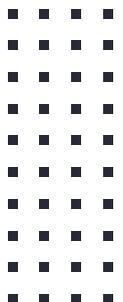




Engagement and Motivation in Task-Based Language Teaching: Bringing Research to the Classroom

YouJin Kim



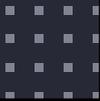
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Special Thanks to Global English Teachers Association and Dr. Jaemyung Goo



글로벌영어교육학회
회장 구재명



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Goals of the Presentation

Target audience: Both students and novice researchers who are interested in task research and task-based instruction

- Introduce two important, yet less researched constructs: task engagement and task motivation
- Explore the relationship between task engagement and the quality of task outcomes
- Discuss how previous task research can inform how to encourage our students to be engaged with tasks and stay motivated during tasks
- Discuss future directions for task engagement and motivation research



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Agenda

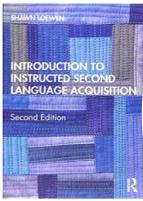
- Part 1: A brief introduction to the fields of instructed SLA and TBLT and their relationships
- Part 2: An introduction to the two focal constructs: Task engagement and task motivation
- Part 3: Practical suggestions for ways to improve engagement and task motivation in classroom contexts
- Part 4: Future directions of task engagement and motivation research

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Part 1: A brief introduction to the fields of instructed SLA and TBLT and their relationships

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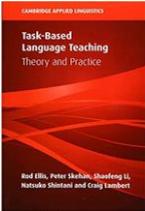
Interface between Instructed SLA and TBLT



Instructed Second Language Acquisition (ISLA)

How learning conditions can be manipulated to facilitate L2 development

(Loewen, 2020)



Task-Based Language Teaching (TBLT)

Uses tasks as a necessary and sufficient basis for syllabus design

(Bygate, 2015; Long, 2015)

Evidence-based language learning through task performance

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Chapter 07
Task 4:
Real World Task

Create a Product Review Video on your Webpage
Individual Speaking

Task Scenario
You are going to create a product review video about one of the products that you bought. Think about which item you will describe, and include how to use it, the pros and cons of the product, and things to remember when using the item.

Materials to bring

- An actual product that you will introduce (if you cannot bring one, you can bring a photo instead)
- An electronic device for making your product review video (e.g., laptop, iPad)

Grammar in Action

- Expressing "can/cannot" - (C) + (S) (C)
- Connective (with) - (C) (S) (H)
- Expressing "after" - (S) (H) (H)
- Noun-modifying form for adjective/verb (that/who) - (C) (S)

Step 1. (Planning) Recall the tasks in this chapter and plan how to write your product review. Don't forget to bring in materials in advance before performing the task. Think about how you are going to organize your product review. Try to use the new grammar features of Chapter 7 when you plan your product review.

The following questions are provided to help you organize your product review.

Helpful questions to elicit the content of your product review:

- What did you buy?
- When and why did you buy the item?
- How were you able to use the item and how did it perform?
- What do you have to do after using the item?
- What are the pros and cons of the item?
- To whom would you recommend the item?

Step 2. (Recording) Make your product review video using the information above.

Language Programs
Student A (Name: _____)

Scenario: You and your partner are planning to attend an Intensive English Program. You and your partner have chosen two potential locations. Discuss the characteristics of each program and decide which program you want to attend during summer.

American English Institute
Getting started in Chicago

About Chicago:

- Chicago is one of America's major metropolitan cities which is located on the shores of Lake Michigan.

Characteristics:

- Four 10-week sessions per year
- New Chicago's beautiful lakefront and crowded business district
- Practical public transportation available to visit attractions in the city
- Spacious on-campus housing is available
- Shows a variety of international students from approximately 50 different countries
- Interacts with American families

Activities:

- Friday dinner party is provided with your friends

Things to remember:

- Alcohol is restricted on campus
- Free airport pick up

Cost: \$3,000 for 10 weeks

Seaview Study Center
Study in the sun!

About Miami: The City of Miami is surrounded by distinguished scenic sites.

Descriptions:

- Having fun and learning English at the Seaview Study Center, Miami
- Enjoy the beautiful ocean scenery
- English lessons are for two hours every morning, Monday to Friday
- Affordable tuition fee full-time enrollment per semester
- Stay in family-size tents at the Seaview Holiday Park
- Explore the amazing underwater world at Miami Sea Life Park

Activities:

- Surfing lessons with flexible schedules virtually every weekend

Things to remember:

- Free pick up and luggage service from the airport
- Inevitably surfing lessons will be cancelled in bad weather

Costs: \$9,200 for four weeks

Kim, Jung, & Tracy-Ventura (2017)

Kim, Choi, Yun, Kim, & Kang (in press)
Learning Korean through Tasks

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Part 2: An introduction to the two focal constructs: Task engagement and task motivation

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Task Engagement

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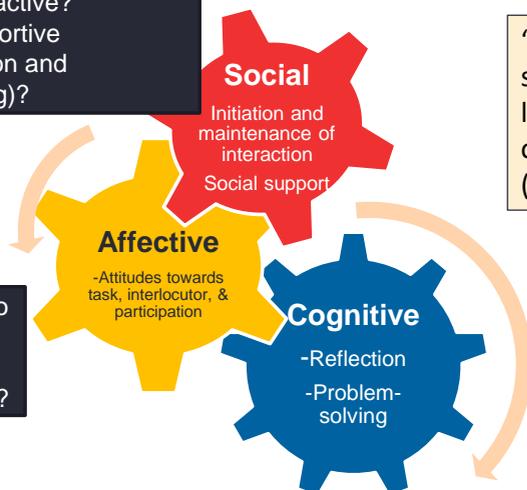
Engagement

- “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” (Philp & Duchesne, 2016, p. 51)
- A multifaceted construct that characterizes several characteristics (i.e., cognitive, behavior, emotional, and social)
- Interdependence of the characteristics

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Engagement with Language (Svalberg, 2009)

- How interactive?
- How supportive (negotiation and scaffolding)?



“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)” (Svalberg, 2009, p. 247)

- Is student eager to participate?
- How purposeful?
- How autonomous?

- Does student seem to notice/reflect language/interaction features (alertness)?

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Attention to Language During Task Performance

- Language Related Episodes (LREs) - any segments of conversation in which language learners “talk about the language they are producing, question their language use, or correct themselves or others” (Swain & Lapkin, 1998, p. 326).

Example 3: Grammatical LRE (task performance)

- 1 Learner 1: Is she wearing a shoes?
- 2 Learner 2: 아닌데, a 가 들어가면 안돼.
(No, you should not use “a.”)

Kim, 2013, p. 20

- Pragmatic-related episodes (PREs) - Sociopragmatics and pragmalinguistics (Taguchi & Kim, 2016)

Example 4: Incorrectly resolved PRE in the individual group

Learner 1: 자습학습 시간이 가지러 집에 가도 되나 물어봐야지 (I need to ask whether I can go home to bring the assignment during self-study session) uh, may, uh, big request, is there any way that I could uh 그럼 (then)? Is there any way that I could possible homework my homework? Can I can I go to my house to get my homework? And can I go to my house to get my homework? 맞나? (Is this right?)

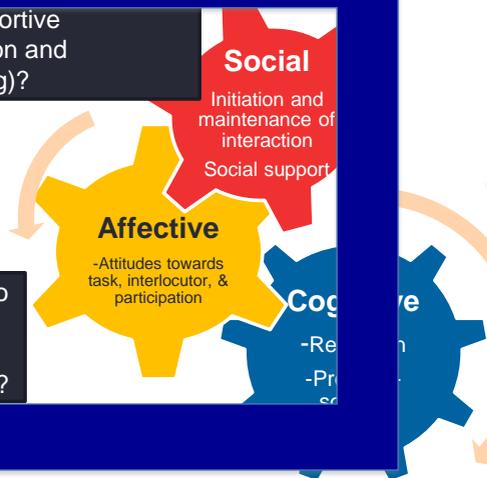
Taguchi & Kim, 2016, p. 431

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Engagement with Language (Svalberg, 2009)

• How supportive (negotiation and scaffolding)?

Is student eager to participate?
How purposeful?
How autonomous?



“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)”

LREs miss this!

• Does student seem to notice/reflect language/interaction features (alertness)?

Baralt, Gurzynski-Weiss, & Kim (2016)

CHAPTER 8

Engagement with the language

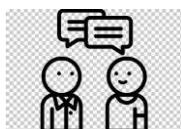
How examining learners' affective and social engagement explains successful learner-generated attention to form

Context

- Spanish as a foreign language class at a university (Spanish II)
- Both classes (face-to-face and on-line) met three times a week.

Participants

- 40 learners (18 males, 22 females)
- All monolingual native speakers except one
- 20 face-to-face class and 20 online class



vs.



Task

- Dialogic story retelling
- Read story sections in L1 and used comic card strips to facilitate retelling
- Targeted linguistic item: Spanish past subjunctive
- Completed task with peer during face-to-face interactions or synchronous computer-mediated communication (SCMC)

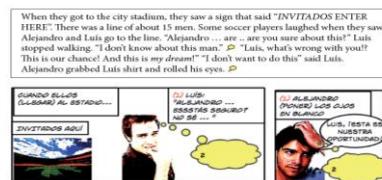


Figure 2. Cognitively complex task: Example of L1 story section with accompanying comic

Survey

- Focusing on each engagement dimension
E.g., learners' views on peer interaction in class, perceptions/attitudes about task, how they took to task, perceived goal of task

Baralt, Gurzynski-Weiss, & Kim (2016): Results summary

Cognitive engagement

- FTF: reflection on targeted form
- SCMC: no reflection on targeted form

Affective engagement

- FTF: positive, fun, willing to engage, purposeful, enjoyable
- SCMC: negative, bored, anxious, tense

Social engagement

- FTF: presence of encouragement, support, praise; friendship key factor
- SCMC: no observable socialization or establishment of relationship; autonomy

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Baralt, Gurzynski-Weiss & Kim (2016): Results summary

Cognitive engagement

“To be honest I hated this task. I didn’t really know the person I was chatting with, and I don’t think he really cared about working with me. He just wanted to get the task done and didn’t really talk to me at all. It was weird, we didn’t even really take turns. I tried but he just kept going so finally I just let him retell the story and mentally checked out.”
(SCMC, survey)

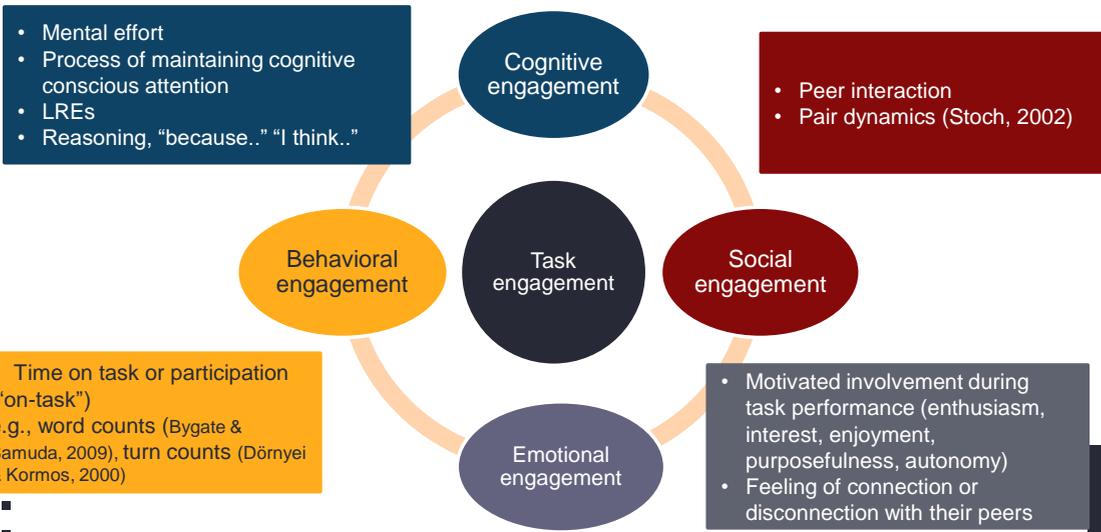
Affective engagement

Social engagement

- FTF: presence of encouragement, support, praise; friendship key factor
- SCMC: no observable socialization or establishment of relationship; autonomy

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Exploring Engagement in Tasks in the Language Classroom (Philp & Duchesne, 2016)



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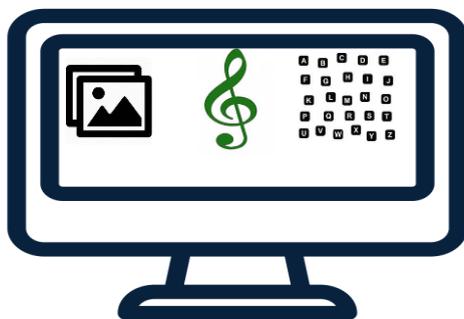
Sample study 1: Kim & Kang (2020)

<p>Participants</p> <p>60 high school students (38 male 22 female) in Korea</p>	<ol style="list-style-type: none"> 1. What do Korean high school learners focus on during the planning time of a collaborative MMC project? 2. What do Korean high school learners focus on during collaborative MMC? 3. What is the relationship between collaborative MMC processes and the quality of the resulting MMC product? 4. How do Korean high school learners perceive collaborative MMC?
<p>Collaborative digital multimodal composing (MMC)</p>	
<p>Task</p>  <p>What will the future look like? Discuss both positive and negative sides of our technology-enhanced future society, particularly with AI (Artificial Intelligence). You may refer to the contents from the movie "I Robot."</p>	<p>Reflection Survey</p> <ol style="list-style-type: none"> 1. [helpfulness for improving English] Compared to traditional writing, how helpful was the multimodal writing project for improving your English? 2. [perception of MMC] What do you think about technology-based multimodal composing projects?

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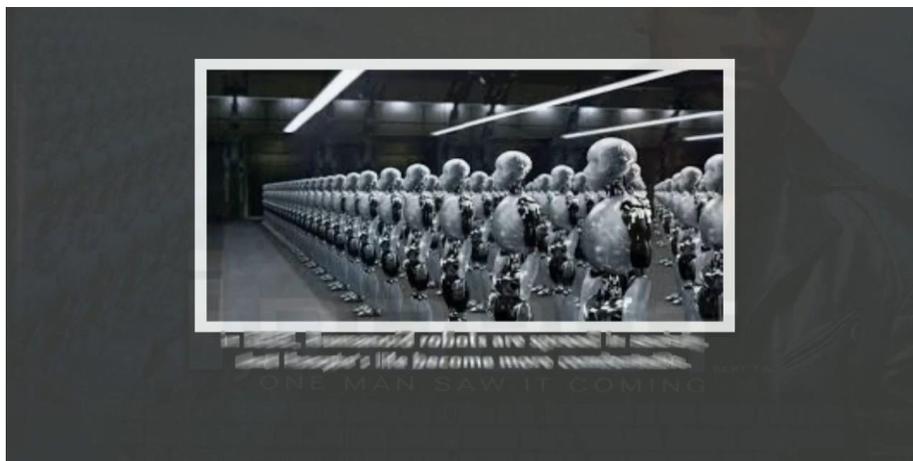
Digital Multimodal Composing (MMC) Tasks

“activities that engage learners in the use of digital tools to construct texts in multiple semiotic modes, including writing, image, and sound” (Hafner, 2015, p. 487)



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Sample Digital Multimodal Composing (MMC) Task



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Procedure (Kim & Kang, 2020)

Days 1-3
Watch "I Robot" (3 sessions)



Day 4:
Unstructured Planning



Days 5-6:
Computer Labs (2 sessions)

Day 7:
Sharing Multimodal Composing

Later, Dr. Susan Kelvin helped Del probe and he surveyed a robot, Sunny.



Day 8:
Reflection Survey (5 min)



Day 9 (1 month later):
Traditional Writing (30 min)

공포기 후에 세상은 더 나은 세계로 바뀌어 갔다(Technology는 세상을 더
 낫게 하는 것으로 믿었다) 하지만 사실은 세상은 더 나은 방향으로 갈 수 있는 구체적인 이유
 없이 그저 믿고 있었다.

I disagree with opinion that technology makes a
 better world. As example, although the computer
 was invented, we don't say that we work less...
 Also, though washing-machine was invented, we
 don't say that chore is shorter. Even if technology
 develops, mankind's work time isn't diminish. Rather
 increase, almost people of modernity do overtime.
 "Always turn-on building" becomes a new
 land mark of metropolis, as renewable building
 of social. And, new kind of criminal appear.

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Analysis - Multimodal Composing Task Quality (Kim & Kang, 2020)

Appendix A. Holistic Rubric

	Excellent	Good	Developing	Inadequate	Poor
Scores	5	4	3	2	1
	-Effectively includes all required parts to complete the task (summary, arguments (positive and negative sides), and stance statements) -Various modes are used effectively for meaning-making -Organizes each point clearly	-Includes almost all required parts to complete the task with some details (summary, arguments (positive and negative sides), and stance statements) -Makes adequate use of modes for meaning-making -Often organizes points clearly but lacks proper transitions	-Clearly lacks one of the required parts to complete the task and does not include enough details in: summary, arguments (positive and negative sides), and stance statements -Sometimes use of modes for meaning making is ineffective -Sometimes hard to follow organization	-Lacks more than two of the required parts to complete the task (summary, arguments (positive and negative sides), and stance statements) and lacks details -Makes inadequate or limited use of modes for meaning making -Often hard to follow organization	-Almost all of the required parts to complete the task are incomplete -Makes little effort to use digital modes -Hard to follow organization

Adapted from Burnett, Frazee, Hanggi, and Madden (2014)

Interrater reliability = 95% (exact agreement percentage)

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MMC Episodes Analysis: Cognitive and Behavioral Engagement during Collaborative MMC (Kim & Kang, 2020)

- Task management
- Content
 - Storyline
 - Image/icon
 - Audio
 - Video
- Information search
- Slide design/organization
- Inquiries about digital tools
 - Adobe Spark
 - Music
 - Pictures/icons
 - Videos
- Digital tools
 - Image/icon modification
 - Video modification
 - Audio modification
 - Text modification (visual effect)
- Language use
 - Lexical
 - Grammar (translation)
 - Mechanics
- Revision
- Reflection
- Technical problems

Adapted from Smith et al. (2017)

Interrater reliability = 92% (exact agreement percentage)

Interaction - Slide Design/Organization (Kim & Kang, 2020)

A: How about writing two advantages on one slide and two disadvantages on another slide?

B: I think we can write one thing for one slide each.

A: One thing for each slide?

B: Yeah, the sample video was like that.

A: Okay.



Translated from Korean

Table 2
Average Number of MMC Episodes and the Number of Turns per MMC Episode during Planning and MMC Sessions by Topic.

MMC episode	Number of MMC episodes						Number of turns per MMC episode	
	Planning		MMC		Total		M	SD
	M	SD	M	SD	M	SD		
Task management	5.72	3.13	14.31	7.19	20.03	9.26	3.71	1.05
Storyline	7.45	3.38	11.86	9.09	19.31	9.57	5.94	1.91
Image/icon	1.93	1.83	12.66	7.29	14.59	7.83	4.42	1.34
Content	.62	1.05	5.00	3.49	5.62	3.90	6.36	4.49
Video	.35	.86	1.59	2.04	1.93	2.56	5.84	4.13
Total	10.34	4.09	31.10	12.02	41.45	14.71		
Information search	.90	1.11	3.03	3.05	3.93	3.32	4.45	1.88
Slide design/organization	2.59	2.82	15.28	8.41	17.86	8.87	4.60	1.59
Adobe Spark	.24	1.29	2.21	2.30	2.45	2.43	3.91	3.75
Audio	.03	.19	2.00	2.20	2.03	2.19	6.50	3.79
Inquiries related to digital tools	.07	.26	1.10	1.35	1.17	1.44	5.97	4.67
Image/icons	.03	.19	.41	1.19	.45	1.12	7.06	5.63
Video	.38	1.35	5.72	4.96	6.10	4.79		
Total	.07	.26	5.76	5.30	5.83	5.39	5.55	3.03
Image/icon	.00	.00	.38	.86	.38	.86	2.04	1.75
Video	.03	.19	1.38	1.54	1.41	1.55	7.14	5.57
Digital modification	.00	.00	1.17	1.39	1.17	1.39	3.61	2.48
Text	.10	.31	8.69	5.64	8.79	5.74		
Total	.45	.63	8.24	5.26	8.69	5.39	4.55	1.94
Lexical	.76	1.43	14.86	9.37	15.62	9.75	4.63	2.07
Grammar	.07	.26	2.00	2.02	2.07	2.10	4.32	3.29
Mechanics	1.28	1.87	25.10	13.37	26.38	14.08		
Language use	.00	.00	1.17	1.56	1.17	1.56	3.79	2.99
Revision	.00	.00	1.38	1.42	1.38	1.42	2.15	1.49
Reflection	.00	.00	1.10	1.46	1.10	1.46	7.63	5.80
Technical problems								

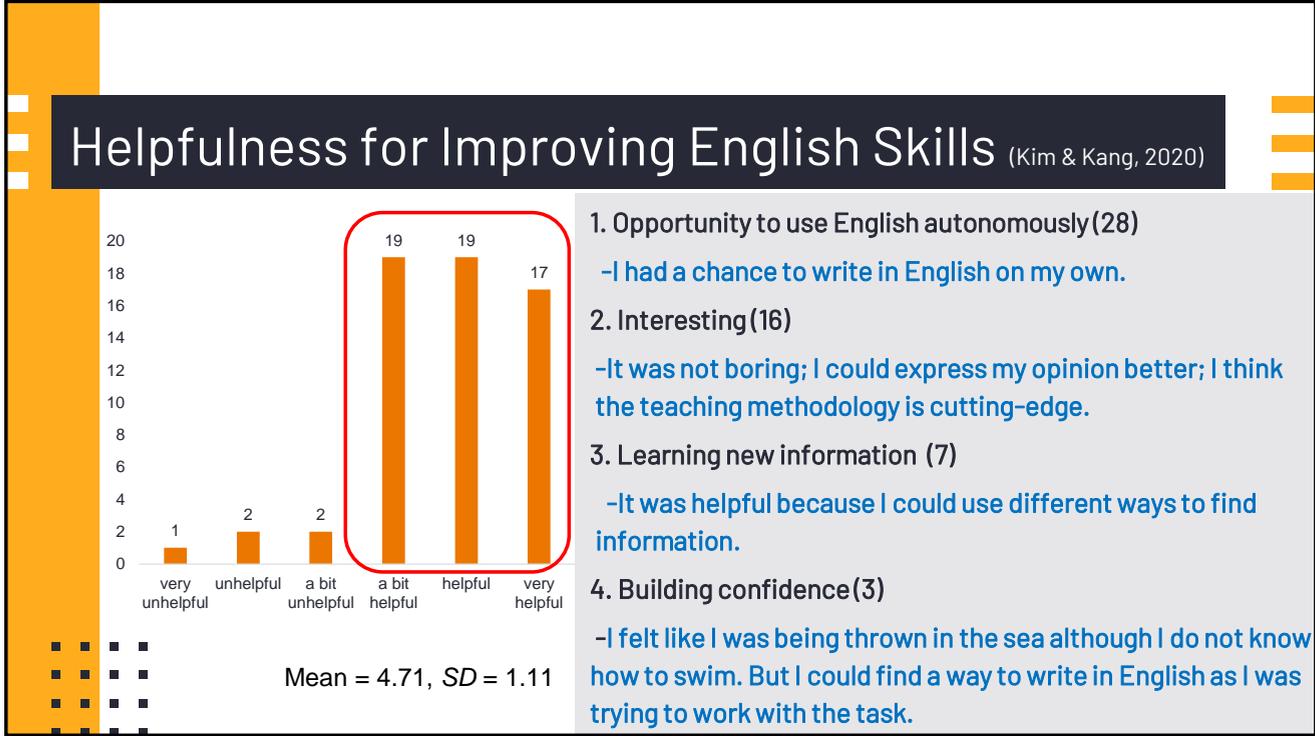
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Table 3
Correlation Table for MMC Scores and MMC Episodes.

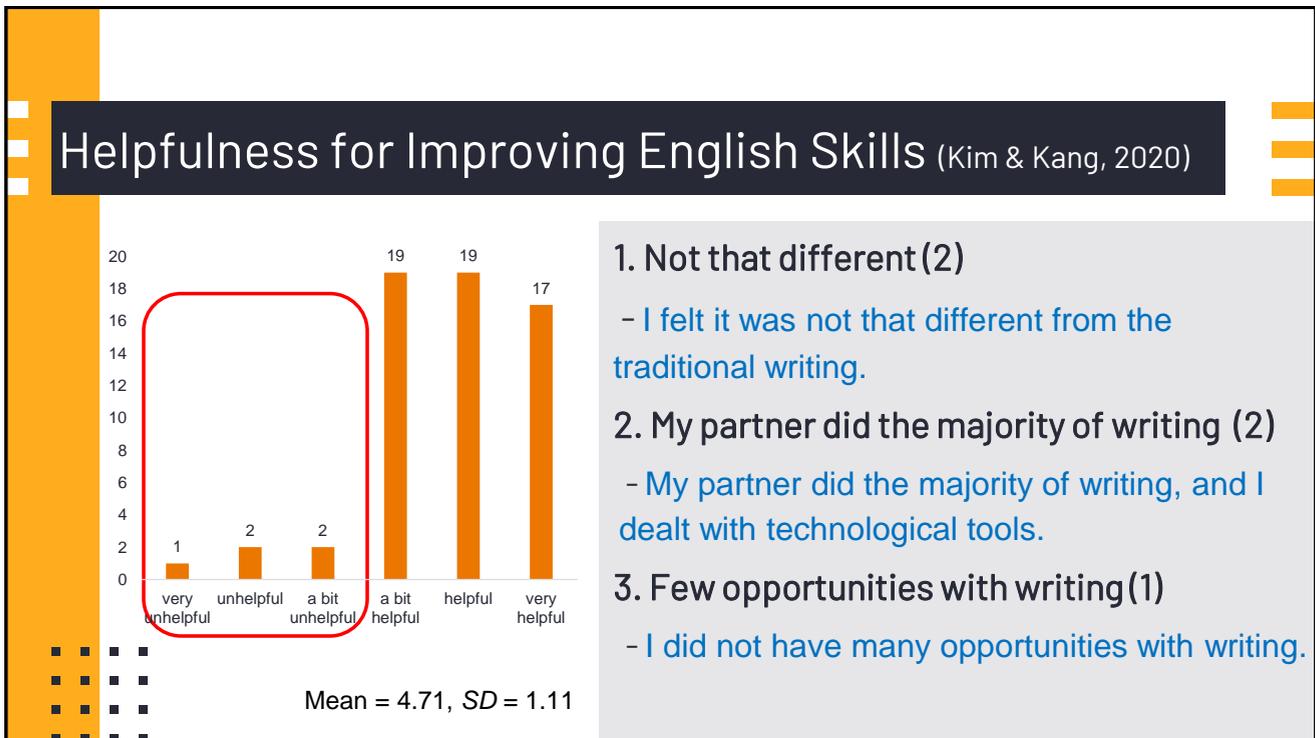
	MMC scores	Task management	Content	Information search	Slide design/organization	Inquiries related to digital tools	Digital modification	Language use	Revision	Reflection	Technical problem
MMC scores	1	-.14	.06	-.35	-.08	-.25	-.18	.01	-.33	-.10	.15
Task management			.19	.12	.36	.35	.17	.15	.23	.26	.20
Content				.16	.50*	.15	.43*	.46*	.24	-.21	-.19
Information search					.14	.31	.11	.39*	.18	-.06	-.30
Slide design/organization						.17	.31	.51*	.59*	.27	.02
Inquiries related to digital tools							.22	.15	.22	.17	-.11
Digital modification								.21	.20	-.06	-.32
Language use									.48*	.25	-.19
Revision										.56*	-.12
Reflection											.23
Technical problems											1

* Correlation is significant at the 0.05 level.

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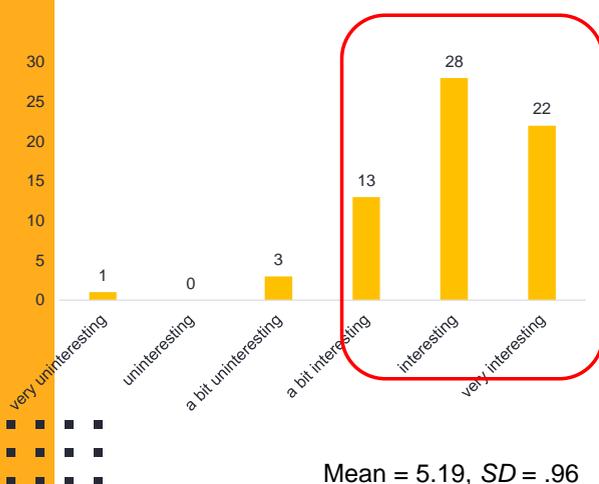


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Perceptions of Multimodal Writing Project (Kim & Kang, 2020)



1. Use of technology (25)

-I liked when I could see my writing in the form of video when it was completed. I was very motivated and we used technology in class.

2. Something new (17)

-It was totally new. I have never had this kind of class before. I hope I can do more of this type of class.

3. Based on an interesting movie (3)

-I was not interested in robots but I liked we used an interesting movie for the class in an innovative way

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Sample Study 1: Kim & Kang (2020)- Task Engagement Perspectives

- Cognitive and behavioral engagement: No significant relationship between cognitive and behavioral engagement and the quality of collaborative MMC Task
 - Timed-unfamiliar collaborative task
 - The quality of engagement (qualitative analysis)
- Emotional engagement: In general, Korean high school students showed positive emotional engagement with the collaborative MMC task.
 - Feeling accomplished
 - Satisfaction with using English
 - Novelty effects

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Sample Study 2: Kim, Kang, Nam, & Skalicky (under review)

Participants

-116 Korean 2nd grade high school students (60 unguided, 56 guided)
 -Age: $M = 16.90$, $SD = .31$
 -66 male and 50 female students
 -Weekly English instruction: 4 hours per week (mandatory)

1. Is the number of MMC episodes during a prewriting session influenced by whether pretask planning was guided or unguided? If so, to what extent did the guided and unguided conditions show differences in the frequency of MMC episodes for different aspects of MMC planning?
2. Is the number of different topics of interaction during multimodal composing influenced by whether pretask planning was guided or unguided? If so, to what extent did the guided and unguided conditions show differences in the frequency of MMC episodes for different aspects of MMC task performance procedure?
3. Is the quality of students' multimodal composing influenced by English writing proficiency, pretask planning condition (guided vs. unguided), or the frequency of MMC episodes during planning time and task performance?



Task

What will the future look like? Discuss both positive and negative sides of our technology-enhanced future society, particularly with AI (Artificial Intelligence). You may refer to the contents from the movie "I Robot."

Planning Condition

Reflection Survey

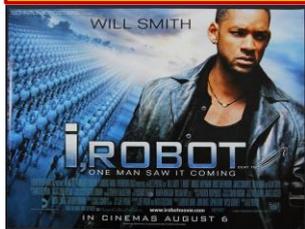
1. **[helpfulness for improving English]** Compared to traditional writing, how helpful was the multimodal writing project for improving your English?

2. **[perception of MMC]** What do you think about technology-based multimodal composing projects?

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Procedure

Days 1-3
Watch "I Robot" (3 sessions)



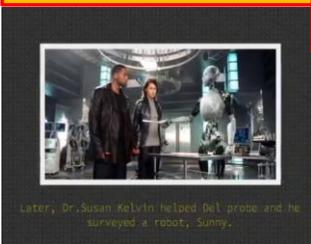
Day 4:
Planning

Group A: Guided Planning		Group B: Unguided planning	
Considering how you would use different multimodal tools, plan how you will create multimodal composing			
Thesis statement			
Slide 1:	Text		
photos/pictures/music	Text		
Slide 2:	Text		
photos/pictures/music			

Days 5-6:
Computer Labs (2 sessions)



Day 7:
Sharing Multimodal Composing



Day 8:
Reflection Survey (5 min)

1. 이 프로젝트가 영어 학습에 얼마나 도움이 되었습니까?
 2. 이 프로젝트가 영어 학습에 얼마나 재미있었습니까?
 3. 이 프로젝트가 영어 학습에 얼마나 유용했습니까?
 4. 이 프로젝트가 영어 학습에 얼마나 흥미있었습니까?
 5. 이 프로젝트가 영어 학습에 얼마나 도전적이었습니까?
 6. 이 프로젝트가 영어 학습에 얼마나 창의적이었습니까?
 7. 이 프로젝트가 영어 학습에 얼마나 즐겁었습니까?
 8. 이 프로젝트가 영어 학습에 얼마나 유용했습니까?
 9. 이 프로젝트가 영어 학습에 얼마나 재미있었습니까?
 10. 이 프로젝트가 영어 학습에 얼마나 유용했습니까?

Day 9 (1 month later):
Traditional Writing (30 min)

I disagree with opinion that technology makes a better world. As example, although the computer was invented, we don't say that we work less. Also, though washing-machine was invented, we don't say that chore is done. Even if technology drops, mankind's work time isn't diminish. Rather increase, alone people of modern city do overtime. 'Always turn on building' becomes a new landmark of metropolis as newwable building of secul. And new kind of criminal appear.

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DMC episode topic	Sub-categories	Guided (n = 27)		Unguided (n = 29)	
		M	SD	M	SD
Task management		8.59 (29%)	5.06	5.72 (27%)	3.13
Content	Storyline	10.11	6.22	7.45	3.38
	Image/icon	2.48	4.35	1.93	1.83
	Audio	0.67	1.64	0.62	1.05
	Video	0.33	0.68	0.35	0.86
	Total	13.59 (46%)	8.88	10.34 (49%)	4.09
Information search		1.0 (3%)	1.49	0.90 (4%)	1.11
Slide design/organization		3.26 (11%)	2.55	2.59 (12%)	2.82
Inquiries of digital tools	Adobe sparks	0.29	0.87	0.24	1.29
	Music	0.00	0.00	0.03	0.19
	Pictures/icons	0.07	0.27	0.07	0.26
	Videos	0.15	0.46	0.03	0.19
	Total	0.52 (2%)	1.12	0.38 (2%)	1.35
Modification	Image/icon modification	0.04	0.19	0.07	0.26
	Video modification	0.00	0.00	0.00	0.00
	Audio modification	0.00	0.00	0.03	0.19
	Text modification	0.00	0.00	0.00	0.00
	Total	0.04 (0.1%)	0.19	0.10 (0.4%)	0.31
	Language use	Grammar	1.30	2.61	0.76
	Lexicon	1.04	1.87	0.45	0.63
	Mechanics	0.07	0.27	0.07	0.26
	Total	2.41 (8%)	4.36	1.28 (6%)	1.87
Review		0.00 (0%)	0.00	0.00 (0%)	0.00
Reflection		0.00 (0%)	0.00	0.00 (0%)	0.00
Technical problems		0.04 (0.1%)	0.19	0.00 (0%)	0.00
Overall man		29.44	11.47	21.31	8.90

Cognitive and behavioral engagement with tasks **during pretask planning**

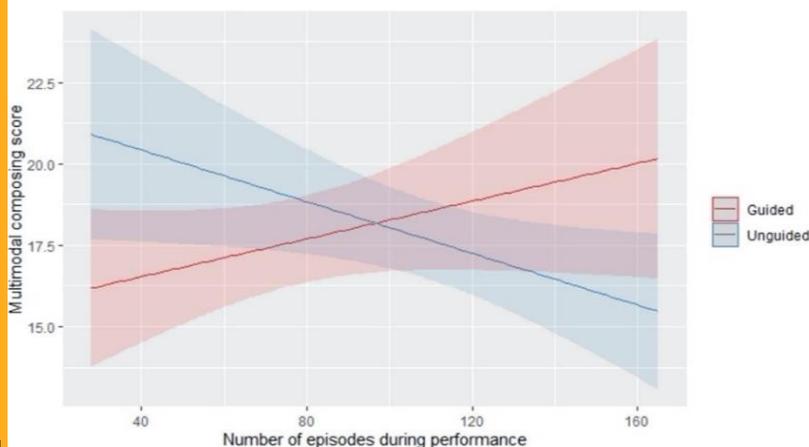
More cognitive and behavioral engagement by the guided planning group when compared to the unguided planning group during planning time ($t = 2.95, p = .005, d = .80$)

DMC episodes topic	Sub-categories	Guided (n=27)		Unguided (n=29)	
		M	SD	M	SD
Task management		16.19 (20%)	5.42	14.31 (13%)	7.19
Content	Storyline	8.04	7.63	11.86	9.09
	Image/icon	10.85	8.68	12.66	7.29
	Audio	2.33	2.86	5.00	3.49
	Video	2.07	2.88	1.59	2.04
	Total	23.30 (29%)	14.17	31.10 (29%)	12.02
Information search		1.00 (1%)	1.69	3.03 (3%)	3.05
Slide design/organization		12.15 (15%)	7.04	15.28 (14%)	8.41
Inquiries of digital tools	Adobe sparks	1.78	2.12	2.21	2.30
	Music	0.74	1.23	2.00	2.20
	Pictures/icons	0.56	1.31	1.10	1.35
	Videos	0.56	1.19	0.41	1.19
	Total	3.63 (4%)	3.22	5.72 (5%)	4.96
Modification	Image/icon modification	4.96	3.90	5.76	5.30
	Video modification	0.96	2.83	0.38	0.86
	Audio modification	0.41	0.93	1.38	1.54
	Text modification	0.70	1.41	1.17	1.39
	Total	7.04 (9%)	5.84	8.69 (8%)	5.64
	Language use	Grammar	9.04	7.93	14.86
	Lexicon	4.44	5.09	8.24	5.26
	Mechanics	2.04	2.81	2.00	2.02
	Total	15.52 (19%)	13.67	25.10 (24%)	13.37
Review		1.22 (2%)	1.69	1.17 (1%)	1.56
Reflection		0.96 (1%)	1.48	1.38 (1%)	1.42
Technical problems		0.59 (0.7%)	1.08	1.10 (1%)	1.46
Overall mean		81.60	33.10	106.86	35.00

Cognitive and behavioral engagement with tasks **during collaborative multimodal task performance**

More cognitive and behavioral engagement by the unguided planning group when compared to the guided planning group during task performance ($t = -2.78, p = .008, d = .74$)

Results: Pretest Planning Condition, Task Engagement and the DMC scores (Kim, Kang, Nam, & Skalicky, under review)



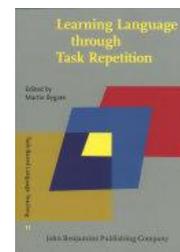
The increased amount of cognitive engagement by the guided planning group predicted higher DMC task scores when compared to the unguided group.

Significant interaction effect between planning condition and the amount of engagement ($F[7, 48] = 2.419, p = .033, \text{adjusted } R^2 = .153$)

35

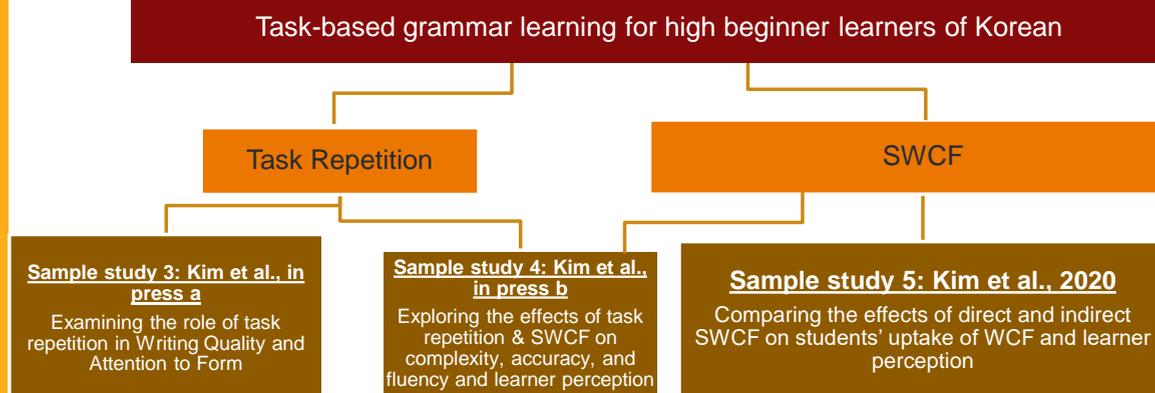
Promoting the Four Dimensions of Task Engagement in Low-Level Foreign Language Classrooms

- Task repetition (Bygate, 1999; Kim & Tracy-Ventura, 2013)
 - Procedural repetition (e.g., Kim & Tracy-Ventura, 2013; Lynch & Maclean, 2000; Patanasorn, 2010)
 - Exact task repetition (e.g., Ahmadian and Tavakoli, 2010; Bygate, 2001; Gass et al., 1999)
 - Content repetition (e.g., Patanasorn, 2010)
- Synchronous written corrective feedback (SWCF; Kim et al., 2020, in press)
 - Providing SWCF while students are performing tasks
 - Direct SWCF
 - Indirect SWCF



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Task Repetition, SWCF, and Task Engagement



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Research Contexts (Kim et al., 2020, in press a, in press b)

- KRN 102 (the second half of the first-year elementary Korean language course) at a university in the USA
- All students had completed KOR 101.
- Majoring in various disciplines, such as business, biology, and applied math

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Sample Collaborative Writing Task (Kim et al., 2020, in press a, in press b)



Today's Task

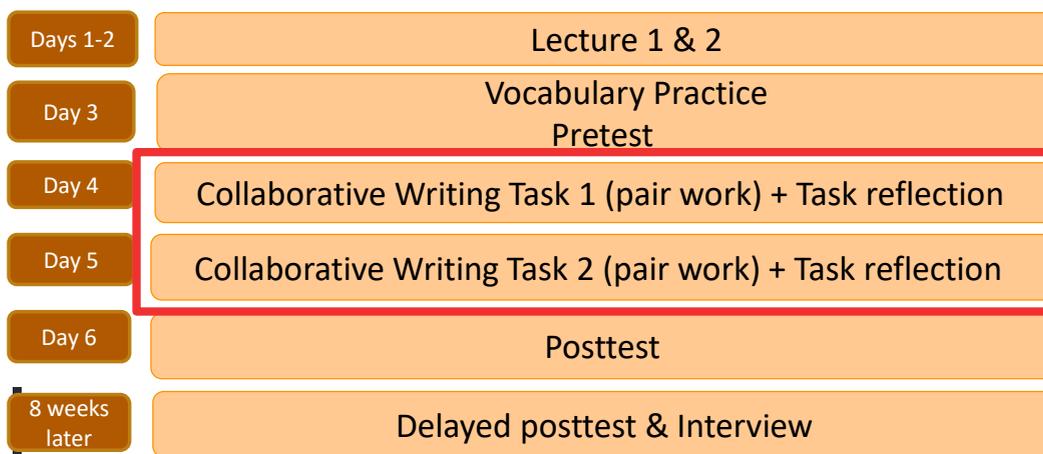
Imagine that you (student A) and your partner (student B) are writing a **postcard** to 광수, a friend whom you and your partner met when both of you studied abroad in Korea. 광수 is going to travel to the U.S. and plans to come to Atlanta to see you and your partner at Emory this summer. You and your partner are writing a postcard to 광수 to share:

- 1) what you have been doing these days;
- 2) what you wanted to do but couldn't do in Korea;
- 3) what you want to do in Atlanta; and
- 4) traveling advice to 광수.

Sample Input

Traveling advice in Atlanta		
	Reasons: traffic jam; expensive taxi fare	

Research Design (Kim et al., 2020, in press a, in press b)



Task Performance Procedure (50 min) (Kim et al., 2020, in press a, in press b)

Grammar/Vocabulary Review (2 min)

Introduction to the Day's Task (2 min)

Modelling Video (2 min)

Paired Speaking (5 min)

Collaborative Writing + Teacher Feedback (30 min)

Reflection Survey (5 min)

101	I thought this task was very efficient.	1 2 3 4 5 6 7 8 9	I thought this task was very easy.
102	I felt very frustrated during this task.	1 2 3 4 5 6 7 8 9	I felt very relaxed during this task.
103	I did not do this task well.	1 2 3 4 5 6 7 8 9	I did this task well.
104	This task was not interesting.	1 2 3 4 5 6 7 8 9	This task was interesting.
105	This task made me put in a lot of mental effort to complete it.	1 2 3 4 5 6 7 8 9	This task made me put in a lot of mental effort to complete it.
106	I don't want to do more tasks like this.	1 2 3 4 5 6 7 8 9	I want to do more tasks like this.
107	This task did not provide any learning opportunities.	1 2 3 4 5 6 7 8 9	This task provided a lot of learning opportunities.
108	Repeating the same task was not helpful at all.	1 2 3 4 5 6 7 8 9	Repeating the same task was very helpful during the task.
109	My teacher's feedback was not helpful at all during the task.	1 2 3 4 5 6 7 8 9	My teacher's feedback was very helpful during the task.

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Sample SWCF: Direct vs. Indirect (Kim et al., 2020)

POST CARD

Atlanta 에 Coca Cola World 에 가고 싶어요. 저는 여수에 수목관에 못 갔는데 Atlanta 의 수목관에 가고 싶어요.

Atlanta 에 한 번 가고 싶어요. 그리고 밤이라서 위험해서 10시 00분에 걸리지 마세요.

안녕히 계세요.

- (1) Direct SWCF: Circling errors + provision of correct forms orally
- (2) Indirect SWCF: Circling errors

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Reflection Survey (Emotional and Social Engagement)

Task difficulty

Satisfaction

Enjoyment

Motivation

Learning Opportunity

Effectiveness of Task Repetition

Helpfulness of Feedback

Written Comments

(1)	I thought this task was very difficult.	1 2 3 4 5 6 7 8 9	I thought this task was very easy.
(2)	I felt very frustrated doing this task.	1 2 3 4 5 6 7 8 9	I felt very relaxed doing this task.
(3)	I did not do this task well.	1 2 3 4 5 6 7 8 9	I did this task well.
(4)	This task was not interesting.	1 2 3 4 5 6 7 8 9	This task was interesting.
(5)	This task made me put in little mental effort to complete it.	1 2 3 4 5 6 7 8 9	This task made me put in a lot of mental effort to complete it.
(6)	I don't want to do more tasks like this.	1 2 3 4 5 6 7 8 9	I want to do more tasks like this.
(7)	This task did not provide any learning opportunities.	1 2 3 4 5 6 7 8 9	This task provided a lot of learning opportunities.
(8)	Repeating the same task was not helpful at all.	1 2 3 4 5 6 7 8 9	Repeating the same task was very helpful.
(9)	My teacher's feedback was not helpful at all during the task.	1 2 3 4 5 6 7 8 9	My teacher's feedback was very helpful during the task.

(10) How did you feel about this task?

(11) How did you feel about your teacher's feedback during your task performance?

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Task Repetition, SWCF, and Task Engagement

Task-based grammar learning for high beginner learners of Korean

Task Repetition

SWCF

Sample study 3: Kim et al., in press a

Examining the role of task repetition in Writing Quality and Attention to Form

Sample study 4: Kim et al., in press b

Exploring the effects of task repetition & SWCF on complexity, accuracy, and fluency and learner perception

Sample study 5: Kim et al., 2020

Comparing the effects of direct and indirect SWCF on students' uptake of WCF and learner perception

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Task Repetition, SWCF and Task Engagement

Task-based grammar learning for high beginner learners of Korean

Task Repetition

SWCF

- Behavioral engagement - promoting writing fluency development through exact task repetition
- Cognitive engagement
 - Improving complexity and accuracy through exact task repetition and direct and indirect SWCF
 - Eliciting more LREs through procedural task repetition
 - SWCF raised learner attention to language during task performance (a high uptake rate)
- Emotional engagement - Students found both indirect and direct SWCF helpful; some learners prefer indirect SWCF (autonomy)

45

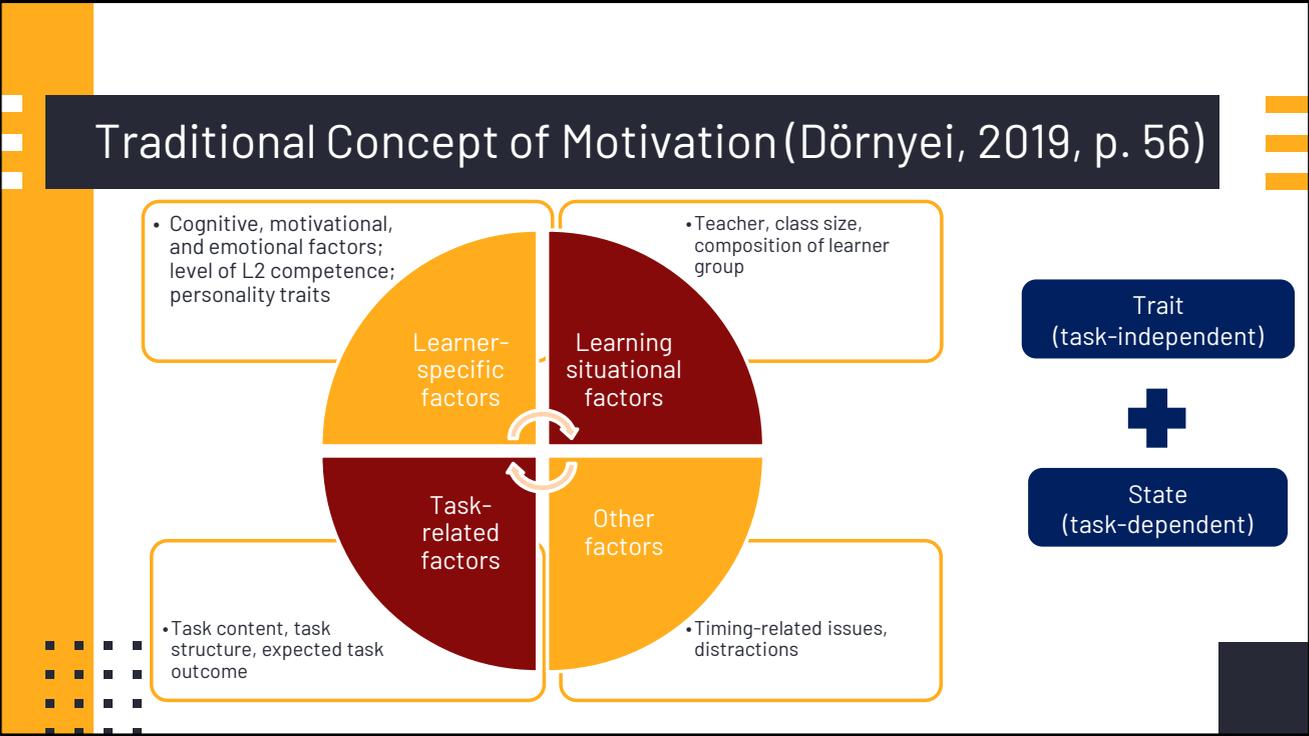
Students' Emotional Engagement with Tasks and SWCF

- "Feedback is very helpful. Unlike other university classes, in language classes **when professors say I am wrong, then I am wrong. So I trust my teacher in my Korean class.**" (Participant #8)
- "I am very grateful for his help during tasks." (Participant #9)
- "The teacher now corrects things while we are doing it. I know I have a lot of errors like spelling and grammar. My partner and I can only pick up certain things because we are in 102. **Just marking them not even correcting them is helpful. It helps us to figure out what's wrong with it.**" (Participant #24)
- "I think it's a lot better than giving us the answers. **If he just told us what's wrong with it, we just look at them. And ok... I think the process of figuring out what's wrong with them help [sic] us to learn and remember them better.**" (Participant #22).

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Task Motivation

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Four Motivation Conglomerates (Dörnyei, 2019)

- 1. Interest - integrates motivational, cognitive, and affective elements
- 2. Productive learner roles - become a useful member of the task team and perform necessary and complementary functions
- 3. Motivational flow - a state of intensive involvement in a task; "a heightened level of motivated task engagement" (p. 58)
 - A sense of control over the completion of the task
 - Clarity about the task goals
 - Focused attention
- 4. Vision - self-image of being a successful L2 user

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Task Motivation from an Engagement-Specific Perspective (Dörnyei, 2019)

- Engagement - "Active participation and involvement in certain behaviors" (p. 59)
- Allows the researchers to address both the motive and its manifestation in a unified concept: "When students are engaged, they are inevitably fueled by some motivation." (p. 60)
- "Motivation is undoubtedly necessary for 'preparing the deal,' but engagement is indispensable for sealing the deal." (p. 60)

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What are important aspects of tasks that are associated with task engagement? (Dörnyei, 2019)

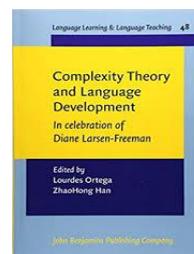
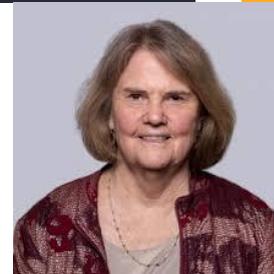
- Task presentation
- Task goals
- Task content
- Task ownership and challenges - skills balance
- Task structure
- Positive emotional tenor of task completion

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Dynamic Systems Theory and L2 Motivation Research

Dynamic Systems Theory (Larsen-Freeman, 2015)

- Started as a branch of theoretical mathematics
- Studies systems that change through forces that do not follow predictable patterns of development
- Systems are constantly in interaction with their environment and reorganize themselves as a result of internal changes



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Dynamic Complexity Theory (Larsen-Freeman, 2016)

- Not complicated but complex
 - Complex systems are made up of many components which interact and give rise to patterns at another level of complexity.
- Open and dynamic
 - Take in and expend energy, matter, or information depending on the type of system, while showing the emergence of order



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Dynamic Complexity Theory and Task Motivation

tesol QUARTERLY

Implementation of a Localized Task-Based Course in an EFL Context: A Study of Students' Evolving Perceptions

YOUJIN KIM AND YEONJOO JUNG

Georgia State University
Atlanta, Georgia, United States

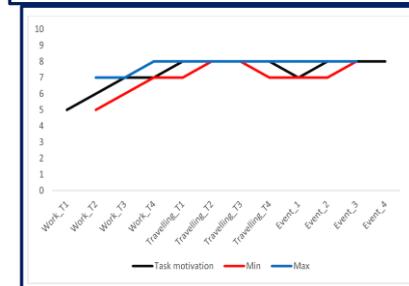
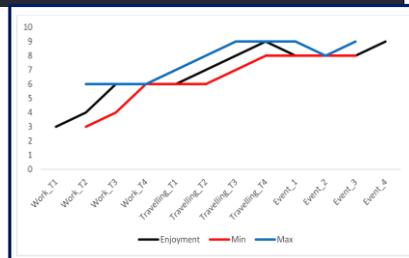
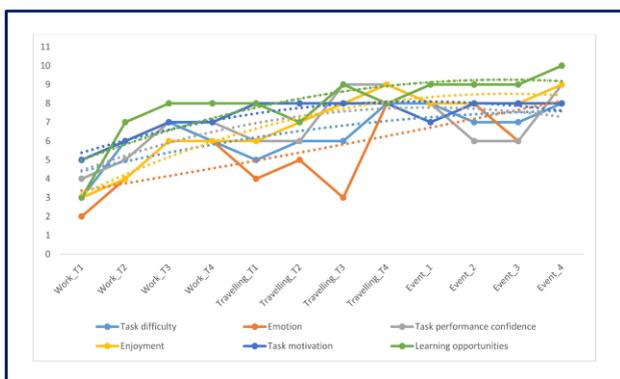
NICOLE TRACY-VENTURA
University of South Florida
Tampa, Florida, United States

Despite a strong pedagogical orientation, the majority of research examining the effectiveness of task-based language teaching (TBLT) and perceptions toward TBLT has been investigated in isolation rather than embedded in larger curricular contexts (McDonough, 2015). The current study examines the process of developing a TBLT curriculum in South Korea and evolving perceptions toward this particular semester-long task-based course of students from one intact university class. Dynamic systems theory is used to investigate students' evolving perceptions of the new task-based course using two longitudinal data sources, surveys and portfolios. End-of-task unit surveys from 27 students and one focal participant's portfolio entries were analyzed both quantitatively and qualitatively. Findings demonstrate that students' perceptions toward TBLT changed over time and that diverse factors affected how learners feel about task-based instruction. Findings are discussed in light of developing localized TBLT curricula.
doi: 10.1002/tesq.381

1. Designed a task-based syllabus for university English courses
2. Examined 27 students' evolving perceptions of task-based instruction over one semester (task difficulty, emotion, task performance confidence, enjoyment, task motivation, learning opportunities)
3. Interpreted students' perception changes from a dynamic complexity theory perspective

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Dynamic Complexity Theory and Task Motivation



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Part 3: Practical suggestions for ways to improve engagement and task motivation in classroom contexts

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Supporting Your Students' Engagement during Task Performance

Instructional Context

Students: High beginner/low intermediate Japanese University students who are enrolled in business English classes

Goal: To improve English proficiency in general and business English in particular

Collaborators



Dr. Minkyung Kim
Nagoya University of
Commerce and
Business (NUCB)



Sanghee Kang
Georgia State University

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1. Promoting Task Engagement by Providing carefully-designed Collaborative Tasks

58

Collaborative E-mail-Writing Task

Directions: Read the scenario carefully, and write an e-mail in pairs. Feel free to add details that are necessary. You have 20 minutes to complete the email.

Scenario: You and your partner work at Yahoo Japan. Currently, you and your partner are busy working on a project. Today you and your partner missed an important meeting because of the following reasons (come up with at least two reasons). Write an email to your boss to ask for meeting materials.

New Message

To Melinda Jones

Subject Meeting materials

Dear Ms. Jones,

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Collaborative Customer Service Task Scenario

Student A (a customer) is going to buy a tablet PC for his/her brother. **Student A** has an online chat with **Student B** (a salesperson) on the Bic Camera website. Based on the information that Student A collects from the salesperson, Student A will decide what kind of tablet PC that he/she will buy for his/her brother.



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2. Promoting Various Dimensions of Task Engagement by Modelling Collaborative Task Performance

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The screenshot shows a Google Docs interface titled "Email_Collaborative Writing". The document content includes:

Directions: Read the scenario carefully, and write an e-pa[il] in pairs. Feel free to add details that are necessary. You have 20 minutes to complete the email.

Scenario: You and your partner currently working at Yahoo Japan. Currently, you and your partner are busy working on a project. Today you and your partner missed an important meeting because of the following reasons (come up with at least two reasons). Write an email to your boss to ask for meeting materials.

New Message
To Melinda Jones
Subject Meeting materials
Dear M

Two video thumbnails are visible on the right side of the screen, labeled "Student A" and "Student B".

Student A: Dear Ms. Jones..
Student B: Ok. I think that looks good.

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3. Promoting Task Engagement through Teachers' Synchronous Corrective Feedback

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Synchronous Written Corrective Feedback (SWCF)

- Indirect SWCF
 - Encourages students to pay attention to language while focusing on creating meaning either individually or in groups [cognitive engagement]
 - Facilitates helpful interaction during collaboration [social engagement]
 - Promotes students' feeling of purposeful engagement [affective engagement]; but may cause lowering of confidence compared to direct SWCF

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Synchronous Written Corrective Feedback (SWCF)

- Use of technology such as Google Docs, Google Slides, and Microsoft Teams
- Can offer multimodal SWCF - oral and written feedback on students' writing of various genres (e.g., informal-formal) via various communication platforms (video, chats)

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Sample Video Screen Shot of Indirect WCF and Uptake

Scene 1: Greetings (A customer starts an on-line chat with a salesperson at the Bic Camera website.)

Salesperson How can I help you?

Customer I am **look** for a tablet PC for my brother.

Salesperson Okay!

Promoting Task Engagement -
Cognitive, Emotional



Kim Minkyung
11:33 AM Today

Resolve

Correct this part.

Student A

looking

Reply

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4. Promoting Task Engagement through Task Repetition

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Teaching How to Make Complaints in Diverse Social Contexts through Tasks

Strategies of Complaints

Directedness	Strategies of complaints	Examples	Softening complaints
Direct	Threat/warning	<i>If you are late again, I will make you wait for me for hours.</i>	
Direct	Explicit complaint	<i>You've been late so many times!</i>	[sentence level] Could you ...? Would you ...? I was wondering ... Would you mind if ...
Indirect	Requesting an explanation	<i>How come you've never showed up on time?</i>	
Indirect	Suggesting	<i>Leaving your home earlier would be helpful.</i>	[word level] please possibly, perhaps, maybe I think, I guess, in my opinion kind of, sort of, more or less
Indirect	Request for repair	<i>Can you show up on time please?</i>	
Indirect	Expression of dissatisfaction	<i>I have to wait for you all the time and I feel it's a waste of time.</i>	
Indirect	No explicit blaming	<i>I know you have a lot going on.</i>	

When do we use direct or indirect complaints?

Social power	Social distance	Seriousness of the situation	Complaint strategies
↑ high	↑ distant	↑ very serious	↑ direct
↓ low	↓ close	↓ not serious	↓ indirect

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Teaching How to Apologize in Diverse Social Contexts through Tasks

Main apology strategies	Examples	
	Simple forms	Complex forms
Offering apology	I am sorry. I am sorry for this. I apologize for this. I am truly sorry about it. I sincerely apologize.	I would like to apologize for this. I am so sorry that I made a terrible mistake. I apologize that I made a terrible mistake. I am wondering if you could accept my apology.
Request for forgiveness	Please forgive me. Could you please forgive me? I hope that you will forgive me.	
Additional apology strategies		
Explanation of the inappropriate behavior	I was stuck in a traffic jam.	
Expression of the speaker's responsibility for the offense a. explicit self-blame b. expressing lack of intent c. acknowledgement d. admission of fact	It's my fault/my mistake. I didn't mean to upset you. I shouldn't have done it. I'm late.	
Offering of repair	I'll buy you a new one.	
Promising for the better	It won't happen again.	
Minimizing the degree of offense	It's not the end of the world.	
Speaker showing concerns for the offended person	I hope you weren't offended.	
Intensifier	really, very, so, extremely, truly	
Softener	possibly, probably, maybe	

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Teaching Pragmatics (complaint and apology) through Procedural Task Repetition

■ Drama Script-Writing Task

Nobu (Writer A) and George (Writer B) have been roommates for the last ten months. Although they agreed to clean the house together on Sundays, Nobu has never cleaned it. George is complaining about this to Nobu, and Nobu is apologizing to George.

Complaint: =power, Apology: =power

Ms. Suzuki (Writer A) has purchased groceries from the same supermarket and used their delivery services over many years. Thus, customer staff members treat her like a VIP member. In many recent orders, Ms. Suzuki has experienced missing items. Ms. Suzuki is complaining about this to a customer service staff member, Andy (Writer B), and Andy is apologizing to Ms. Suzuki.

Complaint: -power, Apology: +power

Harue (Writer A) has taken three classes with Professor Murphy (Writer B) and respects her a lot as his professor. Professor Murphy has promised to return students' midterm papers with her feedback and comments in one week. However, Professor Murphy has not returned the papers for one month. Harue is complaining about this to Professor Murphy, and Professor Murphy is apologizing to Harue.

Complaint: +power, Apology: -power

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Procedural Task Repetition, SWCF, and Developing Pragmatics Competence

File Edit View Insert Format Tools Add-ons Help Last edit was made on October 15 by...

80% Normal text Arial 11 B I U A

Harue hi.Ms.murphy.

Murphy Hi, Harue. What happened?

Harue I am wondering whether you graded our midterm papers. I want you to return the report I submitted to you.

Murphy Oh! I forgot it.

Harue Oh I see. I have been waiting for my paper with comments. return.

Minkyung Kim 10:44 PM Oct 15
Talking to a professor. More polite way of complaining is needed (indirect)

Minkyung Kim 10:44 PM Oct 15
Format: highlight

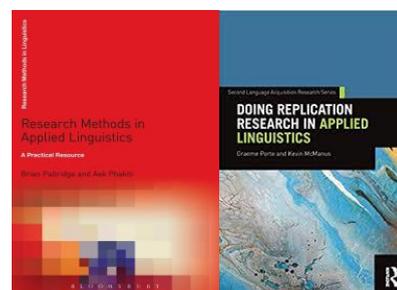
71

Part 4: Future directions of task engagement and motivation research

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Directions for Future Investigation of Task Engagement and Motivation

- Well-designed empirical research examining the interdependence among diverse dimensions of task engagement (cognitive, emotional, behavioral, social)
 - Replication of previous task research
 - Mixed-methods research
 - Longitudinal research
 - Clear connection between constructs and operationalizations



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Directions for Future Investigation of Task Engagement and Motivation

- Research Goals
 - Examining interdependence of different dimensions of engagement (social, behavioral, affective, cognitive)
 - Exploring evolving task engagement and task motivation over time
 - Examining how to encourage students' engagement with tasks through task design and implementing research in classroom contexts (Researcher-teacher collaboration)
 - Investigating what aspects of L2 task motivation encourage students to be engaged with tasks
 - Investigating both short-term and long-term language learning

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Directions for Future Investigation of Task Engagement and Motivation

- Task Design and Implementation
 - Expanding Target-Language Use (TLU) Domain

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Special issue on remote/online teaching and learning



1. The effectiveness of **app-based language instruction** for developing receptive linguistic knowledge and oral communicative ability (Shawn Loewen, Daniel R. Isbell, Zachary Sporn)
2. Metaphors for **social media-enhanced foreign language teaching and learning** (Jonathon Reinhardt)
3. Developing L2 productive language skills online and the strategic use of instructional tools (J. Scott Payne)
4. Using **games** for language learning in the age of social distancing (Sébastien Dubreil)
5. **Collaborative tasks** for online language teaching (Marta González-Lloret)
6. **Teacher professional development and online instruction: Cultivating coherence and sustainability** (Kate Paesani)
7. **Establishing professional online communities** for world language educators (Stephanie W. P. Knight)
8. Creating and sustaining **virtual language communities** (Lara Lomicka)
9. The new normal?: **A pandemic of task engagement in language learning** (Joy Egbert)
10. **Zooming out of the crisis: Language and human collaboration** (Gabriel Guillén, Thor Sawin, Netta Avineri)
11. **Digitally mediated remote learning of pragmatics** (Naoko Taguchi)
12. **Planned online language education versus crisis-prompted online language teaching: Lessons for the future** (Adam Gacs, Senta Goertler, Shannon Spasova)

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Directions for Future Investigation of Task Engagement and Motivation

- Task Design and Implementation
 - Expanding Target-Language Use (TLU) Domain
 - Going beyond monomodal tasks (i.e., multimodal tasks)



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Directions for Future Investigation of Task Engagement and Motivation

- Data Triangulation
 - Task performance (behavioral and cognitive)
 - Learner-internal introspective verbal report data (stimulated recalls, think-alouds)
 - Surveys
 - Multimodal data (both verbal and non-verbal)

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