (FTF) collaborative dyadic tasks (Baralt et al., 2016). The study revealed that “three types of engagement (cognitive, affective, social) were diminished or were entirely absent in the online interactions (p. 200)” whereas learners collaborated and engaged more when they carried out the tasks FTF.

2.3. Task repetition

Task repetition can be benefited as a condition to reengage the students who are no longer interested, and it has the potential to optimize L2 engagement (Hiver et al., 2024). Different task implementation factors, such as task repetition and task planning time, also affect engagement. Empirical studies have consistently shown that L2 learners' oral performances improve when tasks are repeated (Bygate, 2001; Fukuta, 2016). Repetition can be achieved in three ways: (1) procedural repetition, where the same procedures are repeated with different content; (2) content repetition, where the same content is repeated with different procedures; and (3) task repetition, where both the same content and procedure are repeated. In this study, task repetition was operationally defined as repeating the same task and content individually after a two-day interval, followed by performing a similar task in a group of three, then repeating it with peers after a three-day interval.

Several previous studies have already discovered that repeating the same task with the same procedure increased learners' oral output. Many studies on task repetition explored the impact of task repetition on complexity, accuracy and fluency (CAF) of learners' oral output. Kim and Tracy-Ventura (2013) compared the role of task repetition and procedural repetition in high school EFL learners' development of complexity, accuracy, and fluency of their L2 oral performance. 36 female Korean junior high school students aged between 13 - 14 years participated in the study. Three information-exchange tasks were used: (1) hosting an American friend, (2) describing school events/activities and (3) discussing mayoral candidates. The task repetition group repeated the first task (i.e., hosting an American friend) three times. Thus, they repeated the same task procedure and the exact same content. The procedural repetition group repeated the same task procedure (exchanging information with their partners) but with different content each time. The tasks, pre, and post tests were carried out over a four-week period of class time. The data were coded for complexity, accuracy, and fluency to understand the role of task repetition and procedural repetition. There were no significant differences between task repetition group where both content and procedures were repeated and procedural repetition group where different content with same procedure were repeated. However, both groups improved significantly in their accurate past tense use which was a task-induced linguistic structure. The results, therefore, were not strong enough to make any claim that one task implementation procedure is clearly superior to

the other. This study, however, is particularly significant because it focuses on learner - learner interaction and investigates the effect of task repetition in a classroom setting unlike the previous studies.

Kim (2013) also examined how task repetition and procedural repetition affect learners' attention to different types of linguistic forms; lexical and grammatical language-related episodes (LREs). The procedural repetition group produced more LREs than the task repetition group and learners found repeating the same procedure with different content each time more interesting. However, it was surprising that the task repetition group who repeated the same task and procedure solved LREs between each other while the procedural repetition group relied more on teacher's help. It may be because learners need to use more linguistic resources to negotiate meaning when repeating the same procedure with different content each time. Because the focus of this study was linguistic forms rather than meaning, it could make sense to repeat the task with a different content which will provide students enough opportunities to make use of linguistic resources.

Another example of procedure repetition with different content is the study carried out by Lynch and Maclean (2000) in which a "poster carousel" task was designed for an ESP course to help 14 health professionals improve their overall fluency, pronunciation, and presentation skills. Learners were required to work in pairs for an hour to make a joint poster based on a research article. One participant in each pair was responsible for visiting other pairs' posters and asking questions while the other participant was receiving visitors and dealing with the questions. Participants were allowed limited time (approximately 3 minutes) and when the first round was completed, they switched roles (six cycles in total). What is especially important in this study that repetition is used as a "recycling" or "retrial" performance where participants were challenged to repeat a communicative content in an interactive setting and respond to different types of questions asked by different interlocutors each time rather than repeating the same exact task with the same partner. Two types of data were collected in this study. Firstly, all six interactions were recorded between each host and visitor by placing an audiocassette recorder near each of the seven posters and all interactions were transcribed. Secondly, self-report questionnaire which were filled out by the participants at the end of the carousel session but before they had any feedback on their performance. Two students who had the lowest and highest proficiency level were examined. Both learners showed evidence of improvement in different areas (of their interlanguage). Another interesting

finding from this study is that both learners produced the highest and lowest amount of oral performance with the same interlocutors which may show that the interaction depends on the willingness of the other communicative partner, interlocutor.

Aubrey et al. (2020) examine the factors causing learners' engagement or disengagement during 10 different speaking tasks. It reveals what influences learners' task performance in a real classroom environment unlike the previous studies that neglects the contextual factors. The study also differs from the other studies that implements 'pure' form of TBLT. Due to the big class sizes, students' limited language ability and adapting traditional language teaching techniques in Japan; the researchers decided to use a weaker version of TBLT which is called task-supported language teaching (TSLT). Observing learners' task performances repeatedly over a 10-period of time enabled to document learners' performances systematically. Also, not much research has been done to reveal what factors facilitate or inhibit learners' task performances. To achieve this aim, students' desire to speak, anxiety, focus and confidence were examined. Specifically, these four factors influencing engagement were identified in advance since these variables were thought to be important regarding learners' task experience and could be useful to offer some pedagogical implications for teachers. Tasks were implemented over a 10-week period in an English as a foreign language classroom in a Japanese university. 37 participants' engagement was measured by students' written self-report reflections, along with questionnaires administered immediately after each task and before the end of the lesson. Learners reported on a variety of learner-level, lesson-level, task-level and post-task-level factors that led them to engage or disengage with the task. Firstly, this research pointed out that certain task features and task implementing procedures such as task familiarity, interlocutor familiarity, and task repetition led to successful engagement. Secondly, it was found that learners' disengagement commonly resulted from their internal factors which was explained as the motivational 'baggage' that learners brought into the classroom. Thus, teachers should design and implement tasks to help students overcome their emotional stress.

On the other hand, Baralt et al., 2016 explore learners' task performances in pairs in two different settings: face-to-face (FTF) and synchronous computer-mediated chat (SCMC). Interactive language tasks may be carried out less successfully in online settings since affect and socialization don't exist as much as in face-to-face settings. Previous studies explored learners' attention to form in LRE's (Language Related Episodes) and investigated learners' attention to linguistic forms from a cognitive perspective. However,

above-mentioned study adapts Svalberg's construct of EWL (Engagement With the Language). Svalberg (2009, p. 247) describes EWL as a "cognitive, and/or affective, and/or social state and a process in which the learner is the agent and language is the object (and sometimes vehicle)". EWL is a richer way to understand why some certain behaviors and even attitudes result in learning more than others. 40 intermediate-level learners of Spanish were given two types of interactive tasks: cognitively simple, and cognitively complex. 20 students took Spanish II course in a traditional classroom, while the other 20 took it online. Their task performances were compared in FTF (n = 20, 5 dyads) and SCMC (n = 20, 5 dyads) settings. Data collection tools were (1) transcriptions of the audio recordings of the FTF group's interaction; (2) saved chat logs of the SCMC group's interaction; and (3) participants' post-task questionnaires. Previous studies showed that learners' awareness increased in more complex tasks, and they produced more LRE's; however, these studies were carried out only in FTF. Findings of this study also showed that learners showed more cognitive, social, and affective engagement in FTF, particularly during the more complex task. It was also found that when learners demonstrated more social and affective engagement, their cognitive engagement also increased. All three types of engagement either decreased or were entirely absent in the online interactions. This study is especially important to understand that affective and social engagement of learners also influence how they achieve awareness of forms cognitively. Teachers should consider that cognitively simple tasks work better in online settings and students should be given opportunities to get to know each other and build friendships before beginning the task. One limitation that was not mentioned in the study could be that data resources were audio recordings in FTF while written chat logs were used in SCMC setting. These two different types of tasks could also affect the task performances of the students.

In a similar vein, Phung (2017) examined the factors that contributed learners' preferences for tasks and whether these preferences had any effect on their engagement in L2 use during task performance. 21 learners of English as a second language (ESL) performed two tasks that differed in topic and content and participated in an interview after finishing them. To be able to find out answers for these questions, two opinion-gap tasks called Cultural Artifact (CA) task and Student Activity (SA) task were used in this study. In the CA task, learners proposed nine cultural artifacts representing American culture and discussed in order to choose three most representative artifacts. In the SA task, learners discussed in order to choose three activities out of the nine activities

provided as part of the task materials. Learners' background information, 14 task transcripts, and 7 interview transcripts were used as data resources. Task performances ranged from 2 to 15.5 minutes and the interviews ranged from 3.5 to 7.5 minutes. Transcripts of the task performances were prepared for data coding and analysis. Interviews were broadly transcribed. Unlike the previous studies, learners' task preferences were identified upon completing the tasks. Learners' post-task interviews were used to examine their positive and negative dispositions towards the tasks. This study found that learners preferred the tasks that they found personally relevant and emotionally engaging. It was also reported that topic and content familiarity was an important factor in task preference. Thus, we can conclude that teachers should avoid using tasks that includes unfamiliarity, difficulty, and limit students' lack of freedom to make choices and decisions in classroom.

It is known that the selection and sequencing of tasks influence learners' oral performances. Previous studies usually measured how different factors affect the complexity, accuracy, and fluency of the learners' oral performances; however, Qiu and Lo (2017) looked at the effect of content familiarity and task repetition on EFL learners' engagement in oral performance. Task repetition process refers to repeating the same task with same content once in this study. 60 undergraduate students aged between 18 – 19 years old voluntarily participated to the study. They took a C-test to gauge their English proficiency levels. Four oral narrative tasks were used. Two of them were based on familiar topics while the other two were based on unfamiliar topics. This study is especially important because they examined the effects of task familiarity and task repetition together. Behavioral, cognitive, and affective dimensions of engagement were examined. Social dimension of engagement remained unexplored in this study due to the individual task performance of the participants. To be able to answer these questions, 480 task performances constituting 13 hours and 22 minutes of oral production data and 14 hours of self-reported data yielded from stimulated recall interviews lasted approximately 20 minutes for each participant were analyzed. The interviews were conducted in participants' L1 (Mandarin) and SRI data was first transcribed and translated into English. Stimulated recall interviews were conducted with 21 of the participants immediately after their first and repeated performances for their inner thoughts and affective responses to measure emotional engagement. Positive and negative affective responses were highlighted such as task-facilitating emotions: enthusiasm, interest, enjoyment, and task-withdrawing emotions: anxiety, frustration, boredom. Word count and time on task were

used as measures of behavioral engagement. Self-repairs per 100 words and the number of elaborative clauses (e.g. I think, because, etc.) were used as measures of cognitive engagement. 48 task performances from 6 participants were randomly selected for coding by a peer researcher to ensure inter-rater reliability. Results showed that participants produced significantly more words on tasks with familiar topics than they did for those with unfamiliar topics in terms of behavioral engagement. In terms of cognitive engagement, in the first round of performances, the participants produced significantly more elaborative clauses but made fewer self-repairs under the familiar conditions, with small effect sizes. In terms of emotional engagement, the participants showed more task-facilitating feelings towards tasks with familiar topics than tasks with unfamiliar topics. The participants were behaviorally and cognitively less engaged in the second performance, but mixed effects were found in the breakdown results of each task. They felt more motivated to repeat the tasks with unfamiliar topics, but two of them felt fatigue and bored at repeating the same tasks to the same audience.

2.4. Task-based language teaching

Task-Based Language Teaching (TBLT) can be mainly defined as “an approach to language education in which students are given functional tasks that invite them to focus primarily on meaning exchange and to use language for real-world, non-linguistic purposes” (Van den Branden, 2006, p. 4). In the middle of the 1980s, second language acquisition (SLA) researchers began to recognize the importance of tasks in order to explore how second language learning takes place. They questioned the role of grammar instruction, which was extensively used in language classrooms since it failed to reflect the learners’ ability to use the target language in real-world communication.

Although task-based learning has a lot of potential for language learning, coming up with a certain definition of a task is not easy. The term “task” has been defined and used in various ways throughout the literature. Bygate, Skehan and Swain defined task as “an activity which requires learners to use language, with emphasis on meaning, to attain an objective” (2001, p. 11). According to Ellis (2009), tasks can be distinguished from exercises based on the four following criteria: (1) a primary focus on meaning, (2) a gap to convey information, to express an opinion or to infer meaning, (3) learners using their own resources, (4) a clearly defined outcome. To be able to complete the tasks, learners

are expected to use their own personal and linguistic resources or to develop their own strategies (Lambert, 2018).



CHAPTER III

METHODOLOGY

3.1. Participants

The study was conducted on a sample of 54 first year students who were actively enrolled in “Oral Communication Skills” course in the 2023 – 2024 spring semester in an English Language Teaching (ELT) program. It is an undergraduate program offering a four-year degree at Nevsehir Haci Bektas Veli University which is in Central Anatolia, Turkey. The students' ages range from 18 to 23.

To enroll in an ELT program, students first are required to attend the Basic Proficiency Test and then the Foreign Language Test (English) administered by the Student Selection and Placement Center in Turkey. However, their English-speaking abilities were not evaluated as part of the assessment.

The Department of English Language Teaching at Nevsehir Haci Bektas Veli University features a mandatory 1-year English preparatory program. Students are required to score a minimum of 75 on the proficiency exam administered by the School of Foreign Languages at the beginning of the semester. The exam assesses students' reading, listening, writing, and speaking skills. If the students' English proficiency is not at the required level, they must attend a one-year compulsory preparatory program. After completing the one-year compulsory preparatory program, students were required to pass one final proficiency exam to be admitted to the department. Finally, students placed in the ELT department were expected to have a B2 proficiency level based on the Common European Framework of Reference for Languages (CEFR). First-year students also took several courses designed to improve their reading, writing, speaking, listening, and pronunciation skills.

3.2. Participant selection

Originally, 61 students were registered for the course across three classes, with 19 – 21 students per class. However, seven students in their second and third and years were excluded from the study either due to poor attendance or not meeting the predetermined inclusion criteria. The remaining participants ($n=54$) were randomly assigned to either an experimental or a control group.

Participants in the control group were selected as follows. After the first individual performances, it was decided to assign six students to the control group due to technical problems during recording or because their recordings were incomprehensible. Additionally, one participant who produced fewer than 50 words in the first session was decided to be excluded from the study, thus assigned to the control group. Lastly, 11 randomly selected students were added, bringing the total number of participants in the control group to 18, who followed a different procedure to ensure the reliability of the task repetition process.

The participants in the control group ($n=18$) performed four different oral tasks each time they were invited. First, each participant was asked to perform one oral task individually. After a two-day interval, they were given a new oral task. In the following week, they were assigned to nine small groups, with three students in each group, and were given one oral task to perform as a group. After a three-day interval, they were given another new oral task to perform with the same partners. Therefore, the control group was exposed to a neutral procedure that mirrored the structure and duration of the experimental task, without exposure to the independent variable, which was task repetition. The data collection procedure was designed to ensure fairness and sustain engagement among all participants.

The inclusion of a control group was necessary to maintain the validity of the experimental setting and to ensure that the experimental group's experience was not influenced by external factors, such as knowing that they would be asked to repeat oral tasks they had previously completed. While the control group was present during all phases of the data collection, their data were not analyzed as the current study only focuses on the possible effects of task repetition on the experimental group. The specific research objectives did not require a comparison between the groups, and thus, the results of the control groups' tasks performances fall outside the analytical scope of the present study.

Finally, 36 participants in the experimental group (25 female and 11 male) were asked to complete four oral tasks in total. Each participant in the experimental group was asked to perform one oral task individually and after a two-day interval, they repeated the same task. Following week, they were assigned to 12 small groups including three students in each and given another oral task to complete. After a three-day interval, each small group repeated the same task with the same partners. For the purposes of this study, only the findings from these performances were analyzed, as they directly address the

research questions. A detailed description of the study design is provided in the following section.

3.3. Design of the study

The purpose of this study is to reveal whether, how, and why task repetition affects task engagement differently in individual and small group activities. To achieve this, each student completed two oral tasks, both individually and in a group of three. They were asked to repeat their performances in both contexts. Namely, a repeated measures design was employed. Each time was labeled as T1, T2, T3, and T4, respectively. At the first time point (T1), the students completed an oral task individually. This same task was repeated at the second time point (T2), also individually. The following week, the students completed a new oral task in groups of three. This group task was also carried out using the same repeated design, with the task completed at the third time point (T3) and repeated at the fourth time point (T4) with the same partners. Table 1 presents the design of the study.

Table 1.

The Design of the Study Participant A	1 st Performance (T1)	Individual Task	Task A
		<i>2-day interval</i>	
	2 nd Performance (T2)	Individual Task Repetition	Task A
		<i>5-day interval</i>	
Participant A, Participant B, Participant C	3 rd Performance (T3)	Small Group	Task B
		<i>3-day interval</i>	
	4 th Performance (T4)	Small Group Task Repetition	Task B

Note: Each participant ($n=36$) completed two tasks four times in total: twice individually (at T1&T2), and twice in small groups (at T3&T4). Each small group consists of three students.

3.4. Research setting

This study was conducted in the English Language Teaching Department, Faculty of Education of Nevsehir Haci Bektas Veli University. The ethics committee of Social Sciences Institute at Çukurova University approved the study protocol and Nevsehir Haci Bektas Veli University gave their approval for the research to be conducted.

In the research setting for the first individual oral task performance, sixteen different task cards are placed on the researcher's desk, each designed to prompt specific speaking tasks. A tablet armchair is provided for the participant to facilitate comfort

during the task, along with a pen and paper for notetaking. When a participant enters the research room, they are seated and asked to randomly select three cards from the set of sixteen. After choosing a card, the participant first receives detailed instructions verbally from the researcher. They are then given the written instructions to read carefully, with a specific emphasis on the underlined sections (See Appendix D).

For the individual task repetition performance, the same setup as in the first performance is used, and the participant is assigned the same oral task.

For the first small-group oral task performance, a group of three students is invited to the researcher's office and seated. Sixteen task cards are placed on the researcher's desk. Three tablet armchairs, each equipped with pen and paper for notetaking, are arranged in the room so that the participants face each other. One group member is asked to randomly select three cards from the set of sixteen. After deciding on one card, the group receives all necessary task instructions.

For the small-group task repetition performance, the setup is identical to that used in the first small-group performance. The same group is invited back to the researcher's office and seated, where they are assigned the same oral task as in their first group performance.

The participants are given 90 seconds to prepare their responses before each of the four performances. No time limit is given for completing the task once it begins. The entire performances are captured using both audio and video recording equipment.

3.5. Materials

3.5.1 Opinion-gap tasks

An opinion-gap activity is a meaning-focused activity requiring participants to express personal preferences, feelings, or attitudes in response to a situation. Participants may use facts and arguments to support their opinions, yet there is no definitive way to determine outcomes as right or wrong, and each participant may reach varying conclusions on different occasions (Prabhu, 1987). Accordingly, a total of 32 opinion-gap tasks were developed for the study. All task cards used in the current study are displayed in Appendix A and B.

The main reasons for selecting opinion gap tasks for the current study are as follows. First, the language proficiency and repertoire of the participants are sufficient for expressing their own opinions, feelings, and preferences on real-life events. Second, the

outcomes of an opinion-gap task cannot be judged as right or wrong, therefore, each participant can produce a diverse range of opinions which may lead to more fruitful discussions. Additionally, as an unfocused task, the opinion gap task requires participants to employ their own language resources to complete the task, rather than being encouraged to use some specific linguistic item.

On the other hand, open-ended tasks can have a high level of unpredictability in interaction, thus can be challenging for participants. To mitigate this, providing participants with reference points before the discussion may help them develop a speech outline, offering a sense of security. Although information gap tasks also provide some security, the resulting interaction is often “repetitious rather than developmental” (Prabhu, 1987, p. 49). For this reason, a 'Three-Choice' question format, adapted from TOEFL IBT speaking questions, was chosen to help participants develop a speech outline and a structured response. This type of question asks participants to select one of three alternatives and explain their reasons for their selection. The typical structure of a three-choice question is: “Which of the following options would you prefer? A, B, or C.” A sample response is found in Appendix E.

First, sixteen tasks were developed for individual performances. The individual task was designed as a one-way monologic open task, aimed at eliciting arguments concerning students’ possible daily struggles such as saving money as a student, maintaining a healthy lifestyle, building relationships with the roommates, choosing their elective courses, considering a career choice, experiencing a new culture, choosing a travel destination, and so on. A sample task card is given in Figure 2 below.

The university decides to remodel the dormitory and add a new space to it. Which space do you recommend adding to your dormitory?
(1) Cafeteria (2) Study room (3) Game room

Figure 2. A sample opinion-gap task for individual performance

After the individual performances, semi-structured interviews revealed that students would rather have questions on topics like technology, time travel, artificial intelligence, social media and its impacts, aesthetic surgeries, and similar subjects. After reviewed and updated based on students’ feedback, another set of sixteen opinion-gap tasks were developed for small-group performances. A sample task card is given in Figure

3 below. The task is also developed as an interactive output-prompting task designed to encourage language learners to produce spoken output (Larsen-Freeman & Anderson, 2011). It encourages participants to share their opinions orally on the discussion card so that participants are likely to share diverse viewpoints.

If you could time travel, which time constraint would you prefer? Choose the time limitation that you find most suitable and provide reasons for your choice.

- (1) A one-time visit to any historical event
- (2) Repeated visits but limited to observing, without interacting
- (3) Staying in one era for an extended period, experiencing daily life

Figure 3. A sample opinion-gap task for small-group performance

3.5.2 Semi-structured interviews

Semi-structured interviews, unlike unstructured ones, often requires using a guide with questions designed to meet the research objective. The guide is not followed strictly in the same order for every interview but provides a framework to guide the conversation naturally. It typically includes key open-ended questions, and follow-up prompts for the interviewer to reference. This approach contrasts with closed-ended questions, found typically in surveys, which are better suited for quantitative analysis (Adeoye-Olatunde & Olenik, 2021). In qualitative inquiry, imposing predetermined responses, like those found in fixed survey items (“strongly agree”), should be avoided. Instead, questions should be asked in an open-ended manner allowing people to respond in their own words (Patton, 2015). Given these considerations, semi-structured interviews were conducted with twelve randomly chosen participants after each performance. Although the main questions and follow-up probes varied during each interview, participants were asked to the following questions after their first individual task performance at T1:

1. How did you feel about the task and your performance?
2. Did you find the task interesting, and why?
3. Did you enjoy doing them?
4. Would you like to do similar tasks again?

After individual repetition performances at T2, the following questions were asked:

1. In your own opinion, which task did you perform better and why?
2. What do you think of repeating the task? Do you think repetition is useful? and some follow-up questions based on their answers.

After the first small group performances at T3, the following questions were asked to assess the participants' social engagement.

1. How do you feel about working in groups?
2. Would you like to do more group work? Why?

Participants responded to the following questions after their final performance at T4 which is the small group repetition performance:

1. Do you find repetition useful when you work in groups?
2. Do you think you learned from your partners? To what extent? In what ways?

Additionally, participants were asked the following questions at T4 to address their overall experience and feelings after all four performances:

1. Do you remember anything you especially liked? Can you give examples?
2. Is there a particular moment you can still think of?
3. How would you compare your feelings when you completed the task individually and in a group of three?

3.6. Data collection

The data were collected over a two-week period, with each participant taking part in four sessions. In the first session, individual oral task performances were recorded, followed by semi-structured interviews. The second session focused on the repetition of the same task by the same individuals and afterward, semi-structured interviews were conducted to discuss participants' experiences of the repeated task. During the third

session, small-group oral task performances were recorded, while the final session involved the repetition of these small-group performances. After each small-group session, one third of the groups took part in semi-structured interviews.

All sessions were both video- and audio-recorded, and participants were informed that the recordings would remain anonymous and confidential. Before beginning their first task, each participant completed a language background questionnaire (see Appendix C) and signed the consent form. The L2 background questionnaire, adapted from Bruce et al. (2022), was used in this study to gather information about participants' demographic details, their experiences with English use, and their exposure to and engagement with the English language. In the beginning of the study, all participants were asked if they would volunteer to be interviewed after each of their four performances. Twelve volunteers were interviewed after both their first and repeated individual performances. Then, these volunteers were assigned to four groups without prior notice and interviewed twice more after their small-group performances to gain insight into their social engagement.

Participants were given 90 seconds to prepare their response on each occasion. Once ready, there was no time restriction for completing the tasks. As in the study of Lambert et al. (2017), participants finished all the tasks to their satisfaction without any guidance or encouragement from the researcher. The researcher only provided minimal responses (e.g., 'huh huh,' 'okay') or non-verbal cues like nodding to indicate active listening during the individual performances. The researcher did not intervene in the group performances, as the students already had interlocutors within their groups.

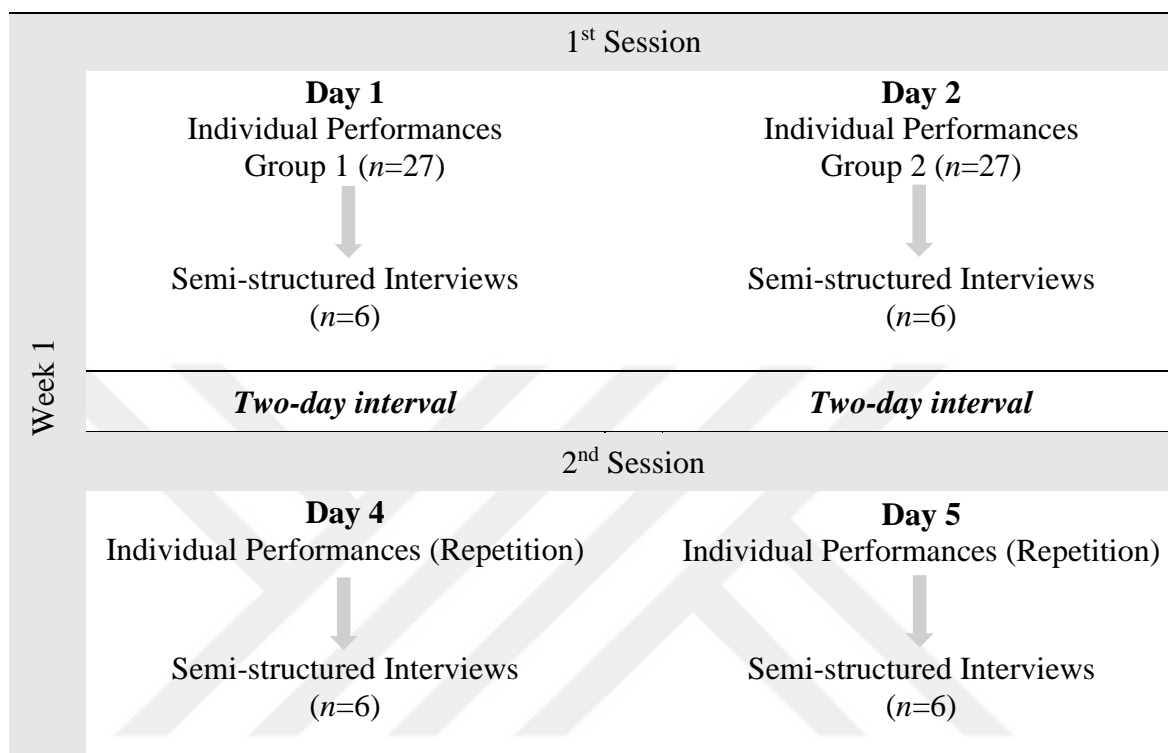
In the first step of data collection, two groups of 27 ($n=54$) students were asked to come to the researcher's office individually on two consecutive days. Each student was given a set of sixteen cards and asked to choose three. Next, they selected one card to discuss for their first individual task performance and they were given ninety seconds to take notes. After completing the task, participants were invited to volunteer for the interview and informed that they will be interviewed four times in total, after each performance. Six volunteer students from each group were randomly selected to answer interview questions to assess their affective engagement.

After a 2-day interval, the same students from each group ($n= 27$) were invited to the researcher's office. With no advance notice, eighteen of them were given the same task card as in their first performance and asked to repeat the task a second time. The

procedure used in the first step of data collection was applied again in this second step. A summary of the first two phases of data collection is shown in Table 2 below.

Table 2.

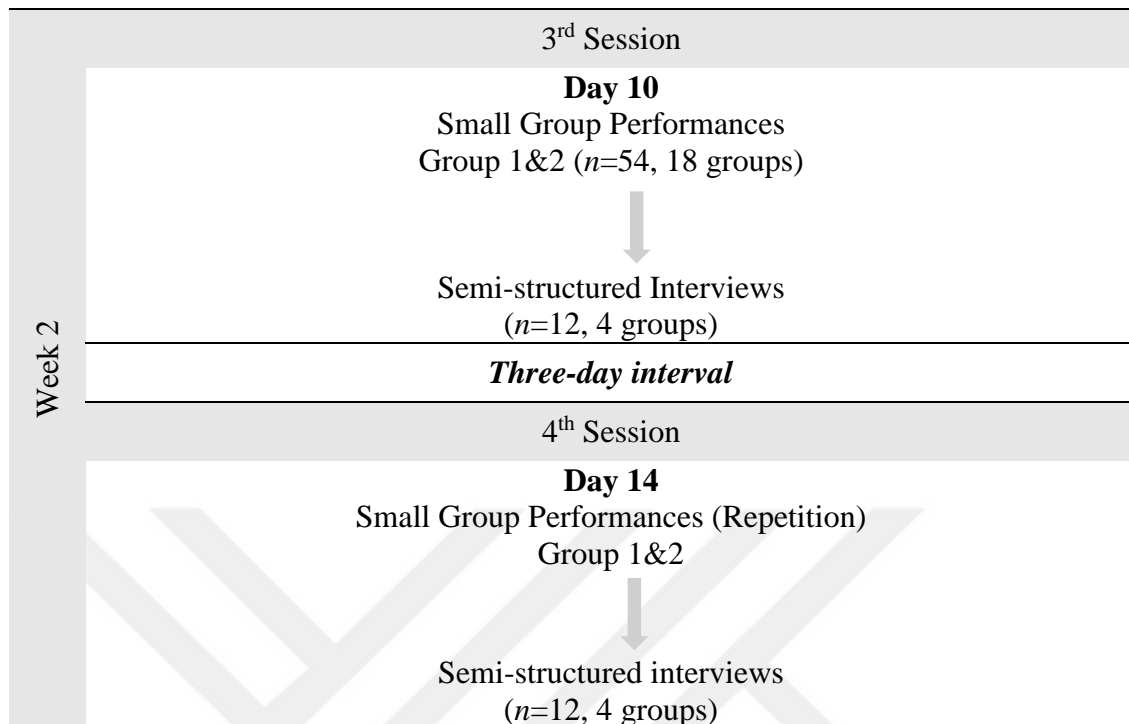
Data Collection Procedure for Individual Performances



During the following week on the 10th day of data collection, the researcher invited a total of 18 groups, each consisting of three students, to the office to complete their first small-group oral task as part of the third step in the data collection procedure. The small group task follows a slightly different procedure. While it is still an opinion-gap task, each student is expected to justify their opinions to their partners. The group members were asked to choose three cards from a set of sixteen and decide which one they wanted to use for their performance. Although students were expected to justify their choice to their partners, they were not required to come to an agreement. They were given 90 seconds to prepare their responses and take individual notes. Following this, a total of 12 students in 4 groups who volunteered in the previous steps were interviewed to assess their affective and social engagement during group performances.

After a 3-day interval, all groups came to the researcher's office and, without warning, repeated their small-group task performance as the final step of data collection. The procedure applied in the third step of data collection was repeated in the last step. A summary of the last two phases of data collection is shown in Table 3 below.

Table 3.

Data Collection Procedure for Small Group Performances

The researcher delivered the detailed task instructions to the participants in English as can be seen in Appendix D. Instructions cover four main steps respectively: randomly choosing three cards out of sixteen, deciding on the card they want to discuss, getting ready for their response, and finally starting the task. For the repetition performances, however, instructions for only the last two steps were provided as the participants were not required to choose any task. Instead, they were given the same task as before.

Additionally, a small card with summarized instructions was placed on participants' desk for reference, in case the participants needed to check the information in written form. The summarized instructions for individual and group task performances can be seen in Figure 4 and 5 below.

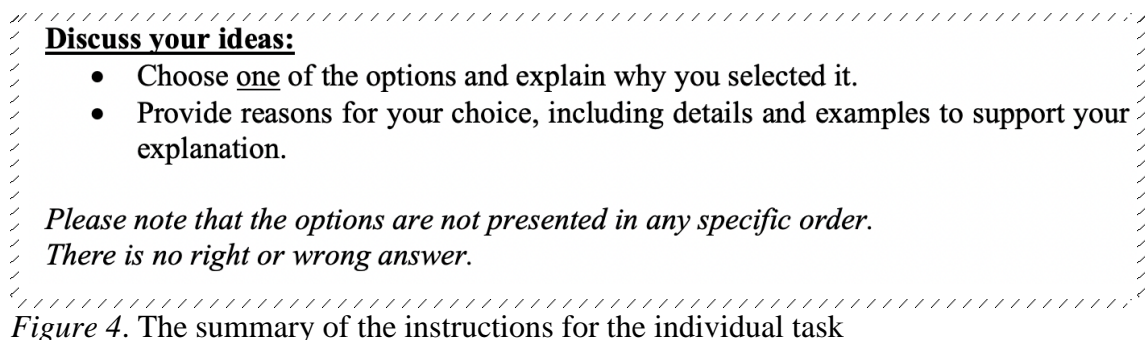


Figure 4. The summary of the instructions for the individual task

Discuss your ideas with your partners:

- Choose one of the options and explain your reasons to your partners, including details and specific examples or evidence to support your arguments.

Please note that the options are not presented in any specific order.

Personal preferences may vary, and there is no right or wrong answer.

You do not need to come to an agreement with your partners.

Figure 5. The summary of the instructions for the small-group task

3.7. Procedure

This study was completed in two sections: practice session and data collection session. The practice session with each group were completed in the classroom to make participants familiar with the process. The researcher joined the ‘Oral Communication Skills’ class as an observer in which students gave a presentation in pairs for twelve weeks. Students were free to choose any topic to present and encouraged to use authentic and creative materials. Before the data collection process, the researcher held two training sessions to help students explain different notions of natural talk, get familiar with good and bad listening strategies, and identify the communication strategies in a sample oral discussion.

After joining these sessions, participants were asked to send an audio recording as an assignment working in pairs. They were asked to choose one controversial statement out of five and explain if they agree or disagree with that statement using details and examples to support their explanation. Fifty-four participants were randomly assigned to two equal groups ($n = 27$). While creating the list, any potential personal conflicts were considered. Each participant was scheduled to perform the first task on a specific day and time, and then repeated the same task with a two-day interval within the same week.

All conferences were held face-to-face in researcher’s office on campus. The performances were captured via a laptop cam and a phone audio recorder. Participants were informed beforehand that each session were going to be both audio and video recorded.

3.8. Data Analysis

The differences between students' first and repeated individual performances were examined across three dimensions of engagement: behavioral, cognitive, and affective.

Behavioral engagement in individual oral tasks was measured by calculating the number of words produced and the time spent on task. Cognitive engagement in individual oral tasks was assessed by counting instances of self-repairs, private speech, and elaborative clauses. As a result, both behavioral and cognitive engagement were analyzed quantitatively.

Affective engagement during participants' individual and group performances was explored through the analysis of post-task semi-structured interviews. Additionally, participants' social engagement in small groups were examined using post-task interviews. The interviews were conducted in participants' first language, Turkish, to avoid any linguistic difficulties that they may have. Therefore, the methodological approach in this study follows a mixed-methods design, integrating both quantitative and qualitative research methods.

3.8.1. Oral tasks

The oral production data for this study consist of 72 individual task performances, totaling 02 hours 29 minutes in their unpruned forms. After extracting disfluency markers such as false starts, incomplete repetitions, filled pauses (words like "um," "uh," or "er,"), pauses longer 0.5 seconds, the pruned forms of the oral discourse were created (See an example in Appendix F). The edited versions of recordings constitute 1 hours and 29 minutes (T1: 01 h 08 min, T2: 01 h 21 min).

All the oral interactions were audio-recorded and then transcribed verbatim manually on Microsoft Word. To ensure accuracy, a researcher who has an MA degree in foreign language teaching randomly reviewed approximately half of the transcriptions. A 98% agreement was achieved between the author and the independent researcher, and the remaining 2% was re-checked until consensus was agreed upon.

Five indicators of behavioral and cognitive engagement were adopted for two individual speaking tasks (T1 and T2). As measures of behavioral engagement, 'word count' (Bygate & Samuda, 2009) and time on task were used (Qiu & Lo, 2017). Pruned forms of the tasks were used when measuring behavioral engagement. Three indicators of cognitive engagement were used: self-repairs, elaborative clauses, and private speech. The oral discourses were divided into segments of exactly 100 words each to minimize the influence of differing word counts across different samples. The underlined phrases

below are examples of how the dependent variables for cognitive engagement were tallied.

Example 1: “Exploring new cuisine and local foods can make us more how can I say^{private speech} can make us more can make us happier^{self-repair} and we can explore...” (P01A, T1)

Example 2: “I have chosen this option because for boys for men^{self-repair}, it's very important to have a partner who has a good sense of humor.^{elaboration}” (P02A, T2)

Example 3: “...you will be much more how can I say^{private speech} healthy.” (P02C, T1)

Example 4: “If you see dirt or dust on the floors, on the wall, you will feel disgusting disgusted^{self-repair}” (P07A, T1)

Example 5: “Since students need a silent space to study, to I forgot the words^{private speech} to focus on studying...” (P07C, T1)

3.8.2. Semi-structured Interviews

Each semi-structured interview for individual performances lasted approximately 13 minutes, and each semi-structured interview for small-group performances lasted approximately 18 minutes, totaling a total of 7 hours 36 minute of self-reported data. The semi-structured interviews were first transcribed and then translated into English. The same peer coder helped with the process of back translation on 10% of the data, with over 90% of the back-translated texts aligning with the original L1 transcriptions.

Affective engagement during participants’ individual performances was explored through the analysis of post-task semi-structured interviews. Additionally, participants’ affective and social engagement in small groups were examined using post-task interviews. For both individual and small-group performances, affective engagement was identified as either positive or negative referring to their feelings and perceptions on the experiences during task performance.

CHAPTER IV

RESULTS

4.1. Quantitative data

In this section, quantitative results for the task repetition and engagement in individual task performances are illustrated using different tables and charts. As previously mentioned, the possible effect of task repetition on engagement in individual tasks were examined in terms of three dimensions, which are behavioral, cognitive and affective.

In the following section, the normality tests and statistical analysis of the quantitative data, conducted using SPSS descriptive statistics, are presented. Descriptive statistics for the indices of behavioral and cognitive engagement are displayed in Table 4 below.

Table 4.

The descriptive statistics for each variable

		<i>N</i>	<i>M</i>	<i>SD</i>	<i>Skewness</i>	<i>Kurtosis</i>
Measures of behavioral engagement	Time on task T1	36	90.147	38.9853	.954	1.006
	Time on task T2	36	109.136	60.6426	1.312	1.773
	Word counts T1	36	188.0556	77.40393	1.214	3.729
	Word counts T2	36	227.2222	105.67203	.841	.601
Measures of cognitive engagement	Elaborative Clauses T1	36	2.9819	1.39551	.090	.168
	Elaborative Clauses T2	36	2.9261	1.02829	.108	-.205
	Self-repairs T1	36	.7319	.87237	1.824	4.560
	Self-repairs T2	36	.7567	.65990	.854	.536
	Private speech T1	36	.5278	.82544	1.445	1.098
	Private speech T2	36	.2258	.46797	2.257	5.066

T1: The first individual task performances, T2: The repetition performances

4.1.1. Behavioral engagement

Behavioral engagement in individual task performances is measured by the participants' time on task and the number of the words produced during their task performances.

4.1.1.1. Time on task

To assess the normality of the data, skewness and kurtosis values were calculated for both task performances. For the participants' time on task on the first task performance (T1), the skewness value was .954, and the kurtosis value was 1.006. These values suggest that the data for the first performance is moderately skewed to the right (since the skewness is close to 1) and has a slight positive kurtosis, indicating a distribution with slightly heavier tails compared to a normal distribution. However, skewness and kurtosis values within ± 2 are considered acceptable to assume a normal distribution (George and Mallery, 2010).

Given the skewness and kurtosis values for time on task at T2 (skewness = 1.312, kurtosis = 1.773), the data is moderately positively skewed (with a longer right tail) and the distribution has heavier tails than a normal distribution but it's still within the generally acceptable range (below 2). To test the data analytically for normal distribution, the Shapiro-Wilk test was decided to be appropriate since the sample size is < 50 .

Table 5.

Normality tests for time on task

	Tests of Normality					
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
timeontask_T1	.149	36	.041	.940	36	.052
timeontask_T2	.149	36	.041	.888	36	.002

As shown in Table 5, the p-value of time on task in the first performances (T1) was found to be .052 ($p > .05$) and it can be assumed that the data was normally distributed. On the contrary, the data for time on task in the repeated performances (T2) was not normally distributed, as the p-value was determined .002 ($p < .05$). Even though the skewness and kurtosis values don't exceed ± 2 , the combination of these values and the Shapiro-Wilk result suggest the data for Time 2 is not normally distributed. Based on this, Wilcoxon signed-rank test, which is a non-parametric test was used to compare two performances.

Table 6.

Test Statistics for time on task in individual performances

Test Statistics^a	
timeontask_T2 - timeontask_T1	
Z	-2.278 ^b
Asymp. Sig. (2-tailed)	.023

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks

Wilcoxon ranks test was conducted for the time on task variable, which was found not to follow a normal distribution. The participants spent more time on task in the repetition performance ($M = 109.136$, $SD = 60.6426$) than the first performances ($M = 90.147$, $SD = 38,9853$). To determine whether this difference is statistically significant, the p-value is to examine. As shown in the table 6, two-tailed significance value is $<.05$, which means there is a significant difference in the time spent on task between the two performances ($Z = -2.278$, $p = .023$).

Table 7.

Wilcoxon Signed Ranks Test for time on task in individual performances

		Ranks		
		N	Mean Rank	Sum of Ranks
timeontask_T2 - timeontask_T1	Negative Ranks	12 ^a	15.67	188.00
	Positive Ranks	24 ^b	19.92	478.00
	Ties	0 ^c		
	Total	36		

a. timeontask_T2 < timeontask_T1

b. timeontask_T2 > timeontask_T1

c. timeontask_T2 = timeontask_T1

As indicated by the negative ranks in Table 7 above, there were 12 participants who exhibited a decrease in time on task from Time 1 to Time 2. The mean rank for these participants was 15.67, with a total sum of ranks of 188.00. This suggests that while some participants spent less time at T2, the extent of this decrease varied among them. The positive ranks show 24 participants spent more time at Time 2. The mean rank for these participants was 19.92, with a total sum of ranks of 478.00. This indicates that a significant majority of participants showed increased engagement in the second task

performance. In total, there were 12 participants who demonstrated a decrease in time on task (negative ranks) compared to 24 participants who showed an increase (positive ranks). This suggests a trend toward increased behavioral engagement among the participants between the two task performances.

4.1.1.2. Word counts

The normality of the word count data was assessed for both Time 1 and Time 2 using skewness, kurtosis, and the Shapiro-Wilk test. As previously shown in Table 4, the skewness and kurtosis values indicate that the word count data for both performances exhibit non-normal distribution characteristics (with p-values < 0.05 from the Shapiro-Wilk test in Table 8). Therefore, the Wilcoxon signed-rank test was conducted to analyze the data.

Table 8.

Normality tests for word counts

	Tests of Normality					
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
wordcounts_T1	.085	36	.200*	.922	36	.014
wordcounts_T2	.143	36	.062	.940	36	.049

The participants produced more words in the second performance ($M = 227.0833$, $SD = 105.66480$), than the first performance ($M = 188.3333$, $SD = 77.50281$). The Wilcoxon signed-rank test, shown in Table 9, revealed that the difference in word count between Time 1 and Time 2 is significant, with a Z-value of -2.569, and a p-value of .010.

Table 9.

Test statistics for word counts in individual performances

Test Statistics ^a	
wordcounts_T2 - wordcounts_T1	
Z	-2.569 ^b
Asymp. Sig. (2-tailed)	.010

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks

The results of the Wilcoxon signed-rank test, shown in Table 10, indicate that 26 participants demonstrated an increase in word count in their repeated performances, while 10 participants exhibited a decrease from Time 1 to Time 2, as reflected by the negative ranks.

Table 10.

Wilcoxon Signed Ranks Test for word counts in individual performances

		Ranks		
		N	Mean Rank	Sum of Ranks
wordcount_T2 -	Negative Ranks	10 ^a	16.95	169.50
wordcount_T1	Positive Ranks	26 ^b	19.10	496.50
	Ties	0 ^c		
	Total	36		

a. wordcounts_T2 < wordcounts_T1

b. wordcounts_T2 > wordcounts_T1

c. wordcounts_T2 = wordcounts_T1

4.1.2. Cognitive engagement

Cognitive engagement was measured by three dependent variables, elaborative clauses, self-repairs and private speech per 100 words. The quantitative data was analyzed using SPSS and the results for each variable were listed separately. First, the normality of each data was tested and based on its results, appropriate tests were selected to analyze the data.

4.1.2.1. Elaborative clauses

In order to determine the normality of the data, skewness and kurtosis values were analyzed first. The analysis of elaborative clauses reveals that both Time 1 and Time 2 distributions exhibit approximate symmetry, with skewness values of .090 and .108, respectively, indicating a slight tendency toward higher scores in both time points. However, the kurtosis values differ: T1 shows a slightly peaked distribution with the kurtosis value of .168, while T2 presents a flatter distribution with the kurtosis value of -.205. These results suggest increased variability among participants' scores at T2.

Additionally, The Shapiro-Wilk test was used as a reference for both sets of performances to confirm the normality. As shown in Table 11, the p-value for elaborative clauses in the first performances (T1) was found to be $p = .586$ ($p > .05$). This suggests

that the data for the first performances is not significantly different from a normal distribution and can be interpreted as approximately normally distributed. Similarly, the data for elaborative clauses in the repeated performances (T2) was also normally distributed, as the p-value was found to be $p = .212$ ($p > .05$).

Table 11.

Normality tests for elaborative clauses

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
elaborativeclauses_T1	.106	36	.200*	.975	36	.586
elaborativeclauses_T2	.138	36	.081	.960	36	.212

*This is a lower bound of the true significance.

Overall, these findings support the assumption of normality for both time points, allowing for the application of parametric tests, such as the paired t-test. As can be seen in Table 12, the mean score of the first performance was found to be 2.9819 ($SD = 1.39551$) and in the repetition performance, it was 2.9261 ($SD = 1.02829$).

Table 12.

Paired Samples Statistics of Elaborative Clauses

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	elaborativecl_T1	2.9819	36	1.39551	.23259
	elaborativecl_T2	2.9261	36	1.02829	.17138

These results indicate a decrease in the number of elaborative clauses between the first and second performances. To examine whether this decrease is statistically significant, a paired samples t-test was conducted.

Table 13.
Paired Samples T-test of Elaborative Clauses

		Paired Samples Test						Significance			
		Paired Differences				95% Confidence Interval of the Difference		t	df	Two-Sided p	Cohen's <i>d</i>
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper					
Pair 1	elaborativecl_T1 elaborativecl_T2	.05583	1.47779	.24630	-.44418	.55584	.227	35	.822	.046	

There is no significant difference in the use of elaborative clauses between Time 1 and Time 2 ($p = .822$). This suggests that task repetition did not result in a measurable change in elaborative clause use for this sample.

4.1.2.2. Self-repairs

The tests of normality were performed to assess whether the self-repair data were distributed normally. According to Shapiro-Wilk test, the data for self-repairs in both performances do not follow a normal distribution as the p-value is less than .05 (see Table 14).

Table 14.
Normality tests for self-repairs

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Self-repairs_T1	.213	36	<.001	.788	36	<.001
Self-repairs_T2	.189	36	.002	.890	36	.002

Descriptive statistics for the occurrences of self-repairs show that there is an increase between the scores in the first ($M = .7319$, $SD = .87237$) and repetition ($M = .7567$, $SD = .65990$) performances (see Table 4). To examine whether this increase is statistically significant, non-parametric Wilcoxon signed ranks test was run.

Table 15.

Test statistics for self-repairs in individual performances

Test Statistics^a	
	self-repairs_T2 – self-repairs_T1
Z	-.828 ^b
Asymp. Sig. (2-tailed)	.408

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks

As can be seen in Table 15, the p-value of .408 suggests that there is no statistically significant difference in the number of *self-repairs* between T1 and T2 (p-value > .05). A negative Z value of -.828 suggests that, on average, the *self-repairs* at T2 are less than those at T1, although this is a preliminary observation. To provide additional insights into the pattern of changes, the results in the rank table (positive ranks, negative ranks, ties) will be analyzed.

Table 16.

Wilcoxon Signed Ranks Test for self-repairs in individual performances

		Ranks		
		N	Mean Rank	Sum of Ranks
Self-repairs_T2 –	Negative Ranks	13 ^a	11.92	155.00
Self-repairs_T1	Positive Ranks	14 ^b	15.93	223.00
	Ties	9 ^c		
	Total	36		

a. self-repairs_T2 < self-repairs_T1

b. self-repairs_T2 > self-repairs_T1

c. self-repairs_T2 = self-repairs_T1

The analysis in Table 16 revealed 13 negative ranks ($M = 11.92$) and 14 positive ranks ($M = 15.93$) in the self-repairs from T1 to T2, with 9 cases tied. Although more participants exhibited an increase in self-repairs, the Wilcoxon Signed-Rank Test showed no statistically significant difference ($p = 0.408$), indicating that any observed changes were likely due to random variation rather than a systematic effect.

4.1.2.3. Private Speech

Like the previous analyses, the normality test was performed first. As presented in Table 17, the p-value is less than .05 at both time points (T1 and T2) which means that the data is not normally distributed. Therefore, non-parametric Wilcoxon signed-rank test was preferred.

Table 17.

Normality tests for private speech

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
privatespeech_T1	.350	36	<.001	.691	36	<.001
privatespeech_T2	.435	36	<.001	.550	36	<.001

The results of the Wilcoxon signed-rank test in Table 18 indicate that there is a statistically significant difference in *private speech* between T1 and T2, as the p-value is below .05.

Table 18.

Test statistics for private speech in individual performances

Test Statistics ^a	
	privatespeech_T2 - privatespeech_T1
Z	-2.163 ^b
Asymp. Sig. (2-tailed)	.031

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

Table 19 showed that 9 participants exhibited a decrease in private speech from Time 1 (T1) to Time 2 (T2), as indicated by the negative ranks ($M = 7.39$, Sum = 66.50). Only 3 participants demonstrated an increase in private speech, reflected in the positive ranks ($M = 3.83$, Sum = 11.50). A significant portion of the participants ($n = 24$) had no change in their private speech across the two time points, as shown by the ties.

Table 19.

Wilcoxon Signed Ranks Test for private speech in individual performances

		Ranks		
		N	Mean Rank	Sum of Ranks
privatespeech_T2 -	Negative Ranks	9 ^a	7.39	66.50
privatespeech_T1	Positive Ranks	3 ^b	3.83	11.50
		Ties	24 ^c	
		Total	36	

a. privatespeech_T2 < privatespeech_T1

b. privatespeech_T2 > privatespeech_T1

c. privatespeech_T2 = privatespeech_T1

This pattern suggests that task repetition generally led to a decrease or stability in private speech, with few participants showing an increase. The higher number of negative ranks indicates that, overall, learners produced less private speech during the second task performance (T2).

4.2. Qualitative Data

This section explores the findings on the effects of task repetition on learners' individual oral performances and their small group performances, with a focus on both affective and social engagement. To examine these aspects, responses were gathered through semi-structured interviews conducted with four groups of 12 students. Through qualitative data, this study specifically seeks to reveal how learners' perceptions and experiences differ when repeating oral tasks individually compared to in small groups.

In Table 20, the themes, categories, and the recurring codes emerging from the post-task semi structured interviews are shown. The number of occurrences of these codes, as identified in the participants' responses, is presented numerically.

Table 20.

The summary of the findings

Themes	Categories	Codes	<i>n</i>
TR effect on affective engagement during individual work	Positive	Feeling more competent/confident	4
		Feeling less anxious /stressed/nervous	7
		Enjoying the task more	3
	Negative	Losing interest	2
		Getting bored	2
TR effect on affective engagement in group work	Positive	Being more empathetic towards peers	1
		Feeling more comfortable	9
		Feeling joy	2
	Negative	Feeling stuck/frustrated	2
		Being less enthusiastic about the discussion	4
TR effect on social engagement in group work	Facilitative effect	Being embarrassed about repeating oneself	2
		Paying more attention to the contribution of peers	5
		Being able to go deeper in the discussion	3
	Inhibitive effect	Closely listening to the peers	2
		Being unwilling to share	2
Opinions on individual vs group work	Preference for group work	Having difficulty in coming up with new ideas	4
		Enjoying group work much better	8
		Being more enthusiastic about the task	3
		Benefiting from the cooperative nature of peer interaction	6
		Benefiting from having a familiar interlocutor	2
	Preference for individual work	Building better relationships with peers	2
		Being able to control the mistakes	1
		Being stressed about having dominant partners	2

4.2.1. Affective engagement during individual performance

The first research question guiding the qualitative data analysis was as follows:

RQ 1 – c) What are the effects of *task repetition*, if any, on learners' oral performance in opinion-gap tasks, in terms of affective engagement when completing the tasks individually?

To discover the potential effects of task repetition on learners' oral performance in opinion-gap tasks, with a focus on affective engagement during individual task completion, learners were asked about their eagerness or reluctance to participate and whether they experienced anxiety. In summary, participants' feelings when they work alone were examined in this section to address the first research question.

Table 21.

TR effect on affective engagement during individual performances

Theme	Categories	Codes	n
TR effect on affective engagement during individual work	Positive	Feeling more competent/confident	4
		Feeling less anxious /stressed/nervous	7
		Enjoying the task more	3
	Negative	Losing interest	2
		Getting bored	2

In terms of affective engagement during individual performances, most of the participants reported that they had a positive feeling toward repeating the task individually. In the interviews, 14 statements were coded under the category “positive” and four statements under the “negative” category. The positive codes were identified as “*feeling more competent/confident*” ($n=4$), “*feeling less anxious/stressed/nervous*” ($n=7$), and “*enjoying the task more*” ($n=3$). One female participant reported:

“I was very upset that I could have done better in the first performance, but the repetition of the same task increased my self-confidence” (P03A).

The following taken excerpt from a semi-structured interview also clearly shows the enthusiasm of the participant in repeating the task when she was given another chance to perform the task:

“This performance was better, one hundred percent. In the previous one, I struggled with what to say, but this time I provided stronger reasons and included examples from my personal life. I was more stressed in the first one. After the first task, I reflected on it and thought, ‘I wish I had said this’. This technique was very good, being asked to perform twice felt really good.” (P02C)

However, a total of four negative statements were identified under the codes “losing interest” ($n=2$) and “getting bored” ($n=2$). One participant noted how repeating the task negatively impacted her engagement and enjoyment by saying that:

“Some of the things I said were not really reflecting what I thought, I just said them for the sake of speaking. I didn't really enjoy it.” (P03B)

Another participant stated that he found it boring to talk to himself instead of having an interlocutor:

“I'm the only one talking here. It would be better if I talked to someone. There is no interaction, I got bored.” (P02B)

In summary, most of the participants highlighted that they believed their performance improved during their repeated performances because they felt ‘less anxious’ and ‘more confident’. However, a few participants mentioned that they found repeating the same task ‘boring’ and ‘uninteresting’.

4.2.2. Affective engagement during small-group performances

The second research question guiding the qualitative data analysis was as follows:

RQ 2 – a) What are the effects of *task repetition*, if any, on learners' oral performance in opinion-gap tasks in terms of affective engagement when completing tasks in small groups?

To investigate the effects of task repetition on learners' oral performance in opinion-gap tasks, with a focus on affective engagement during small-group task completion, learners were asked whether they found the repetition useful while working in a group and how it made them feel. This section explores their emotional responses, including feelings of comfort, and empathy, as well as potential negative experiences such as embarrassment or frustration. By examining these affective factors, the study aims to provide a deeper understanding of how task repetition influences learners' engagement in collaborative settings.

Table 22.

TR effect on affective engagement during small-group performances

Theme	Categories	Codes	<i>n</i>
TR effect on affective engagement in group work	Positive	Being more empathetic towards peers	1
		Feeling more comfortable	9
		Feeling joy	2
	Negative	Feeling stuck/frustrated	2
		Being less enthusiastic about the discussion	4
		Being embarrassed about repeating oneself	2

In terms of affective engagement during small-group performances, the interviews revealed 12 statements coded as "positive" and eight statements coded as "negative." The positive codes included "being more empathetic towards peers" ($n=1$) and "feeling more comfortable" ($n=9$), and "feeling joy" ($n=2$). Conversely, the negative codes consisted of

"feeling stuck/frustrated" ($n=2$), "being less enthusiastic about the discussion" ($n=4$), and "being embarrassed about repeating oneself" ($n=2$).

The interviews highlighted students' affective engagement during small-group performances, revealing a mix of positive and negative experiences. Among the positive codes, feeling more comfortable was the most frequently mentioned ($n=9$). Participants shared:

'I was more relaxed because I had already done it before.' (P07C) and

"I felt more comfortable this time" (P03C), and similarly another student noted:

"It went very smoothly for me" (P11B).

The code being more empathetic towards peers ($n=1$) emerged in the following statement, "I realized that we understood each other's ideas better and did a better job of sharing feelings and such" (P07A). Another positive aspect was feeling joy ($n=2$), as expressed in:

"It was enjoyable and not boring, as if we were just chatting in everyday life, very relaxed" (P11C), and another student stated:

'I really liked how we could share ideas and improve together.' (P07C).

Conversely, several negative codes were identified. Feeling stuck/frustrated ($n=2$) was highlighted in comments such as,

"After I said the things that came to my mind at first, trying to find something else to say felt challenging" (P03C), and

"When the same topic came up again, I thought, 'I've already talked about this', which made me feel stuck (P02B).

Similarly, being less enthusiastic about the discussion ($n=2$) appeared in reflections like,

"Our excitement decreases when we talk about the same topic" (P02C).

Lastly, being embarrassed about repeating oneself ($n=2$) was noted in quotes such as, "I didn't want to repeat things I had already talked about in front of my friends." (P11A)

4.2.3. Social engagement in group work

Findings on the effects of task repetition on learners' oral performance in opinion-gap tasks, focusing on social engagement during small-group task completion.

RQ 2 – b) What are the effects of *task repetition*, if any, on learners' oral performance in opinion-gap tasks in terms of social engagement when completing tasks in small groups?

Table 23.

TR effect on social engagement during small-group performances

Theme	Categories	Codes	<i>n</i>
TR effect on social engagement in group work	Facilitative effect	Paying more attention to the contribution of peers	5
		Being able to go deeper in the discussion	3
		Closely listening to the peers	2
	Inhibitive effect	Being unwilling to share	2
		Having difficulty in coming up with new ideas	4

As shown in the table 22, three codes were identified to the category “facilitative effect”, which are “paying more attention to the contribution of peers” ($n=5$), “being able to go deeper in the discussion” ($n=3$) and “closely listening to the peers” ($n=2$). Two participants from different groups marked their first group performance as both their best and favorite, stating:

“Our first performance was the highlight. It was our finest work and remains our favorite.” (P02C), and

“I will never forget our first group performance; it is definitely our favorite. It was so much fun”. (P11A)

Additionally, they shared that they were more enthusiastic about the discussion in their first performance as a group. This was because they found it ‘challenging’ to develop new ideas when repeating the same task as a group. Therefore, they were able to go deeper in the discussion. One male student shared that:

“It is difficult to come up with new ideas in the second group work because the opinions had already been shared in the first.” (P07C)

“Our first group performance was much more engaging and fulfilling. When we were asked to repeat the same task in the second performance, I was not eager to go over the same things.”

Learners reported that they were looking for help from their partners in the repetition performance because they ran out of new ideas.

“It was not good. It felt difficult to come up with something again after initially saying the first things that came to my mind.” (P08C)

On the other hand, another student noted that the second performance involved more listening to their peers, as they were focused on discovering whether any new information was introduced. As the student explained:

“I paid more attention to what my friends said during the second group work because I was trying to catch if they would bring up something new.” (P05A)

The following statement from a participant clearly shows their feelings on repeating the task as group:

“Our first group performance was much more engaging and fulfilling. When we were asked to repeat the same task in the second performance, I was not eager to go over the same things.” (P03C)

However, one student pointed out that it is not easy to go over the same things when you are working in a group

“I think we tend to repeat ourselves when we get the same question individually, but we don't repeat ourselves that much in the group.” (P03B)

4.2.4. Individual vs Group work

Findings on the effects of task repetition on learners' oral performance in opinion-gap tasks, focusing on social engagement during small-group task completion. The aim here is to explore students' preferences and opinions on working alone or with their peers.

RQ 3) How do learners' opinions differ when performing oral tasks individually versus in small groups?

Table 24.

Participants' opinions on individual vs group work

Theme	Categories	Codes	<i>n</i>
Opinions on individual vs group work	Preference for group work	Enjoying group work much better	8
		Being more enthusiastic about the task	3
		Benefiting from the cooperative nature of peer interaction	6
		Benefiting from having a familiar interlocutor	2
	Preference for individual work	Building better relationships with peers	2
		Being able to control the mistakes	1
		Being stressed about having dominant partners	2

To answer the research question “How do learners' opinions differ when performing oral tasks individually versus in small groups?”, participants were asked which performance they would prefer. 21 statements in total were coded under the category “Preference for group work” and four statements under the category “Preference for individual work”. Participants, who reported that they prefer group work instead of individual work, explained the purpose of their preference “enjoying group work much better” ($n=8$), “being more enthusiastic about the task” ($n=3$), “benefiting from the cooperative nature of peer interaction” ($n=6$), “benefiting from having a familiar interlocutor” ($n=2$), and “building better relationships with peers” ($n=2$).

The following statements of participants, who were in the same group, explicitly demonstrates that they benefited from the cooperative nature of peer interaction:

“I have learned a lot from group interactions, especially from listening to and engaging with my friends. I believe that not only the information they share, but also the way they speak, respond to others, and react in conversations improves my speaking skills.” (P02C)

"I've definitely learned from my friends, at least to some extent, how to speak more comfortably and spontaneously in group work." (P03C)

"I will always remember the things my friends said in this group activity. Because there is a huge difference between receiving the same information from a teacher or from a friend (P02B)

A participants' statement shows that they benefited from having a familiar interlocutor as follows:

"It was also beneficial that we were familiar with each other. For example, P11C was my partner from last year, and we are very accustomed to each other. P11A is also a close friend of ours, which made our conversations more comfortable." (P11B)

The enjoyment of group work as a reason for preferring it was reported by a participant as follows:

"Among these four performances, the ones I enjoyed the most were the ones with my partners." (P03A)

Participants, who reported that they prefer individual work instead of group work, explained the purpose of their preference “Being able to control the mistakes” ($n=1$) and “Being stressed about having dominant partners” ($n=2$). The following statement from one participant shows that he gets stressed about having dominant partners:

"In group work, dynamics can vary, with two people being dominant while one listens, or one person dominating the conversation and making the others listen. In our case, it was ideal; all three of us contributed equally. However, I would still prefer to work alone." (P02B)

Benefiting group work but also preferring to work independently to control outcomes as a reason to prefer individual work was also reported from the same participant as follows:

"I always prefer individual work. Although it has its disadvantages, it is my sole responsibility if I make mistakes. I do not want my mistakes to impact others, or vice versa. I also enjoy the challenge of working alone and overcoming difficulties. Nonetheless, group activities have fewer disadvantages and are much more fun and beneficial for learning new things." (P02B)

Most of interviewed participants indicated that they found group interactions to be significantly more 'interesting and enjoyable' compared to individual performances. They consistently highlighted the benefit of contributing to each other's input during group work. After the first small group performance, one student said she thought working in pairs would be better instead of three because they are more accustomed to it in the classroom. However, the same student stated that she changed her mind after completing the group performances and said:

"I have learned a lot from group interactions, especially from listening to and engaging with my friends. I believe that not only the information they share, but also the way they speak, respond to others, and react in conversations improves my speaking skills. Although I initially preferred working in pairs, I now think groups of three are better because you can benefit from the ideas of other two people." (P02C)

CHAPTER V

DISCUSSION

This section presents the summary of the study, the discussion of the role of task repetition on the four dimensions engagement in individual or in small group task performances, the implications related to pedagogy and suggestions for the further research.

5.1. Research Question 1

What are the effects of *task repetition*, if any, on learners' oral performance in opinion-gap tasks, in terms of a) behavioral, b) cognitive, and c) affective engagement when completing the tasks individually?

The effect of task repetition on learners' individual oral performances in terms of behavioral engagement was explored by calculating the number of words produced and the time spent on task. The participants were found to spend more time and produce more words when they repeated the tasks individually. These results are in line with previous literature that the application of repetitive tasks can support and have a positive impact on students' behavioral development (Bygate, 2001; Fukuta, 2016; Phung, 2017). Students who are getting more familiar with the task content and the procedure the second time felt less anxious thus improved their performances. Cognitive engagement in individual oral tasks was assessed by counting instances of self-repairs, private speech, and elaborative clauses per 100 words. Since there is no significant difference between the students' first and second performances in terms of self-repairs, private speech, and elaborative clauses, it can be thought that there may be no remarkable improvement in students' existing knowledge and their thinking process with repetitive tasks. This situation might be related to students' learning processes and the difficulty level of the topic. It might result from the fact that the topic was too familiar for the participants in their first performance, or that they know the topic, or that there is no difficulty in the repetitive tasks in terms of the participants' cognitive processes. It is thought that the limited cognitive development may be related to the fact that repetitive tasks do not sufficiently trigger the participants' thinking and problem-solving processes. In this regard, the importance of designing more diverse and complex tasks for the development

of cognitive skills and students' cognitive engagement should be highlighted. Even in noninteractive tasks, however, learners must draw on their own linguistic resources and world knowledge to fill gaps in expressing their opinions and find ways to articulate them, which leads them still be greatly involved in using language (Bygate & Samuda, 2009; Ellis, 2009).

The effect of task repetition on learners' affective engagement when completing the tasks individually was explored through the analysis of post-task semi-structured interviews. The findings revealed that repeating oral tasks has a positive impact on students, especially when they are required to perform alone. This positive impact in the increase in the repeated oral task during the individual performance might be related to the fact that the level of anxiety decreases in time and the students gain experience with the repetitive tasks. In particular, it is thought that repetitive tasks allow participants to perform more effectively by increasing their familiarity with the task. It can be linked to the self-regulation theory which advocates the idea of being personally involved in decision-making processes results in more successful learning. In this sense, it can be said that the students may improve their speaking skills, and feel more confident with the repetitive tasks as it was supported by Qiu and Lo (2017) in their study. Similarly, it can be seen from the literature that the application of repetitive tasks can support and have a positive impact on students' behavioral development (Bygate, 2001; Fukuta, 2016; Phung, 2017).

5.2. Research Question 2

What are the effects of *task repetition*, if any, on learners' oral performance in opinion-gap tasks in terms of a) affective and b) social engagement when completing tasks in small groups?

Considering the participants' answers, it can be said that small group tasks are generally seen as an activity which makes them feel positive. Speaking in a small group created an environment which is comfortable and supportive and thus decreased their anxiety level and increased their confidence. This situation shows that the students feel more confident and improve their performance while they are speaking in a group with their peers. The fact that social support and sense of belonging have a positive impact on students' affective engagement is also highlighted in the literature (Early and Marshall,

2008). In a similar vein, when learners socially engaged, they “listen to one another, draw from one another’s expertise and ideas, and provide feedback to one another” (Philp & Duchesne, 2016, p. 10).

It is observed in the study that peer support and collaboration lowered the anxiety level of the participants and boosted their motivation of speaking. Especially, the anxiety seen in the first individual performance felt less in groups. This made the process a more positive experience and shows how critical emotional support is in the learning process, increasing affective engagement. According to Dörnyei and Kormos, “in reality, the actual conversation was a joint product of both speakers. Anxiety, for example, may have a completely different effect on the task outcome depending on whether the interlocutor also has it or not.” (2000, p. 296).

5.3. Research Question 3

How do learners' opinions differ when performing oral tasks individually versus in small groups?

With the help of small group tasks, the participants had the opportunity to create strong connections with their peers with social interaction. The students had the chance to collaborate, listen to the others’ opinions and express themselves while interacting with each other in small groups. These social interactions contributed to the fact that students understand what the group dynamics are and improve their social skills. In the literature, group studies are accepted as an important environment for strengthening social engagement and developing students' social skills (Early and Marshall, 2008).

The social connections created between the participants increased the efficiency of group dynamics and foster a positive and supportive environment for students to learn from each other. Peer learning and support within the group enabled students to see themselves as a part of the social whole, which led them to act more proactively in speaking activities. This shows that social engagement has a significant role in students’ academic and social development.

In communication-oriented language learning, collaborative tasks involving pairs or small groups play a crucial role in the learning process. These group-based activities foster interaction and negotiation of meaning, which are essential for language development. As a result, assessing a learner's performance in such contexts cannot be

done in isolation, as peer interactions significantly shape the learning outcomes. To accurately evaluate a learner's abilities, it is necessary to consider the influence of peers and the social dynamics within these groups. Consequently, research in second language acquisition (SLA) should include a detailed analysis of these social factors to fully understand how collaborative tasks contribute to language development.



CHAPTER VI

CONCLUSION

The participants' evaluations about the repetitive tasks are various. While some of the students found the process simply boring, the others thought it was beneficial. The fact that repetition is found boring by some students shows that such activities may not be suitable for individual affective needs. On the other hand, some students found it helpful since it provides the opportunity to address the same topic from different aspects. This situation indicates that affective engagement differs from person to person and teaching strategies should be diverse according to these individual differences.

The findings of the research shows that repetitive speaking tasks in small groups reinforced the social engagement of the students. Especially, speaking about the same topic for the second time helped students to establish a bond which is deeper and more meaningful with their peers. On the other hand, the fact that repetitive tasks are found boring by some students has some risks in terms of the sustainability of social engagement. Hence, it can be said that repetitive tasks should be enriched, and monotony should be avoided. Many teaching methodologies that support the communication-oriented learning activities include dyads or small groups rather than individual learners, therefore, would be insufficient to evaluate a learner's performance without mentioning about the influence of their peers. Task-based research should delve deeper into the specific social factors that influence learning in group settings, given the collaborative nature of many modern teaching methods. Therefore, there is a need to view learner performance as a social process, shaped by interactions with others, rather than as an individual endeavor.

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APPENDICES

APPENDIX A. OPINION GAP TASK A

TASK CARDS FOR INDIVIDUAL PERFORMANCE

Discuss your ideas:

- Choose one of the options and explain why you selected it.
- Provide reasons for your choice, including details and examples to support your explanation.

Please note that the options are not presented in any specific order. There is no right or wrong answer.

<p>1. Your degree requires that you should choose an elective course. Which of the following courses would you like to choose?</p> <p>(1) Teaching communication skills (2) Teaching grammar (3) Academic writing</p>
<p>2. The university decides to remodel the dormitory and add a new space to it. Which space do you recommend adding to your dormitory?</p> <p>(1) Cafeteria (2) Study room (3) Game room</p>
<p>3. Which leisure activity do you think contributes most to personal relaxation and well-being? Choose the activity you find most beneficial and explain its advantages.</p> <p>(1) Reading books or literature (2) Engaging in physical exercises or sports (3) Practicing mindfulness and meditation</p>
<p>4. If you are going to choose a roommate, which of the following qualities is the most important to you?</p> <p>(1) Cleanness (2) Friendliness (3) Quietness</p>
<p>5. Which of the following qualities is the most important to you for an ideal romantic partner?</p> <p>(1) Honesty (2) Sense of humor (3) Being supportive</p>
<p>6. If you are going to choose a restaurant, which of the following qualities is the most important to you?</p> <p>(1) Cleanness (2) Reasonable price (3) Good service</p>
<p>7. Which of the following functions of smart phones is the most beneficial to students?</p> <p>(1) Taking photos (2) Listening to podcasts (3) Recording lectures</p>

<p>8. Which one would you like to choose for your final project?</p> <p>(1) Giving a presentation (2) Organizing a debate (3) Creating a video</p>
<p>9. Your degree requires you to choose one elective course, which one would you choose? (1) Academic writing skills (2) Health and nutrition (3) Photography</p>
<p>10. Which of the following study habits do you believe is the most beneficial for academic success?</p> <p>(1) Setting specific goals and deadlines</p> <p>(2) Collaborating with classmates in group study sessions</p> <p>(3) Seeking help from professors and tutors when needed</p>
<p>11. Which of the following factors do you believe is the most important when considering a career choice?</p> <p>(1) Job stability and security</p> <p>(2) Personal interest and passion</p> <p>(3) Potential salary and financial benefits</p>
<p>12. Which of the following activities do you think is the most effective for maintaining a healthy lifestyle?</p> <p>(1) Regular exercise and physical activity</p> <p>(2) Eating a balanced and nutritious diet</p> <p>(3) Practicing mindfulness and stress-reduction techniques</p>
<p>13. When it comes to learning a new skill, which method do you prefer? Choose the approach that you find most effective and justify your choice.</p> <p>(1) Self-study through online resources and tutorials</p> <p>(2) Attending formal classes or workshops</p> <p>(3) Learning by doing through practical experience</p>
<p>14. When experiencing a new culture, which aspect do you find most interesting and valuable? Choose the aspect that enriches your cultural understanding the most and elaborate on its significance.</p> <p>(1) Sampling traditional cuisine and local foods</p> <p>(2) Engaging in traditional festivities and ceremonies</p> <p>(3) Exploring historical sites and museums</p>
<p>15. Which of the following factors do you consider most influential when choosing a travel destination?</p> <p>(1) Cultural experiences and historical sites</p>

(2) Natural landscapes and outdoor activities
(3) Culinary diversity and local cuisine
16. Which of the following ways is the best to save money as a student?
(1) Buying used textbooks
(2) Cooking your own meals
(3) Finding a part time job



APPENDIX B. OPINION GAP TASK B

TASK CARDS FOR SMALL GROUP PERFORMANCE

Discuss your ideas with your partners:

- Choose one of the options and explain your reasons to your partners, including details and specific examples or evidence to support your arguments.

Please note that the options are not presented in any specific order.

Personal preferences may vary, and there is no right or wrong answer.

You do not need to come to an agreement with your partners.

<p>1. In today's digital age, which communication method do you believe is the most effective for maintaining strong interpersonal relationships? Choose the method you prefer and explain its benefits.</p> <p>(1) Face-to-face conversations (2) Communicating via text messages or social media (3) Video calls or virtual meetings</p>
<p>2. Which of the following problems university students face is the most challenging to you? Discuss potential strategies to help you overcome such challenges.</p> <p>(1) Financial problems (2) Stress management (3) Homesickness</p>
<p>3. Which of the following qualities do you believe is the most important for a good teacher?</p> <p>(1) Strong relationships with the students (2) Sensitivity to student differences (3) Being prepared & organized</p>
<p>4. In which aspect of daily life do you think AI integration will have the most impact in the future?</p> <p>(1) Healthcare and medical diagnostics (2) Transportation and autonomous vehicles (3) Personalized education and learning platforms</p>
<p>5. If you could time travel, which time constraint would you prefer? Choose the time limitation that you find most suitable and provide reasons for your choice.</p> <p>(1) A one-time visit to any historical event (2) Repeated visits but limited to observing, without interacting (3) Staying in one era for an extended period, experiencing daily life</p>

6. When contemplating aesthetic surgeries, which factor do you think is most crucial for individuals to consider before undergoing a procedure? Choose the factor you find most important and explain its significance.
- (1) Understanding potential health risks and complications
 - (2) Setting realistic expectations for the outcomes of the surgery
 - (3) Evaluating the psychological and emotional impact post-surgery
7. Which of the following functions of money is the most important to you?
- (1) It provides security.
 - (2) It allows you to create good memories.
 - (3) It allows you to buy nice things.
8. Which of the following time management strategies do you find most effective? Why?
- (1) Creating a detailed schedule or to-do list
 - (2) Prioritizing tasks based on importance and urgency
 - (3) Using time-tracking techniques to monitor productivity
9. Which of the following qualities do you believe is most crucial for a successful entrepreneur? Why?
- (1) Adaptability and willingness to take risks
 - (2) Strong leadership and communication skills
 - (3) Expertise in the industry or field of business
10. Among the following study habits, which one do you think is the most effective for academic success at university? Choose the habit you find most beneficial and explain why.
- (1) Creating and following a strict study schedule
 - (2) Engaging in group study sessions with peers
 - (3) Practicing self-assessment and regular review of materials
11. Which extracurricular activity do you believe offers the most value to a university student's overall development? Choose the activity you think is most beneficial and justify your choice.
- (1) Joining student clubs or organizations
 - (2) Participating in volunteer work
 - (3) Taking part in internships or professional development programs

12. What stress management technique do you consider most effective for university students dealing with academic pressure? Choose the method you find most helpful and explain its advantages.
- (1) Regular exercise and physical activity
 - (2) Practicing mindfulness and meditation
 - (3) Developing time-management skills
13. Which of the following aspects of social media has the most significant influence on society?
- (1) Facilitating global connections and communication
 - (2) Shaping opinions and influencing public discourse
 - (3) Fostering a sense of isolation and diminishing real-life interactions
14. Considering the impact of technology on personal relationships, which approach do you think is most advisable for maintaining meaningful connections? Choose the perspective you find most convincing and explain why.
- (1) Using technology mindfully to enhance communication
 - (2) Limiting reliance on technology for deeper interpersonal connections
 - (3) Rejecting technology altogether for more authentic relationships
15. Which of the following things do you think is the most negative impact of social media on people and users?
- (1) cyberbullying
 - (2) negative body image
 - (3) the spread of misinformation
16. Which health and wellness practice do you consider most crucial for university students to maintain a healthy lifestyle? Choose the practice you find most important and explain its significance.
- (1) Regular physical exercise and fitness routines
 - (2) Ensuring sufficient sleep and rest
 - (3) Maintaining a balanced diet and healthy eating habits

APPENDIX C. L2 BACKGROUND QUESTIONNAIRE

PART A.

Contact Information:

First Name:

Last Name:

Student ID:

Today's Date:

Place of Birth:

Date of Birth:

E-mail:

Phone:

Gender: Male Female

PART B.

Please answer the following questions to the best of your knowledge.

1. At which level did you start receiving instruction in English? Tick the column that best applies to you.

Primary / Elementary School

Secondary / Middle School

High School

College / University

2. How have you learned English up to this point? (check all that apply)

Mostly Occasionally Never Through formal classroom instruction

Mostly Occasionally Never Through interacting with people

A mixture of both, but More classroom More interaction Equally both

Other (specify: _____)

3. If you have taken a standardized test of English proficiency (e.g., TOEFL, IELTS), please indicate the scores you received for each: _____

4. How often do you engage in the following activities in English? Tick the column that best applies to you.

	Never	Rarely	Sometimes	Often	Always
1 I listen to English songs.					
2 I listen to English podcasts.					
3 I read in English (e.g., books, news, articles, magazines, blogs, etc.).					
4 I play PC/video games in English.					
5 I watch movies/shows/videos in English with Turkish subtitles.					
6 I watch movies/shows/videos in English with English subtitles.					
7 I watch movies/shows/videos in English without subtitles.					
8 I talk face-to-face with foreigners/native speakers in English.					
9 I chat online with foreigners/native speakers in English.					
10 I send texts/e-mails to foreigners/native speakers in English.					
11 Other (specify):					

5. If you have lived or traveled in other countries for more than 3 months, please indicate:

The name(s) of the country or countries: _____

Your length of stay: _____

Reasons: _____

The language(s) you learned or tried to learn: _____

The language(s) you used for communication: _____

6. If there is anything else you feel is interesting or important about your language background or language use, please comment below.

APPENDIX D. DETAILED TASK INSTRUCTIONS

1 Opinion-gap Tasks: SET A

1.1 Task instructions for Individual Oral Tasks

- Please tell me your full name.
- Today, you will complete an oral task by yourself.

1 Randomly choosing three cards out of sixteen:

- There are 16 cards on the desk.
- First, choose three cards from the set.
- Then, review the discussion questions.

2 Deciding on the card you want to discuss:

- As you see, each card has a three-choice question type which asks you to indicate your preference by selecting one option.
- The options are not in any specific order.
- There are no right or wrong answers.
- Now, tell me which card you want to discuss today and leave the other two cards on the desk.

3 Getting ready for your response:

- You will be given 90 seconds to prepare your response.
- You can take notes when you read your question, and you can use your notes to help prepare your response.
- You will be informed when 15 second preparation time remains.
- When the preparation time is up, you will be told to begin your response.
- Once you begin, there will be no certain response time.

4 Starting the task:

- Read the main question and the three options on your card carefully.
- Choose one of the options and explain why you selected it.
- Provide reasons for your choice and include details and examples to support your explanation

1.2 Task instructions for Individual Oral Tasks: Repetition

- Please tell me your full name.
- Today, you will discuss the same task that you discussed last time.
- As you know, the card has a three-choice question type which asks you to indicate your preference by selecting one option.
- The options are not in any specific order.
- There are no right or wrong answers.
- The procedure will be the same as the last time.

1 Getting ready for your response:

- You will be given 90 seconds to prepare your response.
- You can take notes when you read your question, and you can use your notes to help prepare your response.
- You will be informed when 15 second preparation time remains.
- When the preparation time is up, you will be told to begin your response.
- Once you begin, there will be no certain response time.

2 Starting the task:

- Now, read the main question and the three options on your card carefully.
- Choose one of the options and explain why you selected it.
- You don't have to choose the same option as before; you can update your preference if it has changed.
- Provide reasons for your choice and include details and examples to support your explanation

2 Opinion-gap Tasks: SET B

2.1 Task instructions for Small Group Oral Task

- Starting with the student on the right, please state your full name.
- Today, you will work in groups of three.

1 Randomly choosing three cards out of sixteen:

- There are 16 cards on the desk.
- One of you should choose three cards from the set.
- Then, review the discussion questions together.

2 Deciding on the card you want to discuss:

- You are familiar with this type of task now.
- Each card has a three-choice question type which asks you to indicate your preference by selecting one option.

- The options are not in any specific order.
- There are no right or wrong answers.
- Tell me which card you want to discuss as a group today and leave the other two cards on the desk.

3 Getting ready for your response:

- You will be given 90 seconds to prepare your response.
- You can take individual notes when you read your question, and you can use your notes to help prepare your response.
- You will be informed when 15 second preparation time remains.
- When the preparation time is up, you will be told to begin your response.
- Any of you can start the task.
- Once you begin, there will be no certain response time.

4 Starting the task:

- Now, read the main question and the three options on your card carefully.
- Choose one of the options and explain why you selected it.
- Explain your reasons to your partners, including details and specific examples or evidence to support your arguments.
- Please remember that personal preferences may vary, and there are no right or wrong answers.
- You don't have to come to an agreement with your partners.

2.2 Task instructions for Small Group Oral Task: Repetition

- Starting with the student on the right, please state your full name.
- Today, you will again work in groups of three with the same partners as the last time.
- You will discuss the same card as a group.
- As you know, the card has a three-choice question type which asks you to indicate your preference by selecting one option.
- The options are not in any specific order.
- There are no right or wrong answers.
- The procedure will be the same as last time.

1 Getting ready for your response:

- You will be given 90 seconds to prepare your response.
- You can take individual notes when you read your question, and you can use your notes to help prepare your response.
- You will be informed when 15 second preparation time remains.
- When the preparation time is up, you will be told to begin your response.
- Any of you can start the task.
- Once you begin, there will be no certain response time.

2 Starting the task:

- Now, read the main question and the three options on your card carefully.
- Choose one of the options and explain why you selected it.
- You don't have to choose the same option as before; you can update your preference if it has changed.
- Explain your reasons to your partners, including details and specific examples or evidence to support your arguments.
- Please remember that personal preferences may vary, and there are no right or wrong answers.
- You don't have to come to an agreement with your partners.



APPENDIX E. SAMPLE RESPONSE

*If I had to choose between art history, twentieth-century world history, or science history, I would always choose art history. **To begin**, my favorite types of museums are art museums. I enjoy looking at the art and trying to interpret how people were feeling, or what they were going through at that time. **Second**, compared to traditional history courses, art history can give a different perspective on a certain time period. **Rather than** hear facts and figures, art history courses give you the opportunity to see how common people felt in that time. **For example**, people who lived through the war may paint scenes of how traditional towns were, rather than hear about the fighting and conflict like you would in a history. **For these two reasons, I would prefer to** take an art history class.*



APPENDIX F. AN EXAMPLE OF THE TRANSCRIPTIONS

First Performance

Unpruned form: I would choose (.) health and nutrition (0.5) because I (0.8) er I'm curious about (1.0) human health (.) and (0.8) er (0.5) I like (.) doing maybe researches about (0.8) er health (0.5) scien- scientific (.) er information about (.) humans (1.3) and (3.9) what else (9.3) Nothing comes to my mind (1.0) er (2.9) okay well er in high school I was good at biology (0.7) er that's why maybe (0.6) er I can easily memorize (0.5) things about health (0.7) and I want (0.5) er to improve myself (0.5) something like that in (0.5) health and nutrition (0.8) that's why I would choose that.

Pruned form: I would choose health and nutrition because I'm curious about human health and I like doing maybe researches about health. Scientific information about humans and, what else, nothing comes to my mind. Okay. Well, in high school I was good at biology and that's why maybe I can easily memorize things about health, and I want to improve myself something like that in health and nutrition that's why I would choose that.

Second Performance

Unpruned form: Again I'm choosing health and nutrition (0.5) er (1.4) well (1.0) I'm currently (.) studying (0.7) er English language teaching (1.0) and (.) I'm also (.) studying another department (0.6) er that is not related to my own department medical secretary (0.7) and (1.6) er (2.0) well (1.2) I'm into (.) health issues (1.0) I love (.) er learning about it (2.0) I would (.) really want to (.) er study a department about health (0.5) but (.) I can't really (0.6) even stand (.) er the sight of blood (0.5) so (.) er (1.5) I chose to (1.0) at least learn the technical part of it (0.8) so I chose this department to learn more (.) about it in detail (1.7) er also (1.8) my (.) my elder sister (0.7) studies studied has studied er (0.5) nursing (1.0) so (0.8) I know more about (1.2) the detail of the (1.2) health issues maybe (1.3) and as I said before I was good at biology at high school (0.6) er I can (.) easily memorize things so (.) I love being in (1.4) this department (1.7) er (0.5) so it's not related to my own (1.1) department but (1.6) I don't know but time will tell (.) maybe I don't teach English (0.7) in the future (1.2) er (4.8) so that's why (1.8) I would choose (.) health and nutrition (1.7) to (.) learn more about it

Pruned form: Again, I'm choosing health and nutrition. Well, I'm currently studying English Language Teaching and I'm also studying another department that is not related to my own department. Medical secretary and well, I'm into health issues I love learning about it. I would really want to study a department about health, but I can't really even stand the sight of blood, so I chose to at least learn the technical part of it. So, I chose this department to learn more about it in detail. Also, my my elder sister studies studied has studied nursing, so I know more about the detail of the health issues maybe. And as I said before I was good at biology at high school. I can easily memorize things so I love being in this department so it's not related to my own department, but I don't know but time will tell. Maybe I don't teach English in the future so that's why I would choose health and nutrition to learn more about it.

