

The Effects of Task Repetition on Chinese EFL University Students' Task Accomplishment,  
Communicative Competence, and Willingness to Communicate

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## ABSTRACT

The Effects of Task Repetition on Chinese EFL University Students' Task Accomplishment, Communicative Competence, and Willingness to Communicate

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English has played an important role in China, and it has been given an important status in the school curriculum. However, only less than 1% of Chinese EFL learners are conversational (Smith, 2017). How to improve learners' task accomplishment, communicative competence, and L2 Willingness to Communicate (WTC) are the main challenges in the Chinese EFL context. Previous studies have examined the effects of task repetition on L2 oral performance in terms of accuracy, fluency, and complexity. Fewer studies, however, have examined the effects of task repetition on task accomplishment, communicative competence, and L2 WTC.

Using data collected in four EFL classes in a Chinese university over nine weeks, this study examined the impact of task repetition on task accomplishment, communicative competence, and L2 WTC. Pre-test, post-test, and delayed post-test assessing students' task accomplishment, communicative competence, and L2 WTC were performed in week 1, week 5, and week 9 outside class. Four classes of Chinese university students were divided into four groups: procedural repetition ( $n = 27$ ), content repetition ( $n = 23$ ), identical task repetition ( $n = 28$ ), and a control group ( $n = 29$ ). Students in the three repetition groups performed a treatment task once a week for three weeks outside class. Students in the control group followed the regular curriculum without carrying out any tasks. Four trained raters rated students' task

accomplishment and communicative competence based on two rubrics. L2 WTC data consisted of two parts: trait WTC measured by a WTC questionnaire and state WTC operationalized by self-rated WTC immediately after each test. Interviews with students were conducted to learn their perception of L2 learning and WTC in week 1 and week 9. A mixed ANOVA using SPSS was carried out to see if students have changed in terms of task accomplishment, communicative competence, and L2 WTC over time.

Results indicated that task repetition did not significantly affect task accomplishment, communicative competence, and L2 WTC. However, students in all four groups improved their task accomplishment and L2 WTC over time. Implications are discussed in terms of how to teach and assess with tasks in the Chinese EFL context.

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## Glossary

In this section, ten constructs will be defined: communicative language teaching (CLT), communicative competence, task, task-based language teaching (TBLT), task-supported language teaching (TSLT), task accomplishment, task repetition, identical task repetition, procedural task repetition, content task repetition, and willingness to communicate (WTC).

**Communicative language teaching (CLT):** CLT is defined as a teaching approach where the goal of the lesson focuses on all the components of communicative competence, and the language techniques are designed to involve learners to produce language pragmatically, authentically, and functionally for meaningful purposes with fluency and accuracy (Brown, 1994).

**Communicative competence:** communicative competence is defined as the ability to use language to make meaning and complete social tasks fluently and efficiently through interactions in a culturally appropriate way (Tarvin, 2015).

The subconstructs of communicative competence (Gilmore, 2011):

**Linguistic competence:** linguistic competence is defined as the ability to understand and deliver the literal meaning of utterances, such as pronunciations, words, and grammatical sentences.

**Pragmalinguistic competence:** pragmalinguistic competence is defined as the ability to understand and convey communicative intention appropriately in different contexts, such as apologies, requests, and refusals.

**Sociopragmatic competence:** sociopragmatic competence is defined as the ability to understand and produce utterances in different sociolinguistic settings.

**Discourse competence:** discourse competence is defined as the ability to use rules concerning the cohesion of different discourse, such as conjunctions and appropriate pronouns.

**Strategic competence:** strategic competence is defined as the ability to use verbal and non-verbal strategies to improve the effectiveness of L2 communication when the speaker has a deficiency in grammatical and sociopragmatic competency.

**Task:** A task is defined as a work plan which involves real-world processes of language use and engages cognitive processes. Any of the four language skills with a primary focus on meaning and a clear communicative outcome is also included (Ellis, 2003).

**Task-based language teaching (TBLT):** TBLT is defined as an approach emphasizing engaging learners' natural abilities for acquiring language incidentally through performing the task that draws learners' attention to form (Ellis et al., 2020).

**Task-supported language teaching (TSLT):** TSLT is defined as an approach where tasks are vehicles to practice language items in the production phase (Willis, 1996; Ellis, 2003).

**Task accomplishment:** co-constructed work to achieve the task goal.

**Task repetition:** task repetition is defined as a teaching approach involving asking language learners to repeat part of a task or the whole task at intervals (Bygate & Samuda, 2005).

**Identical task repetition:** identical task repetition is defined as conducting the same task with the same content and procedure (Patanasorn, 2010).

**Procedural task repetition:** procedural task repetition is defined as repeating the same procedure but with different content in a task (Patanasorn, 2010).

**Content task repetition:** content task repetition is defined as carrying out tasks with different procedures but with the same content (Patanasorn, 2010).

**L2 Willingness to communicate (WTC):** L2 WTC refers to an inclination to engage in a discourse with specific persons at a particular time using an L2 (MacIntyre et al., 1998).

## Chapter 1: Introduction

### The Role of English in China

Since China began its opening-up and economic reform in 1978, there has been a significant improvement in terms of the economy, health, and education (The World Bank, 2021). In recent years, China has been one of the most emerging and fast-growing economies in the world (Morrison, 2019). As the world's largest economy, China has played a significant role in world affairs (Li, 2020) and has become a major destination for foreign investments (Zhang, 2017). During China's growth, English has played a significant role in communicating with other countries and connecting to the world. This has had a positive influence on China's social development and economic growth. Despite the significant role of English in China's growth, English is not frequently used in most Chinese people's daily life. According to a survey, 30% of Chinese people who studied English reported using English "sometimes" or "often" in their daily life (Wei & Su, 2012). The domestic use of English in China also depends on the area. People living in large cities and developed areas use English more often. For example, 46% of Chinese people reported using English "sometimes" or "often" in their daily life in the city of Tianjin (one of the nine national central cities in China), which was higher than the average (Wei & Su, 2012).

Although it is not frequently used in most people's daily life, English still plays an important role as a lingua franca in English medium schools and business settings. In terms of education, there is an increasing number of English-medium schools in China in recent years, including pre-schools (Mwalongo, 2016), primary schools, and universities. In 2017, there were 564 international schools where English was the medium of instruction with most of them in

large cities, such as Beijing and Shanghai (Textor, 2020). For example, New York University Shanghai and the University of Nottingham Ningbo are two famous English medium universities in China. Furthermore, 6.56 million Chinese students studied abroad from 1978 to 2019, and 703 thousand Chinese students studied abroad in the year 2019 (Ministry of Education, 2020). Sixty percent of those Chinese students chose English-speaking countries, such as the U.S., U.K., and Australia, as their destinations (Farrell, 2020). Thus, English has been a medium of learning for Chinese students, and they use English to achieve their personal educational goals.

In addition to education, English also has a dominant role in academic discourse (Zhang, 2017). Chinese scholars usually use English as a lingua franca to communicate with scholars from other cultural backgrounds through published papers and international conferences. In the past few years, although China generated approximately 20% of research papers all over the world, most of the research was published in the native language Mandarin (Kulkarni, 2016). International readers are usually unable to access those research papers. However, in recent years, China has launched an increasing number of English journals to allow the research to be read internationally (Matthews, 2016), which could help China to achieve a global impact in academia (Kulkarni, 2016). Thus, English has a significant role in gaining a higher global impact in academia for China.

Apart from the important role of English in education and academia, English is also used as a lingua franca in business and media. As for business, there are approximately 1 million foreign corporations in China (Feng, 2021). The employees of those companies mainly use English as a medium of communication, such as discussing work matters through email or phone (Zhang, 2017). In terms of media, learning English allows the Chinese to acquire information

from other countries and to learn different cultures via mass media and social media. English is the most widely used language in the online community with 25.9% of internet users worldwide (Johnson, 2021). Chinese was the second most widely used language representing 19.4%, as China has the most internet users in the world (Johnson, 2021). On the one hand, learning English can allow Chinese learners to access the English online community and communicate with other English users. For example, Chinese speakers can watch movies and TV series in English, listen to English songs, read newspapers, and play games in English for entertainment (Zhang, 2016). On the other hand, Chinese users can translate Chinese content into English to make it available to English users. For example, a Chinese Youtuber can make a YouTube video introducing Chinese culture to English users online by adding English subtitles. Thus, English plays an important role in the online community, and Chinese speakers can access more information in English. In sum, English is important for Chinese people's personal advancement in education, academia, business, and media as well as for China's connection to the world.

Given the important role of English as a lingua franca in education, academia, business, and media in contemporary China, the Ministry of Education in China required Chinese students to study English as a mandatory subject at an earlier age at the beginning of the century. In January 2001, the Ministry of Education in China published a curriculum directive on English teaching that required primary schools to provide English classes starting in the third grade (Hu, 2005). Since then, Chinese students learned English as a compulsory subject from the third grade in primary schools, and English has become one of the three main subjects along with Chinese and Math.

### **The Promotion of English Learning in China**



The government's promotion of learning English as a mandatory subject at an earlier age is related to the events that happened at the beginning of the century. Joining the World Trade Organization (WTO) and hosting the Olympic Games led to high demand for English (Hu, 2005). Firstly, China joined the WTO in 2001 (Pang, Zhou, & Fu, 2002), which had a significant impact on Chinese people's willingness to learn English. Pang et al. (2002) investigated the influence on staff in international corporations of China's entry into the WTO. Interviewees who were managers in an import and export corporation mentioned that they had to use English more often after China joined the WTO, and learning English was a necessity for business managers (Pang et al., 2002). Secondly, Beijing hosted the 2008 Olympic Games, which led to a high demand for English. Chinese people, such as taxi drivers, hotel staff, and volunteers, learned English to prepare for the 2008 Olympic Games. From 2002 to 2007, the percentage of residents who had foreign language proficiency (mostly refers to English) increased from 22% to 35% (Piller, 2021). As a result, over five million people's language proficiency was improved in Beijing (Piller, 2021). Thirdly, in the 1990s, Chinese students started learning English in their secondary schools, which did not lead to a significant improvement. Ministry of Education decided to let Chinese students learn English at an earlier age for a better result (Pang et al., 2002). Thus, the events, such as joining WTO and hosting Olympic Games, led to the high demand for English at the beginning of the century, and the government promoted English learning from an early age.

Under the promotion of the Ministry of Education since 2011, English has had dominant status in foreign language learning in China, and Chinese people have shown an "English fever" in recent years. English is one of the three main subjects tested in the College Entrance Examination, which decides whether a student can enter a university. Including English as the

main subject in College Entrance Examination makes Chinese students give English an important status and invest lots of time studying English to perform well in the examination. Furthermore, Chinese English as a Foreign Language (EFL) students not only study English in their school but also learn English in language training schools as a supplement. English training is a large industry due to the high demand for improving English for Chinese students and their parents in China (Zhong, 2017). There are around 50000 registered English training companies in China, and their market value is approximately 30 billion RMB (Zhong, 2017). Chinese students and their parents are aware of the importance of learning English for their personal advancement in the globalized world. Thus, they have a strong willingness to improve their English proficiency (Zhong, 2017).

### **The Challenges of English Learning in China**

Despite the importance of English in China, the prominence given to English education by the government, and Chinese students' interest in improving their English skills, Chinese EFL speakers still struggle to speak English communicatively. Chinese EFL learners' English-speaking proficiency seems to have not met real-world communicative needs. For example, employers complain that Chinese graduates are not well-prepared for the tasks in their companies. They have difficulties answering business phone calls or having trade negotiations with foreigners (Yeung, 2017). Although there are around 400 million EFL learners in China (Li, 2020), it is estimated that only less than 1% of Chinese students are conversational (Smith, 2017). In Pang et al.'s (2002) study, business managers in an import and export corporation mentioned in an interview that Chinese learners tend to lack the ability to communicate in English, especially having weakness in speaking, which may impede their career (Pang, Zhou, &

Fu, 2002). Therefore, it seems that Chinese EFL learners are not ready to speak English communicatively to cope with real-world tasks.

Chinese students struggle with speaking English communicatively, which can be explained by many reasons, but the primary reason is that Chinese EFL classrooms do not emphasize communicative competence, which is defined as the knowledge and skills needed for communication (Canale, 1983). As Widdowson (1978) pointed out, simply having knowledge about grammar rules is not sufficient to ensure successful language use. Communicative competence is usually considered to consist of four components: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence (Canale & Swain, 1980; Canale, 1983). Chinese EFL students might be good at grammar and vocabulary but may not have enough communicative competence in real-life communicative settings. Traditional English teaching in China is test-oriented and has a focus on grammar (Li, 2004), and it rarely focuses on communicative competence and speaking interaction in class. Chinese EFL students may achieve a high score on examinations in reading and writing, but they may not be good at speaking and communicating in English. As a result, this may inhibit them to achieve success in English learning (Peng, 2016). In sum, Chinese EFL learners' communicative competence still does not meet real-world communicative needs. This might be caused by English classes that do not emphasize communicative competence.

To explain why communicative competence does not receive enough attention in Chinese EFL classes, three main factors, including administration, teachers, and students themselves, may be involved. First, in terms of administrative factors, the class size discourages the goal of communicative competence. In China, there are commonly over thirty students in an English class. The large size class requires more classroom management skills to control and conduct

communicative activities (Luo & Xing, 2015). Large classrooms might become chaotic easily when all the students start to speak at the same time (Luo & Xing, 2015). Rao's (2002) interview with Chinese EFL students also reflects their negative attitude towards Task-based Language Teaching (TBLT), which is a type of communicative teaching approach, because of the large size class. In the interview, a student mentioned that the class is not spacious enough to accommodate students to move around to have group work (Rao, 2002). Furthermore, he described that he felt distressed to conduct such activities (Rao, 2002). Therefore, due to the large size class, Chinese EFL teachers and students may avoid speaking and communicative activities.

In addition to class size, the examination system is another administrative factor that discourages teachers from targeting communicative competence as the primary goal of EFL instruction. English exams in China only test learners' reading, writing, and listening in most cases. Speaking is rarely tested (Gu, 2018). Take the Chinese university for example, English is a compulsory subject in the first two years of university, and students need to pass the College English Test (CET). The CET certificate has become the main proof of English proficiency and a requirement for employment in China (Jin & Yang, 2006). CET Level 4 and 6 include writing, translation, listening comprehension, and reading comprehension (Gu, 2018). However, communicative competence in a meaningful context is not tested (Liu et al., 2021). Therefore, the lack of a speaking section in the exam has a washback on English instruction.

In addition to the examination system, which does not assess students' communicative competence, Chinese EFL teachers' communicative competence and confidence are other factors that may impede teaching communicative competence in English classes. Chinese EFL teachers, especially teachers in underdeveloped areas, may be deficient in speaking, which makes a communicative class difficult to implement (Luo & Xing, 2015). Their English does not allow

them to have free interaction with students, so they may choose not to teach communicatively (Yu, 2001). This deficiency also makes Chinese EFL teachers feel discouraged about their competence in using appropriate language in the target culture during communicative activities (Butler, 2011). In an interview with a Chinese EFL teacher in Liu et al.'s (2021) study, a teacher mentioned that he believes it is safe to use the traditional approach. This happens when the teacher is not competent or confident to control a class that is focused on speaking and communication. So, Chinese EFL teachers' competence and confidence are other factors that impede them to allow students to practice speaking in their classrooms. Teachers' limited competence usually leads to their preferences for non-communicative classes.

Apart from the teachers' lack of communicative competence and confidence, Chinese EFL teachers usually have limited understanding and training in how to teach English speaking and communicative skills. For example, Liu et al.'s (2021) study revealed that around 80% of the Chinese EFL university teachers who participated in their study self-reported having limited knowledge of TBLT. They are not familiar with the approaches to teaching speaking and communicative skills or are unconfident about implementing them. Furthermore, Chinese EFL teachers usually rely on textbooks that mostly do not emphasize communicative competence, and they have little time to prepare for speaking and communicative materials (Luo & Xing, 2015). To improve their students' communicative competence, tasks targeting communicative competence need to be designed. This will especially aid the teachers in underdeveloped areas with limited resources. Thus, the limited knowledge and training of how to teach English communicatively with tasks might be one of the reasons why Chinese EFL teachers avoid teaching speaking and interaction during classes.

In addition to administrative and teacher factors, Chinese EFL students themselves play a role in their lack of communicative competence. Chinese EFL students' tendency of being reticent has an impact on their lack of speaking during English classes. Although EFL learners only have a limited number of opportunities to speak English, they seem not to be active and willing to participate during the limited English class time. Many studies describe Chinese EFL learners as reticent and passive learners during English classes (e.g., Hu, 2002). Chinese EFL students tend to keep silent in classrooms when they are expected to communicate with their peers during tasks (Liu & Jackson, 2009; Wang, 2019). There are some reasons to explain why Chinese EFL learners tend to be reticent and unwilling to participate. First, most English classes in China only assess students through the mid-term exam and final exam which does not include a speaking section. Students may not feel motivated to speak English during class, because speaking is not part of their assessment. To sum up, class participation is not relevant to the class grade or the goal of instruction, which might lead to Chinese EFL learners' reticence in English classes.

Second, Wang and Gao (2008) proposed that Chinese EFL students' reticence during class is not necessarily culturally pre-set but is situation-specific. Some situational factors that influence their reticence might include unfamiliar topics during the activities and a non-communicative class (Wang & Gao, 2008). Thus, we should not overgeneralize the influence of culture on Chinese EFL learners but focus more on how to improve their willingness to speak with instructional design. The lesson design which creates situations for Chinese learners to speak is needed. Finally, Chinese EFL students might be afraid of being different. When most of the students choose to be silent during class, the rest of the students might also remain quiet. To cope with this situation, using a task might help solve students' problem of being afraid to speak.

During the tasks, students are required to speak to their partners to complete the task and to achieve the communicative outcome. Therefore, Chinese EFL students might feel more motivated and willing to communicate when their peers also perform the task at the same time.

To conclude, English has played an important role in China in terms of business, education, academia, and media. Chinese EFL learners are aware of the importance of learning English in the globalized world, but most of them lack communicative competence. This study will address the challenges of Chinese EFL learners' unwillingness to communicate during class and their lack of communicative competence. There are some challenges for implementing a communicative approach in the Chinese EFL context from administrative (i.e., large-size classes), teacher (i.e., teachers' limited speaking competence), and student aspects. One of the factors is the administration, which is responsible for large-size classes and test orientation. These have been difficult to overcome, especially with the university enrolment expansion policy in place since 1999 (Shan, 2020). There is a significant increase in students' enrolment in higher education institutions from 3.4 million in 1998 to 41.83 million in 2020 (Shan, 2020; Xinhua Net, 2021), which allows more people to have access to higher education. However, at the same time, teachers need to manage large classes efficiently. The written test seems to be an efficient way to assess the academic performance of a large number of students in a short time, and it is commonly used to assess students' English levels. Thus, the administration factor might not be changed immediately in a short time.

Therefore, this study will address the remaining two challenges, namely the unwillingness to communicate during class and the lack of communicative competence, by focusing on the teachers' perspective and the Chinese EFL learners' perspective. First, from the teachers' perspective, this study will develop tasks targeting communicative competence for

teachers who do not have materials for tasks or do not know how to implement and assess tasks. Second, this study will investigate how to implement tasks in a way to increase the Chinese EFL learners' willingness to communicate. To conclude, this study aims to develop tasks targeting improving Chinese EFL learners' communicative competence and willingness to communicate.

The next chapter will present previous literature on communicative competence, WTC, tasks, and task repetition. First, the development of communicative competence will be illustrated. Next, the definition of task and task accomplishment will be discussed. Then, different measurements of WTC and the importance of WTC for L2 learning will be introduced. After, different effects of task repetition on L2 learning will be explained. The influence of task repetition on WTC and communicative competence will be investigated.



## Chapter 2: Literature Review

The definition of communicative competence was introduced in Chapter 1, and this chapter reviews the past research on communicative competence including the definition and different types of measurements of communicative competence. Next, the definition of task and task accomplishment will be discussed. After, the construct and measurements of WTC will be introduced. The importance of WTC for L2 learning in the EFL context will be discussed. Then, the definition and the effects of task repetition on L2 learning will be explained. The effects of task repetition on WTC and communicative competence will be explored.

### Communicative Competence

Communicative competence is an essential objective in L2 teaching and learning. Without communicative competence, L2 learners are unable to use the target language in real-life settings. Scholars have developed the framework of communicative competence over the past 60 years (See Table 1). Whereas Chomsky (1957, 1965) focused on linguistic competence, which is defined as the knowledge of pronunciation, spelling, vocabulary, and sentence structure, Hymes (1967, 1972) proposed communicative competence as consisting of both linguistic competence and sociolinguistic competence. Hymes (1967, 1972) claimed that besides linguistic competence, sociolinguistic competence, which is the rule of language use in different contexts, is important in language use. Many scholars have developed frameworks of communicative competence adopting Hymes' (1967, 1972) perspective. The next paragraphs will explain Table 1 and present the scholars' framework over 60 years.

### Table 1

*Development of Communicative Competence*

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Chomsky (1957, 1965)	Linguistic competence
	Linguistic competence
Hymes (1967, 1972)	Sociolinguistic competence
	Grammatical competence
	Sociolinguistic competence
Canale & Swain (1980);	Strategic competence
Canale (1983)	Discourse competence
	Linguistic competence
	Sociolinguistic competence
	Strategic competence
	Discourse competence
Celce-Murcia et al. (1995)	Actional competence
	Sociocultural competence
	Discourse competence
	Linguistic competence
	Formulaic competence
	Interactional competence
Celce-Murcia (2008)	Strategic competence
	Linguistic competence
	Pragmalinguistic competence
	Sociopragmatic competence
	Strategic competence
Gilmore (2011)	Discourse competence

In the 1980s, Canale and Swain proposed that communicative competence consists of four components. What is different from Hymes' (1967, 1972) model of communicative competence is that Canale and Swain (1980) added strategic competence and Canale (1983) added discourse competence later in their model. Their model consists of grammatical competence, sociolinguistic competence, discourse competence, and strategic competence (Canale & Swain, 1980; Canale, 1983). Strategic competence is defined as being able to use

verbal and non-verbal strategies to improve the effectiveness of L2 communication when the speaker has a deficiency in grammatical and sociolinguistic competence. Discourse competence refers to being able to use rules concerning the cohesion of different discourses, such as conjunctions and appropriate pronouns (Canale & Swain, 1980; Canale, 1983). These two components move beyond the linguistic aspect of communicative competence and focus more on conversational aspects.

In the 1990s, Celce-Murcia et al. (1995) added actional competence to the previous framework of communicative competence. Actional competence refers to the mastery of comprehension and production of speech acts. Another change is that the model relabeled grammatical competence as linguistic competence. This model shows that the five components of communicative competence are interrelated to each other. After a few years, Celce-Murcia (2008) revised the model by adding formulaic competence and interactional competence. Formulaic competence refers to being able to use the fixed chunks of language that were commonly used in daily life interaction, such as *how are you? I'm fine, thanks* (Celce-Murcia, 2008). Interactional competence consists of three sub-components: actional competence (being able to perform speech acts in different types of interaction), conversational competence (including the mastery of opening/closing conversations, changing topics, interruption, backchanneling, etc.), and non-verbal/paralinguistic competence (including being able to use non-verbal turn-taking signals, gestures, non-linguistic utterances, such as *Huh?*). This framework shows that the components are interacting with each other constantly. Since discourse competence is the center of the model, the other four components interact with it constantly.

Based on the studies investigating the components of communicative competence over the last 35 years, Gilmore (2011) proposed a framework including linguistic competence,

pragmalinguistic competence, sociopragmatic competence, strategic competence, and discourse competence. The difference between Gilmore's (2011) framework and previous frameworks is that he added pragmalinguistic competence. Pragmalinguistic competence is defined as the ability to understand and convey communicative intention appropriately in different contexts, such as apologies, requests, and refusals. Gilmore (2011) operationalized these five components in eight different tests. This dissertation study will follow Gilmore's (2011) framework, as this comprehensive framework synthesized multiple models and operationalized them in an experimental study. To sum up, scholars have developed the framework of communicative competence over years and have added new components to the framework. This study will adopt Gilmore's (2011) framework consisting of linguistic competence, pragmalinguistic competence, sociopragmatic competence, strategic competence, and discourse competence.

Among the components of communicative competence, pragmalinguistic competence, sociopragmatic competence, strategic competence, and discourse competence are more relevant to Chinese EFL students due to their lack of these competencies. The exams in China usually test reading, listening, writing, and translation, while speaking is rarely tested (Gu, 2018), and it has a washback on English teaching. So, Chinese EFL students might have a high level of linguistic competence but might not be able to use the target language appropriately in different social contexts. Take the business context as an example; Chinese EFL students need sociopragmatic competence to meet and talk with clients appropriately during meetings. Furthermore, Chinese EFL students may also need discourse competence to write a coherent business e-mail and tackle different writing and speaking genres. Lastly, strategic competence, such as nonverbal communication skills, is also essential for the business context. EFL students can use nonverbal behaviors to achieve mutual understanding when the other components of communicative

competence are deficient. Thus, Chinese EFL students might have a high level of linguistic competence, but pragmalinguistic competence, sociopragmatic competence, strategic competence, and discourse competence might need to be improved.

Apart from examining the components of communicative competence, scholars have also investigated different ways to measure communicative competence. Assessing communicative competence is harder than assessing other aspects of language learning, such as grammar and vocabulary, which can be assessed through a written test. However, communicative competence is usually assessed through oral tasks and requires raters to assess oral performance. This might be time-consuming and infeasible for a large size class in the Chinese EFL context. Furthermore, the task and rubric for assessing communicative competence need to be carefully designed, which requires training for lesson design and TBLT. Due to the large size class and lack of training in TBLT, communicative competence is not usually assessed in traditional English tests in China. Chinese EFL teachers may not know how to assess students' communicative competence in classroom contexts. It is unknown what level students' communicative competence is at and whether they are improved or not. So, we need to find a way for Chinese EFL teachers to measure communicative competence in the Chinese EFL classroom context.

Scholars have developed different measurements for communicative competence over years, including self-perceived communicative competence, other-reported communicative competence, assessment through written tests, and assessing performance based on rubrics. Table 2 provides a summary of the studies which include different measurements of communicative competence. Each measurement has its advantages and disadvantages, and it is important to choose a suitable instrument based on the research question and the teaching context.

## **Table 2**

*Measurement of Communicative Competence*

The Components of Communicative Competence		Assessment Instruments
	Interaction management	
	Empathy	
	Affiliation support	
	Social relaxation	Other-rated on Likert scales ranging
Wiemann (1977)	Behavior flexibility	from 1-5
McCroskey & McCroskey (1988)	Self-perceived communication competence	Self-rated on Likert scales (0-100)
	Comprehension skills	Written material: multiple-choice questions, brief answers to comprehension questions, true or false questions, etc.
	Oral productive skills	Role-play (raters scoring from 1-5) Dialogues/interviews (raters scoring from 1-5)
Piller (2011)	Linguistic competence	Listening test, Pronunciation test, grammar test, vocabulary test, C-test, and oral interview
Gilmore (2011)	Strategic competence	Oral interview and student role-play

	DCT (Discourse Completion Test),
Pragmatic competence	oral interview, and student role-play
	Listening test, oral interview, and
Discourse competence	student role-play

There are four common measurements for communicative competence: self-perceived communicative competence, other-reported communicative competence, assessment through written tests, and assessing performance based on rubrics. Among the four measurements, self-perceived communicative competence seems to be subjective, as every student may not be good at assessing themselves. Individual students may also have different perceptions and standards for communicative competence. McCroskey and McCroskey (1988) developed a self-reported communicative competence scale: the self-perceived communication competence scale (SPCC). This scale consists of twelve items. The scale reflects four communicative contexts, which are public speaking, talking in a large meeting, talking in a small group, and talking in a dyad. There are also three different receivers, which are friends, acquaintances, and strangers. For example, one of these items is presenting a talk to a group of strangers. Participants are asked to give a score on each item on a 0 (completely incompetent)-100 (completely competent) scale. The reliability was reported to be quite satisfactory. College students ( $N = 344$ ) self-reported to have a higher competence in talking with acquaintances and friends in interpersonal settings. While a lower competence was demonstrated in talking with strangers in public settings. This measurement is relatively easy to manage in classroom settings. However, self-reported communicative competence can be subjective, and it is only appropriate when participants do not fear the negative consequences of their response (McCroskey & McCrosky, 1988). It is possible that EFL students would worry about the negative consequences of reporting a low score on

communicative competence. Furthermore, EFL students might not be good at assessing their competence. Individual students may have different standards for assessing competence. Their standard may also be different from their instructor's standard. As a result, the self-reported communicative competence scale might not be able to reflect their real communicative competence. For this reason, the self-reported communicative competence scale is not suitable for the Chinese EFL classroom settings; therefore, more objective measurement is needed.

To cope with the limitation of self-reported communicative competence, other-reported communicative competence scales can be a complement to self-reported measurements. Wiemann (1977) created an other-reported Communicative Competence Scale (CCS) to measure communicative competence. Five components of communicative competence were measured: interaction management (i.e., eye behavior, head nods), empathy (i.e., verbal immediacy and perceived active listening), affiliation support (i.e., speech rate and smiling), social relaxation (i.e., relaxation cues and speech disturbances), and behavior flexibility (i.e., speech choices marking relationships). This model is not specifically for the L2 communicative context. It mainly focuses on behavior resources that interactants use during conversation. The competencies described in this model are similar to interactional competence which involves nonverbal competence, as defined in Celce-Murcia (2008). Thirty-six statements involving the above five aspects of communicative scales with Likert scales (i.e., student finds it easy to get along with others) were given to raters. The CCS was reported a .96 coefficient alpha, and some studies have provided evidence for the validity (i.e., McLaughlin & Cody, 1982; Cupach & Spitzberg, 1983).

Although the CCS provided a clear definition and five components of communicative competence in daily social interaction, it may not be suitable for the Chinese EFL context. There



are two main reasons. First, this model mainly focuses on interactional behaviors, and linguistic competence is not included. For L2 speakers, linguistic competence is an essential component for assessing L2 communicative competence. So, a measurement considering linguistic competence is needed for the Chinese EFL context. Second, this measurement focuses on a participant's perceptions of his/her interactant, which might not be objective. A participant may grade his interactant's communicative competence from one perspective while grading the same person differently when watching his/her conversation as a third person (Wiemann, 1977). Thus, a measurement where the rater is not part of the interaction is needed in the Chinese EFL classroom context to ensure consistency.

A third way that is more objective than the self-reported and other-rated oral communicative competence is other-rated written communicative competence. Alshwiah (2015) developed a valid test to assess EFL learners' written communicative competence involving grammatical competence, sociolinguistic competence, and discourse competence. Forty-nine EFL learners in Saudi Arabia were tested. There were two parts to his test: holistic scale and correct answer scale. For the holistic scale, raters gave a score from 0 (inappropriate) to 4 (appropriate) on participants' written performance. As for the correct answer scale, raters were asked to count the number of correct sentences and incorrect sentences. The number of the correct sentences was divided by all the sentences in the participant's response and then multiplied by five to make all the tasks have a score out of five. The results showed that the test is valid but with a small sample size. It also revealed that a holistic scale is suitable for assessing learners' sociolinguistic competence, while a correct answer scale is suggested to assess grammatical competence. Although this written measurement is easy to manage in classroom settings, it cannot reflect real oral interaction in authentic settings. It is possible that students may

perform well in the written communicative competence test but may not perform well in oral interaction with communicative competence. Furthermore, strategic competence is omitted in this written communicative competence test. This competence is an important component of communicative competence especially when speakers have a deficiency in linguistic competence. Thus, this measurement might not be suitable for Chinese EFL learners, and a measurement assessing their oral communicative competence including strategic competence is needed.

Since the above studies only used one single measurement, the main limitation is that one single measurement cannot cover all the components of communicative competence. Rather than using the above scales solely, some other studies started to adopt a combination of several scales in recent years. Gilmore (2011) investigated the influence of authentic materials on EFL students' communicative competence using several written tests and rubrics of learners' oral performance. Linguistic competence, strategic competence, pragmatic competence, and discourse competence were assessed in this study. Linguistic competence was assessed by listening test, pronunciation test, grammar test, vocabulary test, C-test, and oral interview (phonology and vocabulary sections). Strategic competence was assessed by oral interview (interactional competence section) and student role-play (conversational management section). Pragmatic competence was assessed by DCT, oral interview (body language and context-appropriate vocabulary use sections), and student role-play (conversational behavior section). Discourse competence was assessed by listening test, oral interview (interactional competence and phonology sections), and student role-play (conversational management section). As for the oral discourse completion task, raters were asked to give a score from 1 (inappropriate or impolite) to 5 (appropriate and polite) on participants' oral responses. For the oral interview,

students' interactions with native-speaker teachers were audio and video recorded. Their performance was rated by five criteria: phonology, body language, fluency, context-appropriate vocabulary, and interactional competence. As for the role-play, two criteria were considered when rating students' performance: conversational behavior and conversational management. Raters were asked to give a score from one to five on the interview and role-play. To sum up, compared to using one single measurement, this combined assessment is more comprehensive in assessing all the components of communicative competence by using multiple tests.

Similar to Gilmore's (2011) measurement of communicative competence, Piller (2011) adopted a combination of written tests, such as multiple-choice questions, and other-rated performance to measure L2 learners' communicative competence. The assessment of communicative competence included assessing comprehension skills and oral production skills. The comprehension skills were assessed by written material, including multiple-choice questions, brief answers to comprehension questions, true or false questions, etc. The oral productive skills were assessed by role-play and dialogues/interviews with the researcher which were recorded on videos. A rubric for assessing L2 German learners' communicative competence was developed. The rubric of assessing learners' oral productive skills consisted of three sections: overall impression, communicative performance, and paralinguistic elements. As for rating learners' overall impression, the raters were asked to give a score from 1 (intermittent communicator: communication occurs only sporadically) to 5 (good communicator: copes well and performs competently). As for rating learners' communicative performance, two rubrics were used: communicative performance rubric and paralinguistic elements rubric. As for the communicative performance rubric, raters were asked to give a score from 1 (never) to 5 (always) on 15 statements for the role-play and 20 statements for the interview. The statements

involve accuracy (i.e., give correct response), appropriacy (i.e., give appropriate response), comprehension (i.e., comprehends overall sense of question), fluency (i.e., responds with little hesitation), intelligibility (i.e., conveys meaning with little difficulty), and range (i.e., gives response to questions asked). As for the paralinguistic elements rubric, the frequency of the following items was rated: body/head movement, gestures, eye movement (i.e., eye contact), facial expression, proxemics (i.e., awareness of interpersonal space), intonation rhythm (i.e., speaks with appropriate pitch), and accent (i.e., uses emphasis to give expression). This study provided a quantitative measurement of communicative competence, and the rubric can also facilitate students to identify different aspects of oral communication.

To conclude, previous studies developed different measurements of communicative competence, including self-reported communicative competence, rater-reported communicative competence, and written tests. Each measurement has advantages and disadvantages. Self-reported communicative competence and other-reported communicative competence could be subjective and inconsistent. Furthermore, written tests are not enough to assess all the components of communicative competence, such as strategic competence. For example, grammar tests can only assess linguistic competence, while listening test only assesses linguistic competence and discourse competence (Gilmore, 2011). Some studies adopted a combined written test and other-rated task performance (i.e., role-play and oral interview) assessing all the components of communicative performance. To determine EFL students' actual communicative competence, this study will implement interactive tasks with other-rated measurements to assess EFL students' communicative competence.

So far, the construct and measurement of communicative competence have been discussed in this chapter. When discussing communicative competence in L2 teaching and

learning context, one important issue is what teachers should do to help students acquire communicative competence. Implementing tasks is one of the widely used ways to improve L2 learners' communicative competence. The next section will discuss what a task is and why employing a task can help L2 learners improve their communicative competence.

### **Task and Task Accomplishment**

The above section discusses the development of communicative competence and different measurements of it. Lacking L2 communicative competence is one of the biggest challenges that Chinese EFL learners have when learning English. It is caused by multiple factors, such as administrative factors (i.e., large size class and examination), teachers' lack of speaking competence or training of communicative teaching, and students' unwillingness to communicate. Administrative factors are difficult to alter in a short time, so this section will focus on discussing how to overcome the teachers' challenges through task-supported language teaching (TSLT).

Task-supported language teaching (TSLT) is a weak version of task-based language teaching (TBLT) (Willis, 1996; Ellis, 2003). A task is defined as a work plan which involves real-world processes of language use and engages cognitive processes (Ellis, 2003). As for TBLT, the task is the central part of the course design. There is no explicit instruction before the task, and the target language feature arises incidentally during performing the task (Ellis, 2019). However, in TSLT, tasks are vehicles to practice language items in the production phase (Willis, 1996; Ellis, 2003). An explicit instruction is followed by a task that aims to let learners use the explicitly taught target feature correctly (Ellis, 2019).

Due to its compatibility with Chinese EFL teachers' orientation to traditional grammar instruction, TSLT is a more feasible approach for EFL instruction than TBLT in China. For TSLT, the Chinese EFL teachers can give explicit instruction and then conduct a task in the production phase to practice the pre-determined form and function. However, for TBLT, the tasks might not be successful in eliciting students' uses of the target form, as teachers do not attempt to make students aware of the target form (Ellis, 2019). It requires teachers to have more teaching skills to control the task and to elicit students' use of the linguistic form during the performance of the task. A recent study (Li, Ellis, & Zhu, 2016) has found that TSLT is more effective than TBLT for teaching grammar in a Chinese EFL context. In Li et al.'s (2016) study, 150 Chinese middle school students were randomly divided into five groups: a control group, a task only group, a pure task-based language teaching group (including a task and corrective recasts), a TSLT group (including an explicit instruction and a task), and a strong version of TSLT group (including explicit instruction, task, and corrective feedback). Each group conducted two dictogloss tasks where students worked together to rehearse and retell a narrative read by their teacher. The results revealed that the task-supported group involving explicit instruction performed better than the other groups. Thus, TSLT is more suitable for the Chinese EFL context because it does not require too much training or a high communicative competence for Chinese EFL teachers compared to TBLT.

TSLT is not only compatible with the Chinese EFL context but can also help integrate more communicative activities into traditional Chinese EFL classrooms, which can compensate for teachers' lack of training in teaching communicative competence. Communicative competence concerns L2 learners' ability to use language in authentic social environments, and tasks can help L2 learners to improve this ability. Previous research has found a positive role of

task-supported approach in improving EFL students' communicative competence. Barón, Celaya, Levkina's study (2020) revealed that task-supported approach can benefit EFL students' pragmatic competence which is part of communicative competence. The reason why the task-supported approach can benefit EFL learners' communicative competence is that tasks can be designed in different real-world contexts. The real-world contexts, such as attending an international academic conference, meeting clients in an international corporation, or communicating with foreign exchange students during cultural events, can provide opportunities for learners to practice language use in authentic daily-life settings. Furthermore, discourse competence and strategic competence can be developed during tasks. For example, learners can practice using transitional devices and repairing communication breakdowns in different discourses during a task. As for grammatical competence, learners have opportunities to practice the vocabulary and sentence structures that they newly acquired during a task. Thus, tasks include the social aspect of language use, which can promote meaningful language use.

Although tasks can be beneficial for the Chinese EFL context, assessing Chinese EFL students' task performance is a major challenge for instructors. EFL instructors may lack training on how to assess students' task performance. Previous research has mostly used role-plays for task-based assessment. Role-plays are elicited by a scenario including settings and information about the speakers and are performed by at least two speakers (Felix-Brasdefer, 2004, 2007). Using both qualitative and quantitative analysis, Youn (2015) examined the validity of using role-plays to assess pragmatics with a rubric. Participants ( $N = 102$ ) from a university in the U.S. were asked to interact with their interlocutors with role-play cards to ensure the authenticity and standardization of the study. The results indicated that five rating categories, namely content delivery, language use, sensitivity to the situation, engaging with interaction, and turn

organization, can be used to assess pragmatics in task interaction. This rubric mainly focused on pragmatics assessment, and it may require professional training to use it in EFL classroom contexts. A rubric that is easy to use to assess students' task performance for Chinese EFL instructors is needed.

One possible approach for evaluating task performance in the Chinese EFL context is to use a rubric designed specifically to assess task accomplishment, which is defined as co-constructed work to achieve the task goal. Assessing students' task accomplishment may help instructors predict students' language use in real-life settings. The framework of transfer appropriate processing (TAP) suggests that learning in communicative contexts in classrooms may facilitate students' competence to retrieve knowledge in real-life contexts (Lightbown, 2008). The framework indicates that if students accomplish the communicative tasks in L2 classrooms very well, they will probably have a similar level of accomplishment in real-life settings. For example, if students achieve a higher level of task accomplishment in the task of planning a three-day trip with a foreign exchange student in the L2 classroom setting, they may accomplish a similar task very well in the real-life context. It is important to assess learners' task accomplishment in the EFL context as a way to help students prepare for language use in the real world.

Apart from helping students prepare for language use in the real world, task accomplishment may contribute to building students' communicative competence. Crawford, McDonough, and Brun-Mercer (2019) developed a rubric for task accomplishment including an interactional aspect. The rubric consisted of three categories: task completion, style, and collaboration. Task completion includes the presence of all parts of the task, detailed elaborations, and an outstanding task outcome. Style is defined as the ability to express an



opinion and the skills of interruption politely and using narrative techniques. Collaboration refers to working together on all the elements of the task, responding to interlocutors' ideas, and offering feedback to the interlocutor. Each category is scored from 0 (low) to 4 (high). Both style and collaboration are conceptually connected to communicative competence. As for style, expressing an opinion and interrupting someone politely are both communicative skills. While collaborating with interlocutors, EFL students need to listen to and respond to the interlocutors' ideas, offer constructive feedback, and negotiate with them. The process of collaborating with each other can create learning opportunities to improve students' communicative competence.

To assess Chinese EFL students' task accomplishment, the rubric developed by Crawford et al. (2019) may work well to help students prepare for real-world tasks and improve communicative competence in the Chinese EFL context. Firstly, Crawford et al.'s (2019) rubric might be compatible with the rubrics used in the Chinese EFL context. For example, giving presentations is one of the most common tasks in Chinese EFL classrooms. The followings are five criteria in a rubric for assessing presentation tasks in a Chinese EFL context: *including all the important information in the presentation, organizing the presentation in a clear and logical way, using persuasive techniques, adopting an appropriate communication approach, and having greetings and ending words*. Among the above five criteria, *including all the important information in the presentation* matches the task completion category in Crawford et al.'s (2019) rubric, while the rest of the four criteria match the style category. However, these five criteria only assess the individual task. A rubric assessing pair interaction is needed in the Chinese EFL context. Secondly, by using the rubric developed by Crawford et al. (2019), EFL instructors can learn whether students have taken advantage of the learning opportunities that occurred during the tasks or not. Tasks working in pairs are not often included in the English curriculum in the

Chinese EFL context. One of the reasons might be due to the lack of tools to assess tasks in pairs. Chinese EFL instructors may not know how to assess students' task performance in pairs. The rubric developed by Crawford et al. (2019) might be helpful for instructors to assess students' task accomplishment in pairs. Thirdly, the rubric is easy to use and does not require too much professional training for instructors. Previous research on assessing task performance often focused on accuracy, fluency, complexity (Kim & Tracy-Ventura, 2013), and pragmatics competence (i.e., Youn, 2015). These assessments often required training, as they involved professional knowledge and terminologies. However, there are only three categories (task completion, style, and completion) in the rubric developed by Crawford et al. (2019). It does not include too many professional terminologies, and instructors can simply give a score based on the descriptions.

In conclusion, TSLT may lead to a more communicative class and help overcome teachers' challenges in the Chinese EFL context. For example, some challenges include lacking training in communicative teaching or having a deficiency in speaking. Task accomplishment is an important construct to assess students' task performance. This section focuses on how to overcome the teachers' challenge, and the next section will discuss how to overcome Chinese EFL students' challenges which is students' reticence during class. The importance of L2 willingness to communicate (WTC) and how to promote students' L2 WTC will be discussed in the next section.

### **Willingness to Communicate (WTC)**

Task-supported approaches can be adopted to address the teachers' challenges (i.e., teachers' lack of communicative competence) in the Chinese EFL context. However, it is still

necessary to overcome the students' challenges, specifically that they are reluctant to engage and communicate in class. This reluctance can be understood through reference to L2 WTC, which is an inclination to engage in a discourse with specific persons at a particular time using an L2 (MacIntyre et al., 1998). Previous studies have found multiple factors that positively influence L2 WTC, but they may not work well in the Chinese EFL context. This section will introduce L2 WTC and analyze the factors that might be the most suitable for the Chinese EFL context.

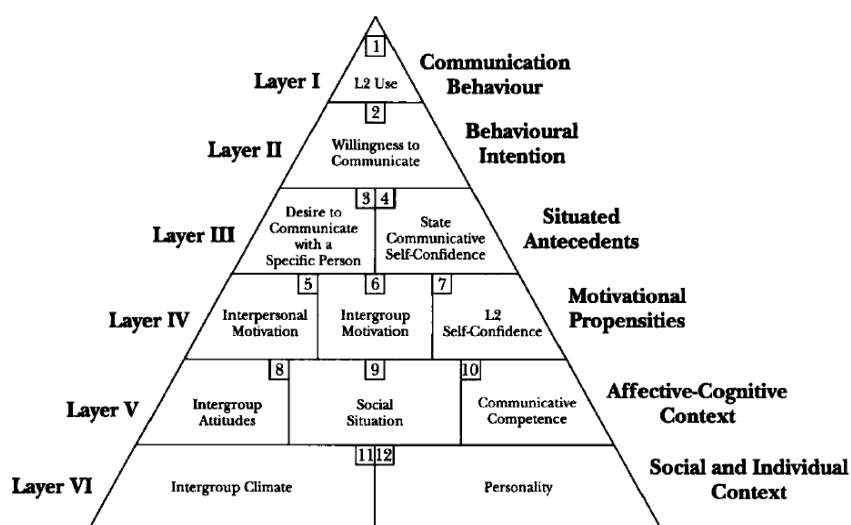
L2 WTC is essential for L2 learning and teaching in the Chinese EFL context. On the one hand, previous studies claim that WTC can facilitate L2 development, especially in the classroom emphasizing communication (MacIntyre, 2007). Some studies have reported a positive role of L2 WTC in L2 development. Baghaei and Dourakhshan's (2012) study in an Iranian EFL context revealed a correlation between L2 WTC scale and a C-test that measured learners' proficiency. Similarly in an Arabic as a foreign language context, Mahmoodi and Moazam (2014) found a positive correlation between learners' L2 WTC score and their class grades. On the other hand, a lack of L2 WTC usually connected with a lack of participation and frustration in classrooms (Jackson, 2003). MacIntyre et al. (1998) claim that the main goal of L2 learning is to create WTC, and a program that does not facilitate students to be willing to use the target language is a failed program. In the Chinese EFL context, students tend to be reticent and silent during class. It is important to enhance their L2 WTC to achieve successful language learning. Thus, one of the main goals of Chinese EFL teaching should be promoting Chinese EFL learners' L2 WTC, which will help them improve their communicative competence.

Given the importance of L2 WTC in Chinese EFL teaching and learning, it is essential to learn the factors that increase learners' L2 WTC. L2 WTC is found to be influenced by several factors, including social and individual context, affective-cognitive context, motivational

propensities, situated antecedents, and behavioral intentions (MacIntyre et al., 1998). A six-layer pyramid WTC model was developed by MacIntyre et al. (1998) (Figure 1). The model shows that L2 WTC is the final step before communication because it refers to the likelihood of learners using the target language to interact with another interlocutor in an authentic setting when given the opportunity (MacIntyre et al., 1998). The model shows the connection and interaction between state-like and trait-like WTC. State-like WTC refers to WTC fluctuation across different situations and times, while trait-like WTC is rooted in individuals' personalities (Zhang et al., 2018). The top three layers of the model refer to the situated influences on WTC, while the bottom three layers represent the enduring influences on WTC (MacIntyre et al., 1998). Thus, the well-known six-layer pyramid WTC model developed by MacIntyre et al. (1998) revealed that L2 WTC is a final step before communication where multiple factors connect and interact with each other.

**Figure 1**

*MacIntyre et al's (1998) Pyramid WTC Model*



Despite the importance of L2 WTC and knowledge of the multiple factors that influence it, L2 WTC is not easy to be observed by teachers. Chinese EFL teachers need to know if their

students are willing to communicate, which is a prerequisite for successful language learning. There are different measurements of L2 WTC used in previous literature. A mix of methods is commonly used to investigate L2 WTC. Quantitative methods, such as using questionnaires, with a supplement of qualitative research tools, such as observations and interviews, are commonly used. In terms of assessing WTC quantitatively, a commonly used instrument is the WTC scale developed by McCroskey (1992). On McCroskey's (1992) scale, there are 20 situations where people might choose to communicate or not, and participants need to choose a number from 0 (never) to 100 (always) to indicate the percentage of the time they may choose to communicate. The 20 situations consist of three types of audiences (stranger, acquaintance, and friend) and four types of contexts (group discussion, meetings, interpersonal conversations, and public speaking). This measurement is not designed for L2 learners specifically, and it is not suitable for the Chinese EFL context. Among the 20 situations, such as *talking with a physician* and *talking with a secretary in English*, are not common in China where Mandarin is the main language. People speak with physicians and secretaries in Mandarin in most cases. Thus, this measurement is not suitable to measure Chinese EFL students' L2 WTC.

Another WTC scale commonly used was developed by MacIntyre et al. (2001). They distinguished WTC Inside the Classroom Scale and Outside the Classroom Scale. Zarrinabadi and Abdi (2011) have validated and used the scales in an Iranian EFL context. The two scales included the same 27 items which asked participants to rate their WTC from 1 to 5 (1 = almost never willing to communicate; 5 = almost always willing to communicate) in each situation. The 27 items were classified into four sections: speaking (e.g., speaking in the group about your summer vacation), comprehension (e.g., listening to instructions and completing a task), reading (e.g., reading a novel), and writing (e.g., writing a story). This measurement was originally

designed for L2 French learners in Canada where learners have opportunities to access French outside class through television, literature, bilingual product information, and traveling to Francophone areas, etc. However, Chinese EFL students rarely use English outside the classroom in China where the official language is Mandarin. Some of the items need to be replaced to match the Chinese EFL context. For example, among the 27 items in the Inside the Classroom Scale, *talking to a friend while waiting in line, how willing would you be to be an actor in a play, reading an advertisement in the paper to find a good bicycle you can buy, and writing an advertisement to sell an old bike* seem irrelevant in the Chinese EFL context. Mandarin is the dominant language for Chinese EFL learners, and it is nearly impossible for students to talk to a friend in English while waiting in line in the EFL classroom context. Also, being an actor in a play in English would seem far from Chinese EFL students' life. Lastly, buying and selling a bicycle in English also seems far from students' life. Thus, MacIntyre et al.'s (2001) Inside the Classroom Scale could be adopted to measure Chinese EFL students' L2 WTC, but some of the items need to be revised.

Apart from the quantitative approach, scholars also use a qualitative approach, such as interviews, stimulated recalls, and journals, to investigate L2 learners' state-level WTC. For example, Kang (2005) investigated four ESL (English as a Second Language) Korean students' situational WTC in the U.S. using a semi-structured interview and stimulated recalls. Participants were asked about their perception of L2 interaction, using English, and the factors influencing their WTC during the semi-structured interview. For the stimulated recall, participants were asked to watch the video-recorded interaction of themselves. They were asked to pause the video any time to talk about any changes in their WTC during the interaction and the factors affecting it. The semi-structured interview, stimulated recalls, and recorded interaction revealed that L2

situational WTC is a multilayered construct. Situational factors, such as conversational context, interlocutors, and topics, affected participants' excitement, responsibility, and security when speaking. These three psychological conditions interacted together and had a joint influence on participants' situational L2 WTC. This study has implications for the Chinese EFL context. A semi-structured interview could be an effective way to learn Chinese EFL students' perceptions of English learning and their L2 WTC. However, stimulated recall interviews might not work in the Chinese EFL classroom context, as it would be infeasible to set up multiple cameras to record different students' performances in a large size class. Furthermore, watching students' recorded interactions with themselves and having an interview would be too time-consuming for teachers.

Similarly in an ESL context, Cao (2011) examined ESL students' WTC with classroom observations, stimulated-recall interviews, and journals in New Zealand. Participants were asked to discuss anything influencing their WTC while playing their audio-recorded interaction during the stimulated-recall interview. They were also asked to write a journal on their WTC in class and outside of class weekly. The results showed that L2 WTC is situational in L2 classrooms, and L2 WTC is affected by multiple factors including individual characteristics and classroom environmental factors, such as task, topic, group size, and teacher. The instruments used in this study, including classroom observations, stimulated-recall interviews, and journals, are relevant to the Chinese EFL context. Chinese EFL teachers can investigate their students' L2 WTC through observation and weekly journals. Furthermore, audio-recorded interaction with stimulated-recall interviews is more feasible compared to the video-recorded interaction due to the large size class.

In addition to the ESL context, scholars have also conducted studies in the EFL context. Peng (2016) utilized semi-structured interviews, observations, and journals to track an EFL Chinese student's WTC for seven months. The EFL student wrote weekly-basis journals to record the content of each class and the perceptions of her behaviors, and self-rated her WTC in the classes. The semi-structured interviews encouraged the EFL student to talk about her perceptions of L2 English interaction, her learning experience, and her journals. This case study showed that the L2 WTC is situational and dynamic in the classroom context. It provided pedagogical implications that it is possible to design tasks to promote students' WTC in L2 classrooms. To sum up, there are different measurements of L2 WTC. A mix of the quantitative method, such as the WTC questionnaire, and qualitative methods, such as observation, interviews, stimulated recalls, and journals, were used in previous literature to learn L2 learners' development of L2 WTC. Some of the measurements may not all work in the Chinese EFL context. For example, a stimulated recall interview might not work in the Chinese EFL classroom context due to the infeasibility of setting up multiple cameras. Observations of student WTC behavior and weekly journals might not be feasible for Chinese EFL teachers as well. Chinese EFL teachers already have a busy schedule teaching classes, preparing for lessons, and marking students' assignments. Reading students' weekly journals and writing down their observations of students' behavior might be adding another work for teachers. Thus, a measurement that can quickly assess students' real-time WTC might be needed in the Chinese EFL context.

Apart from the above measurements of L2 WTC, using an idiodynamic method to measure L2 WTC has received increasing attention from scholars. MacIntyre and Wang's (2021) study used an idiodynamic method to capture the changes in L2 WTC. In this study, participants



self-rated their WTC using a software when listening to the recording of their speech during a photo narrative task. The scale of WTC ranged from -10 to +10. Participants rated their WTC by clicking buttons on the computer keyboard. Then, participants had an interview to talk about their WTC ratings. The advantage of this measurement is that it can capture the fluctuations of self-rated WTC in real-time. It is a reliable method to collect L2 WTC data when there is a small number of participants. However, it may not work well in Chinese EFL contexts. There are usually at least 30 students in a class, and it would be time-consuming to collect all students' WTC data using the idiodynamic method. Therefore, another way to measure Chinese EFL students' self-rated WTC might be needed.

Asking students to self-rate their WTC on a sliding scale immediately after performing an oral task might work well in the Chinese EFL context. Firstly, it can capture students' state L2 WTC during the task, as the self-rating is done immediately after the task. Secondly, it is more feasible in the Chinese EFL context of large-size classes. It may only take several seconds for Chinese EFL students to self-rate their L2 WTC. Finally, it would be easier for their instructor to learn about students' WTC. Thus, asking Chinese EFL students to self-rate their WTC on a sliding scale might be a more feasible way to collect their L2 state WTC in the Chinese EFL context.

The different measurements of L2 WTC revealed that WTC is a fluid state impacted by multiple situated factors. Not all of those factors may work in the Chinese EFL context, and it is important to find the most suitable factor that can solve the challenge (i.e., reticence during class) in the Chinese EFL context. Some instructional factors in EFL classrooms were reported to have an impact on L2 WTC. For example, explicit and implicit corrective feedback was found to have differential effects on Iranian EFL learners' WTC. In Tavakoli and Zarrinabadi's (2016) study,

three classes of intermediate-level Iranian EFL students were assigned into the explicit group, implicit group, and control group. MacIntyre et al.'s (2001) WTC Inside the Classroom Questionnaire and qualitative data collection tools, including semi-structured interviews and stimulated recalls, were used in this study. The quantitative and qualitative analysis revealed that explicit corrective feedback increased learners' WTC, while implicit corrective feedback did not have any impact on it. The results have implications for L2 teachers. It showed that pedagogical practice can influence EFL learners' WTC in classrooms. However, in the Chinese EFL context especially in underdeveloped areas, teachers may not have much training in how to give explicit and implicit corrective feedback. They may need a training program to learn how to give feedback to improve students' WTC appropriately. Thus, Chinese EFL teachers may need another teaching method that is easy to manage and does not require too much training to promote students' WTC.

In addition to the connection between corrective feedback and L2 WTC, scholars have also investigated the connection between task-related factors and L2 WTC in recent years, which might help solve the challenges in the Chinese EFL context. In terms of the topic of the task, a number of studies have found that L2 learners are more willing to communicate when they talk about familiar topics but less willing to communicate when the topics are unfamiliar or require background knowledge (Cao & Philp, 2006; Cao, 2011; Fu et al. 2012; Mystkowska-Wiertelak, 2016). For example, through WTC questionnaires filled-out by 137 bachelor students in Iran, Ghasemi et al. (2015) found that asking for instruction, understanding movies in English, writing a to-do list, and reading their pen pal's letters are the situations that are most welcomed by students. Thus, topic familiarity has an impact on L2 WTC. However, to design a task with familiar topics for Chinese EFL students, teachers may need to design questionnaires to collect

students' responses and then compile the material by themselves, which might be time-consuming and require training in lesson design. Thus, Chinese EFL teachers, especially teachers who lack time or training in lesson design, may need another task-related variable to enhance students' L2 WTC.

Apart from the topic of the task, the number of interlocutors in the task and talking in front of the class also impacts L2 learners' WTC. Cao's (2011) study revealed that project work rather than teacher-led activities was preferred by students in a university setting because of the opportunities to talk to their peers. Discussing in pairs or small groups had a positive relationship with WTC while talking in front of the whole group was not preferred. Cao and Philp (2006) examined three types of tasks and found that L2 learners had different WTC behaviors in dyadic, group, and whole-class activities. An interview revealed that most participants preferred a group with an ideal group number of three or four. Similarly, Pawlak et al. (2016) also examined the impact of pair, group work, and whole class on WTC and found that pair and group work can generate more WTC while group work can generate even more. Even within the same task with the same interlocutor, L2 learners' WTC would fluctuate. In contrast, Jackson's (2003) study revealed that talking in front of the class was not preferred by Asian students, because students did not want to make mistakes and felt embarrassed in front of the class. Furthermore, Mystkowska-Wiertelak and Pawlak's (2014) study showed that the monologue task is preferred by L2 students, but WTC in monologue tended to fade away towards the end of the task. The dialogue had the opposite effect. L2 students who had an initially low WTC tended to have a high WTC at the end of the task. In sum, previous studies found that teacher-lead activities and activities involving talking in front of the class are not preferred by L2 students, while group work tend to promote more L2 WTC. However, generally speaking, giving presentations in front

of the class is one of the most common oral tasks in the Chinese EFL classroom due to its feasibility. There are usually at least 30 students or even 100 students in the Chinese EFL classroom. It is not easy to manage different groups to have tasks during the class, because it might be chaotic to let students speak at the same time. The EFL instructors usually ask students to prepare a presentation individually or in groups and then present it in front of the class, which might decrease Chinese EFL students' L2 WTC. Thus, letting students talk within their groups instead of giving a presentation in front of the class might facilitate students' L2 WTC in the Chinese EFL context.

Another factor shown to positively affect students' L2 WTC is pre-task rehearsals. Jamalifar and Salehi (2020) examined the effects of rehearsals and strategic task planning on EFL students' WTC, and they found that pre-task rehearsals influenced EFL students' WTC significantly while no significant effects were found in terms of strategic task planning. Ninety intermediate EFL students in Iran were divided into three groups, namely a rehearsal planning group, a strategic planning group, and a control group. The students in the rehearsal task planning group had an opportunity to do the task as planning before doing the real task, while the students in the strategic planning group have a chance to plan for the content and the language for the task without rehearsing the whole task. Pre- and post-WTC questionnaires developed by MacIntyre et al. (2001), semi-structured interviews, and stimulated recalls were used to collect data. The study revealed that rehearsal task planning can decrease students' anxiety and increase their perceived L2 linguistic competence, thus increasing their L2 WTC. This study reveals that L2 instructors can manipulate tasks to increase EFL students' WTC, and more studies on task-related variables were called. However, promoting Chinese EFL learners' WTC through conducting rehearsal task planning may not work in the Chinese EFL context. There is often not

enough class time for teachers to let students rehearse before the tasks. Instructors often have lesson objectives assigned from the department to make sure students in all sections of the course are receiving the same information. They need to finish the assigned objectives by the end of the semester. So, there is often a limited extra time at the class. Conducting rehearsal task planning may not be feasible in the Chinese EFL context.

To sum up, compared to L1 WTC, L2 WTC is more of a dynamic state. Scholars have utilized both quantitative and qualitative approaches to collect data on WTC in both ESL and EFL contexts. Using an idiodynamic method to measure L2 state WTC has received increasing attention from scholars because it can capture the real-time self-rated WTC. However, using idiodynamic method to measure L2 state WTC might not work due to the large size of class in the Chinese EFL context. Asking students to self-rate their L2 state WTC on a 100-point sliding scale immediately after an oral task might be a solution in the Chinese EFL context, as this method of data collection would only take a few seconds. Also, this method can still capture the dynamic state WTC, as the self-rating is done immediately after the task. L2 WTC is influenced by situational factors, such as teaching styles, instructional practices, and task-related factors. Previous research has revealed that the number of interlocutors (Cao & Philips, 2006), the topic of the task (Cao, 2011; Fu et al., 2012), and task planning impacted L2 WTC. However, the factors, such as teaching styles and task planning, may not be easy for Chinese EFL teachers who lack knowledge about communicative teaching to promote learners' WTC. Furthermore, the format of the group work might influence Chinese EFL learners' WTC. Previous research revealed that students tend to have less WTC when talking in front of the class and have a higher level of WTC when talking in groups/pairs (Jackson, 2003). Therefore, we need to find a situational factor that works effectively in the Chinese EFL context. In such context, teachers

usually lack the training in communicative teaching and need to manage a large size class, so they need an appropriate technique for helping students develop L2 WTC. Task repetition might be a context-appropriate way to help facilitate Chinese EFL learners' L2 WTC. The next section will introduce task repetition and how task repetition would affect Chinese EFL learners' L2 WTC and communicative competence.

### **The Effects of Task Repetition on L2 WTC and Communicative Competence**

The previous section has shown that task-related factors (i.e., the topic of the task, the number of interlocutors, and pre-task rehearsal) influence L2 WTC. However, as mentioned in the previous section, these factors might not be relevant in the Chinese EFL context for promoting L2 WTC and communicative competence. Task repetition may provide a solution in the Chinese EFL context. Task repetition is defined as a teaching approach involving asking language learners to repeat part of a task or the whole task at intervals (Bygate & Samuda, 2005). Previous research has revealed the effective role of task repetition for L2 learners. This section explains how task repetition is an effective way of helping Chinese EFL students acquire L2 WTC and increase communicative competence.

Task repetition is especially suitable for the Chinese EFL context compared to other situational factors. Compared to the challenges from administration (i.e., examination system lacking a speaking test) and students (i.e., reticence during class) in the Chinese EFL context, the challenges from teachers are relatively easy to solve in a short time. In the Chinese EFL context, English teachers usually lack knowledge of how to use the task in language teaching or communicative teaching. Also, teachers in underdeveloped areas usually lack English-speaking competence. Task repetition is more suitable for such a situation. First, task repetition requires

less previous knowledge of TBLT. Chinese EFL teachers only need to repeat part of or the whole task in their class. They do not need much teaching knowledge to perform it. Second, task repetition can be time-saving for Chinese EFL teachers. They can manipulate different content and procedures to make a task become different types of tasks for the purpose of being time-saving. For the identical task repetition, they can ask students to do the same task several times, which can save their time to design a new task. Thus, task repetition has the advantage of being easy to manage and time-saving. It is more suitable for the Chinese EFL context where teachers usually lack communicative teaching skills and have less time to design new tasks.

In addition to the feasibility and compatibility of task repetition in the Chinese EFL context, previous studies have supported task repetition as an effective pedagogical technique for both L2 learning and L2 task performance. Previous studies have shown that task repetition is beneficial to L2 learning, including pronunciation (Trofimovich & Gatbonton, 2006) and comprehensibility (Strachan et al., 2019). Furthermore, previous studies also found that task repetition can improve L2 learners' performance in terms of lexical sophistication (Gass et al., 1999), accuracy, complexity, and fluency (e.g., Ahmadian, 2011; Hsu, 2019; Sample & Michel, 2015; Patanasorn, 2010; Kim & Tracy-Ventura, 2013). Since task repetition has facilitated accuracy, fluency, complexity, pronunciation, and comprehensibility, which are aspects of grammatical competence, it is possible that task repetition can also facilitate other aspects of communicative competence.

Furthermore, there is an increasing body of research investigating the three different task repetition types, and it was found that they have different impacts on L2 oral production. There are three types of task repetition: procedural repetition, content repetition, and identical task repetition (Patanasorn, 2010). Procedural repetition refers to repeating the same procedure but

with different content in a task, while content repetition means carrying out different tasks but with the same content. Identical task repetition is concerned with conducting the same task with the same content and procedure (Patanasorn, 2010). Table 3 presents a summary of task repetition research.

**Table 3**

*A Summary of Task Repetition Research*

Studies	Task type	Identical task repetition	Procedural task repetition	Content task repetition
Takimoto (2012)	A problem-solving task	L2 request downgraders learning promoted	N/A	N/A
García-Fuentes (2018)	A ranking task, a decision-making task, a categorizing task, and a debate	N/A	More politeness strategies of disagreement used in immediate post-test and delayed post-test	More politeness strategies of disagreement were used in the delayed post-test
Gass et al. (1999)	A narrative task	Morphosyntax & lexical sophistication increased	N/A	N/A



Bygate (2001)	A narrative task and interviewing	Accuracy and complexity increased	N/A	N/A
Patanasorn (2010)	A story completion, an information exchange, and decision-making tasks	No significant changes	Accuracy increased	Fluency increased
Ahmadian (2011)	A dialogic narrative task	Complexity and fluency increased	N/A	N/A
Ahmadian & Tavakoli (2011)	An oral narrative task	Careful online planning and task repetition: accuracy, complexity, and fluency increased	N/A	N/A
Kim and Tracy-Ventura (2013)	An information-exchange task	Accuracy increased	Accuracy and syntactic complexity increased	N/A

Sample & Michel (2015)	An oral spot-the-difference task	Fluency increased; initial performance: trade-off among accuracy, complexity, and fluency; the third performance: trade-off disappeared	N/A	N/A
Hunter (2017)	An oral narrative task	Fluency increased during training sessions	Fluency increased between pre-test and post-test	N/A
Jung, Kim & Murphy (2017)	Communicative information-exchange priming tasks and sentence-read-aloud task	Accuracy increased; more effective in the long run	Accuracy increased	N/A
Strachan, Kennedy, and Trofimovich (2019)	A graph-based interpretation task	N/A	No improvement in comprehensibility	N/A

Lázaro-	A picture	N/A	Confirmation	N/A
Ibarrola & Hidalgo (2019)	placement task		checks and repetitions decreased; accuracy increased	
Suzuki (2020)	Oral narrative tasks	The blocked practice (Day 1: A- A-A; Day 2: B-B- B; Day 3: C-C-C) increased L2 fluency compared to the interleaved practice (Day 1: A- B-C; Day 2: A-B- C; Day 3: A-B-C)	N/A	N/A

Although many studies revealed the differential effects of different task repetition types, some recent studies conducted in the EFL context found no significant group differences among different task repetition types. Galindo (2018) investigated whether procedural and content repetition facilitate global and past simple accuracy and fluency in a Colombian EFL context. Forty-four students were divided into content repetition, procedural repetition, and a control group. As for global accuracy measures, there was no significant improvement for the groups

over time. In terms of past simple accuracy, no significant differences among the groups were found. As for fluency, the results revealed no differences among the three groups. The content repetition group decreased in terms of past simple fluency measures. Galindo (2018) discussed the reasons for the lack of improvement or the group differences. It might be due to the lack of repetition provided. Students performed the tasks every other day for only one week. The amount of repetition might not be enough for students who were at the A1 proficiency level. Therefore, task repetition was not found to be beneficial for EFL students in this study.

A more recent study conducted by Suzuki and Hanzawa (2022) found no differential effect of task repetition types. They examined the effects of three different task repetition types of schedules on L2 fluency development in an EFL context in Japan. Four classes were assigned into four groups: a massed practice group, a short-spaced practice group, a long-spaced practice group, and a control group. A massed practice refers to repeating an oral task six times consecutively. A short-spaced practice refers to repeating an oral task three times each at the beginning and at the end of class. A long-spaced practice refers to repeating an oral task three times in the first and second weeks. The study found that there was no significant effect of the repetition schedule in the delayed post-test in which students did an oral task with a new prompt. This study also discussed the advantages and disadvantages of massed practice repetition. Some benefits of the massed practice repetition were revealed in the immediate post-test. However, the researchers claimed that learners might not have the motivation to engage in the task, and simply repeating the same tasks six times was not advisable. To conclude, although many studies revealed a differential effect of task repetition types, Suzuki and Hanzawa's (2022) study showed that there was no significant differential effect of task repetition in the delayed post-test.

Although there is a myriad of studies investigating the influence of task repetition on linguistic performance, there is a limited number of studies investigating whether task repetition can affect L2 WTC and communicative competence, which is an important issue in EFL classrooms. If EFL teachers can promote learners' L2 WTC and communicative competence by changing some instructional practices, it would solve the challenge of students' reticence in the Chinese EFL context. It is speculated that task repetition can influence Chinese EFL learners' L2 WTC and communicative competence positively. Tasks can provide authentic contexts for EFL learners to practice their English, and task repetition allows them to practice three times in the same or different real-world contexts. Learners may improve their L2 WTC and communicative competence by repeating real-world tasks, as they have more chances to practice them.

Different task repetition types could affect L2 WTC and communicative competence in different ways with different degrees of impact. It is possible that procedural repetition could increase L2 WTC and communicative competence. Kang (2005) reported that the fluctuation of WTC is influenced by excitement. EFL students can get three different topics with the same procedure during procedural task repetition. The new topic EFL students get during procedure repetition may give them new stimuli and excitement; thus, it would increase their WTC. Furthermore, from a cognitive approach, familiarity with task procedures would make learners free up their cognitive processing resources; thus, they will have more processing resources to focus on the content and assemble information. Therefore, EFL learners will be able to articulate their ideas with ease and would be more willing to communicate during procedural task repetition.

In terms of the impact of procedural repetition on communicative competence, when EFL learners have more processing resources to focus on the content, they may pay more attention to

communication itself, such as using different communicative skills to achieve mutual understanding. Furthermore, procedural repetition allows EFL learners to practice the target language features in three different contexts, which might help them improve their communicative competence in different settings such as talking to a scholar at a conference and expressing disagreements with their classmates. Procedural repetition might be useful in the Chinese EFL context. For teachers who lack training in task design, they do not have to design tasks with different procedures. They only need to design one task and change the content to make it become different tasks. Thus, it is speculated that procedural repetition could enhance L2 WTC and communicative competence in the Chinese EFL context.

In addition to procedural repetition, content repetition may also increase L2 learners' L2 WTC and communicative competence. First, when learners repeat the same content with different procedures, they have more opportunities to practice the same content. This may help them feel comfortable and familiar with the content of the task. According to Bygate (2001), if the content of a task is not familiar to learners or if they struggle with assembling information to finish the task, their attention will be divided between content and formulation. On the contrary, if they are familiar with the content, they will be able to formulate their thoughts with more processing resources. Previous studies also found L2 learners are more willing to communicate if the topic is familiar to them (Ghasemi et al., 2015). When students repeat the content for a second time during the content task repetition, they are more familiar with the topic.

Another reason why content repetition could be beneficial to students might be related to L2 fluency and L2 self-confidence. According to Patanasorn's (2010) study, L2 learners' fluency improved through content repetition. Similarly, Nematizadeh and Wood's (2019) study also revealed that higher L2 fluency was associated with higher L2 WTC. When learners' speech

becomes more fluent through content repetition, they may feel confident in L2 speaking and be more willing to communicate. At the same time, when learners' speech becomes more fluent, their linguistic competence, which is part of communicative competence, might be improved. Since Chinese EFL learners tend to be shy and reticent during class, using tasks with the same content might make them feel a sense of security and would be more willing to speak during class. Thus, content repetition may improve learners' L2 fluency and confidence, which positively increases their L2 WTC and communicative competence.

As for the identical task repetition, it might help improve EFL learners' L2 WTC and communicative competence. Jamalifar and Salehi (2020) have shown that rehearsal task planning has a significant impact on L2 WTC. Rehearsal task planning is defined as doing the whole task as a rehearsal before doing the real task (Jamalifar & Salehi, 2020). Students reported in the interview that rehearsal task planning allowed them to have a chance to practice one more time. They felt less anxious and more relaxed when repeating the task for the second time, as they were more certain about the grammar, vocabulary retrieval (Nematizadeh & Wood, 2019), and the content of the task. They increased their L2 self-confidence and L2 perceived competence because of that. So, previous studies found there is a negative correlation between L2 anxiety and L2 WTC (Dewaele & Dewaele, 2018), while L2 self-confidence affects L2 WTC positively (Baker and MacIntyre, 2003).

Rehearsal task planning is similar to task repetition in some ways. Both identical task repetition and rehearsal task planning allow L2 learners to repeat the task and to have a second time to conduct the same task. Thus, identical task repetition may have a similar impact on rehearsal task planning on L2 WTC by improving the certainty of the task, decreasing L2 anxiety, and increasing L2 self-confidence and their L2 perceived competence. Furthermore, a

previous study revealed that preparedness influences L2 WTC (Nematizadeh & Wood, 2019). Both rehearsal task planning and task repetition allow L2 learners to prepare for the task. When L2 learners repeat the identical task for the second time, they have already prepared for it and articulated it during the first time. They may improve their L2 WTC during the second time because of their preparedness. Thus, identical task repetition may have the same effect as rehearsal task planning to promote L2 learners' WTC.

Another reason why identical task repetition may promote L2 WTC and communicative competence may relate to the sense of security. Kang (2005) reported that the fluctuation of WTC can be influenced by security. By repeating the same task for a second time, L2 learners may have a sense of security, as they are certain about the procedure and the content of the task. Thus, the security may make them increase their L2 WTC, which is the same as the effect of task repetition on communicative competence. EFL learners might be familiar with the procedure and content of the task by repeating it three times, which may lead to improved performance.

Although identical task repetition may have a positive influence on L2 WTC and communicative competence, researchers have questioned whether it is as effective as procedural repetition and content repetition. Patanasorn (2010) found no significant changes in the identical task repetition group in terms of accuracy, complexity, and fluency and speculated that L2 students may get bored and less engaged by repeating the same task several times. It is predicted that there might not be any significant changes in terms of L2 WTC or communicative competence as well. EFL learners would lack exposure to different authentic contexts during the identical task repetition. So, they might not be sensitive to speaking the target language appropriately according to different contexts. As a result, identical task repetition might facilitate EFL learners to perform the same task well but may not help transfer their improvement to new



tasks. Although identical task repetition might not have a significant effect, it is still useful in the Chinese EFL context. Chinese EFL teachers, especially teachers from underdeveloped areas, might have limited resources when designing an English lesson. With identical task repetition, the teachers can simply repeat the same task, which is less time-consuming than designing procedural repetition and content repetition.

Whether task repetition can enhance or decrease L2 WTC would have pedagogical implications for Chinese EFL instructors and students. L2 learners would be able to overcome the trait-like variables that prevent them from being unwilling to communicate during L2 classes, and their state-like WTC could be improved through task repetition. The research examining the relation between task repetition and L2 WTC as well as between task repetition and communicative competence would be pedagogically necessary for EFL classrooms, especially where students are unwilling to speak and communicate with their peers.

To conclude, task repetition might be an effective pedagogical technique to promote Chinese EFL learners' communicative competence and L2 WTC. It is speculated that different task repetition types might affect communicative competence and L2 WTC in different ways. Previous studies mainly focused on the effects of task repetition on L2 oral performance in terms of accuracy, complexity, and fluency. More research is needed to examine the step before L2 learners' oral production, which is their communicative competence and L2 WTC. Apart from the communicative competence and L2 WTC, it is also important to learn about if task repetition affects students' task accomplishment. Task accomplishment is a way to assess students' task performance. It can also help instructors predict students' performance in real-life contexts. The purpose of this study is to investigate the influence of task repetition on task accomplishment,

communicative competence, and L2 WTC. The following four research questions will be addressed:

1. Do procedural task repetition, content task repetition, and identical task repetition affect Chinese EFL students' task accomplishment over time?
2. Do procedural task repetition, content task repetition, and identical task repetition affect Chinese EFL students' L2 communicative competence over time?
3. Do procedural task repetition, content task repetition, and identical task repetition affect Chinese EFL students' L2 WTC over time?
4. How do Chinese EFL students perceive English learning, L2 WTC, and tasks?

### **Summary of the Chapter**

This chapter presents the previous literature on task repetition, task accomplishment, communicative competence, and L2 WTC, and the possible influence of task repetition on Chinese EFL learners' communicative competence and L2 WTC. Task repetition might be an effective teaching method for the Chinese EFL context to improve learners' communicative competence and L2 WTC compared to other situational factors. Task repetition has the advantage of being easy to manage in the EFL Chinese classroom and does not need much training.

### Chapter 3: Methodology

To answer the research questions investigating the impacts of task repetition on Chinese EFL learners' task accomplishment, their communicative competence, and their L2 WTC, an experimental study was conducted over nine weeks in a Chinese university. This chapter describes the method of the study and consists of six sections: (1) description of the participants, (2) presentation of the research design, (3) presentation of the materials, (4) explanation of the procedure, (5) explanation of data coding, and (6) discussion of data analysis.

#### Participants and Instructional Context

The participants were 107 (25 women, 82 men) Chinese EFL students (majoring in Computer Science, Electrical Engineering, and Automation/Industrial Engineering), all of whom were L1 Mandarin speakers at the same public university in Northern China. The Chinese EFL students ranged in age from 17 to 22, with a mean age of 19 ( $SD = .86$ ). They had learned English for an average of 10 years ( $SD = 2.00$ ). They received an average score of 123 out of 150 ( $SD = 12.14$ ) ranging from 80 to 146 in the English tests of the National College Entrance Examination, which is a standardized exam held annually in China. The content of the English tests varies in different provinces, but it generally includes listening comprehension, fill-in-the-blank, reading comprehension, choosing the correct word for each gap in an article, and writing tasks. Their entrance examination scores place them around B2 in the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001).

This study was conducted in four *English for Academic Purposes* classes taught by the same instructor. The compulsory class was designed for first year students who were not majoring in English. This was their only English class throughout the semester. There were

around 30 students in each class. Students attended one 90-minute class per week over a 14-week semester. They had an in-person class in the first week and then had online classes through a classroom management platform called Ke Tang Pai for the rest of the semester. The textbooks entitled *Going Global (Elementary)* published by Foreign Language Teaching and Research Press and *English for General Academic Purposes* published by Fudan University Press were used. They learned *Going Global (Elementary)* emphasizing English speaking in the first month and then learned *English for General Academic Purposes* emphasizing academic reading and writing in the rest of the semester. Students were assessed by attendance (10%), an assignment (10%), a written report comparing three companies (15%), a video-recorded individual presentation introducing a culture-related topic (15%), and a final examination (50%). The class objectives included: (1) students will be able to prepare and give a presentation on a culture-related topic; (2) students will be able to develop conversations in daily life contexts, such as making an arrangement for a field trip and expressing opinions in a meeting; (3) students will be able to write a comparison report comparing three companies; (4) students will be able to comprehend academic reading in the topics of global warming, genetically modified foods, and scientific fraud, etc.

## **Design**

A quasi-experimental design with pre-test, post-test, and delayed post-test was used to compare the effects of task repetition on Chinese EFL learners' task accomplishment, communicative competence, and L2 WTC. The independent variable was task repetition, which had four levels: procedural repetition ( $n = 27$ ), content repetition ( $n = 23$ ), identical task repetition ( $n = 28$ ), and a control group ( $n = 29$ ). In the procedural repetition group, students

carried out three tasks with the same procedure but different content. In the content repetition group, students carried out three tasks with the same content but different procedures. In the identical task repetition group, the same procedure and content were repeated three times. As for the control group, students followed the regular curriculum and completed the three tests, but they did not carry out any treatment tasks. The four classes were homogeneous except for the independent variable.

The dependent variables were students' task accomplishment, communicative competence, and L2 WTC. The three dependent variables were measured on the pre-test, post-test, and delayed post-test. Students' task accomplishment was operationalized as three dimensions: (1) collaboration, (2) task completion, and (3) style. Task accomplishment was assessed through a rubric (Appendix A) developed by Crawford et al.'s (2019) to assess students' task performance and predict their real language use in real-life settings.

Communicative competence was operationalized as linguistic competence, strategic competence, pragmalinguistic competence, sociopragmatic competence, and discourse competence. It was assessed using a rubric (Appendix B). L2 WTC was operationalized as trait and state L2 WTC. Trait L2 WTC was operationalized as an L2 WTC questionnaire (Appendix C) with three constructs created by the researcher: L2 WTC outside the classroom, asking/answering questions, and negotiation/argument. The state L2 WTC was the students' self-rated WTC collected immediately after each test.

## **Materials**

### ***Pre-test, Post-test, and Delayed Post-test***

The pre-test, post-test, and delayed post-test were three different role-play tasks created by the researcher (Appendix D) as a supplement to the textbook called *Going Global (Elementary)*. The units in the textbooks include “make arrangements for the field trip”, “express opinions in the meeting”, and “give feedback on the new program proposal” which were overlapping with the three tests.

The two students in each pair received different handouts for each role-play task. As for the pre-test, two interlocutors needed to discuss where to visit for a three-day trip and come up with an itinerary with a budget of 3000 RMB (597 CAD) as a task outcome. As for the post-test, two interlocutors needed to agree on how to spend a budget of 1000 RMB (200 CAD) for a badminton club. As for the delayed post-test, two interlocutors needed to come up with a plan for a lecture with a specific time, location, and number of attendees. Because the three role-play tasks were designed to complement course content during the weeks in which the students did them, it was not possible to counterbalance the order in which the students completed them.

### ***Treatment Tasks***

There were five tasks for the three task repetition groups over three weeks. The tasks were designed as a supplement to the textbook called *Going Global (Elementary)*. The units in the textbooks include “present information about the companies”, “summarize the feedback”, “give feedback on the new program proposal”, “propose a new guest”, and “express opinions in the meeting”. Based on the above units, the tasks were designed to practice students’ skills in presenting information about schools, summarizing information, proposing a candidate for a club leader, and expressing opinions. For each task, the two students in each pair received a different handout. They were not allowed to see each other’s handout. The outline of these tasks for the three treatment groups is illustrated in Table 4. Students did not have experience carrying out

paired tasks because the only speaking task in their curriculum was a video-recorded individual presentation to introduce a culture-related topic. The researcher's contact information was provided in case they had any questions about the task.

**Table 4**

*Tasks for the Three Treatment Groups*

	Week 2	Week 3	Week 4
Identical task repetition group (Appendix E)	Decision-making task (traveling)	Decision-making task (traveling)	Decision-making task (traveling)
Procedural task repetition group (Appendix E, F, G)	Decision-making task 1 (traveling)	Decision-making task 2 (hiring)	Decision-making task 3 (school selection)
Content task repetition group (Appendix E, H, I)	Decision-making task (traveling)	Information-gap task (traveling)	Story sequencing task (traveling)

There were three decision-making tasks with three different topics: traveling, hiring, and school selection. The topic of decision-making task 1 (Appendix E) was traveling. Pictures of fourteen items, such as a sleeping bag, water bottle, and laptop, were shown on the handouts. Each student received different seven pictures. This task asked students to summarize the information on their handout and select the five most important items they would bring to an academic conference. They needed to discuss and achieve a consensus on the five most important items with their partner. The topic of decision-making task 2 (Appendix F) was hiring. The material for this task consisted of two resumes. Each student in each pair received a different resume randomly. This task asked students to read the resume, summarize the information to their partner, and then achieve a consensus on which candidate they would hire for a club leader. The topic of decision-making task 3 (Appendix G) was school selection. This task asked students to summarize the school information to their partner, compare the two schools, and make a

decision on which school they plan to visit as an exchange student. Finally, the outcome of the task was reaching an agreement on which school students would prefer.

Two additional tasks were created for the content repetition group. First, the information-gap task (Appendix H) included two maps missing different information. Every student in each pair received a different map randomly. On each map, there were five missing places. The outcome of this task was finding and writing down the five places on the missing map with their partner's instruction. Second, the story sequence task (Appendix I) consisted of six comic pictures in an incorrect order. Each student received different three pictures. This task asked students to summarize the three pictures to their partner, put the six comic pictures in a correct sequence, and narrate the whole story.

All the role-play tests and treatment tasks were piloted on two Chinese students who speak English as their second language. Some changes were made based on the testers' feedback. Table 5 illustrates what changes were made based on the pilot test.

**Table 5**

*The Changes Made after the Pilot Test*

Task	The Original Task	Task Changed after the Pilot Test	Reason for the Changes
Decision-making task 1 (traveling)	Each student had <i>the same fourteen</i> items on the handout. Students were asked to achieve a consensus on which	Each student had <i>different seven items</i> on the handout. Students were asked to achieve a consensus on which five items	The original task was finished in less than five minutes. The task was revised to create an information gap between the two



	five items they would take for an academic conference.	they would take for an academic conference.	interlocutors to make them more willing to speak.
Decision-making task 2 (hiring)	Students were given <i>the same two candidates' resumes</i> and decided which candidate they would hire for a club leader.	Each student had <i>a different resume</i> . They need to summarize the resume on their handout, exchange opinions, and then decided which candidate they would hire for a club leader.	The original task was finished in less than five minutes. The task was revised to create an information gap between the two interlocutors to make them more willing to speak.
Information-gap task (traveling)	Students had the same map with different <i>six places</i> missing. They were asked to complete the map with their partner's instruction.	Students had the same map with different <i>four places</i> missing. They were asked to complete the map with their partner's instruction.	The original task took students more than 10 minutes to finish. The missing places were decreased from <i>six to four</i> to make students finish the task in less than 10 minutes.
Story sequence task	Students were given <i>the same six pictures</i>	Students in each pair were given <i>different</i>	The original task was finished in less than

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and were asked to tell the story in the correct order.	<i>three pictures</i> . They were asked to describe their pictures and tell the story in the correct order.	five minutes. The task was revised to create an information gap between the two interlocutors to make them more willing to speak.
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### ***Task Accomplishment Rubric***

A rubric was used to assess the students' task accomplishment (see Appendix A) at the pre-test, post-test, and delayed post-test. The rubric was adapted from Crawford et al.'s (2019) study. In the original rubric developed by Crawford et al.'s (2019), the score was ranged from 0 to 4. In the current study, the score was adapted to range from 1 to 5 to match the scale used for assessing communicative competence. There were three dimensions on the rubric: (1) collaboration, (2) task completion, and (3) style. These three dimensions are essential to paired interaction. First, students need to collaborate with each other, complete the task with requirements, and elaborate their ideas to have a successful pair interaction. Collaboration was included in the rubric to assess students' ability to respond to each other, offer constructive feedback, and work together on the task. The second dimension was task completion which assesses students' ability to develop content with elaboration and detail and to complete the task with the required elements. Lastly, style refers to students' ability to provide reasons and elaborate ideas. Each of the three dimensions had a five-point Likert scale 1 (i.e., unable to complete the task) to 5 (i.e., excellent completion of the task). The overall total possible score ranged from 3 to 15. There are two reasons for adapting this rubric in the current study. Firstly,

Chinese EFL instructors may not know how to assess students' task performance. This rubric was used to test whether it is suitable to adopt in the Chinese EFL context. Secondly, based on the framework of TAP, learning in communicative tasks in the L2 classroom settings may facilitate students' performance in real-life settings (Lightbown, 2008). So, it is important to assess students' task accomplishment in L2 classroom settings to help them prepare for English use in real life.

### ***Communicative Competence Rubric***

A communicative competence rubric was used to assess the students' pre-test, post-test, and delayed post-test performance (see Appendix B). Gilmore's (2011) model of communicative competence was adopted. The rubric was developed and compiled by the researcher based on the definition of the five components of communicative competence: linguistic competence, strategic competence, pragmalinguistic competence, sociopragmatic competence, and discourse competence. Linguistic competence focused on whether students' pronunciation, intonation, sentence stress, vocabulary, and grammar are accurate, natural, and appropriate or not. Strategic competence focused on whether students can repair conversation effectively when a breakdown occurs. Pragmalinguistic competence referred to whether students can understand and convey communicative intention appropriately in different contexts, such as complaints, requests, and disagreements. As for sociopragmatic competence, it referred to whether students can use and respond to language appropriately based on the setting, the topic, and the relationships among the people. Finally, discourse competence assessed students' management skills of a conversation, such as the ability to initiate and terminate a conversation appropriately, take turns, and extend discourse. Each component of communicative competence was rated from 1 (i.e., rarely demonstrate this competence) to 5 (i.e., demonstrate this competence very well).

### ***L2 WTC Questionnaire***

The L2 WTC questionnaire (see Appendix C) was adapted from Al-Murtadha's (2019) Willingness to Communicate Survey to complement the Chinese EFL context. The questionnaire was adapted by deleting the statements where students would never act in the Chinese EFL context, such as *talking to a stranger who enters your class in English* and *talking to an educational supervisor in English when visiting your class*. The statement which was irrelevant to communication was also deleted, such as *reading out the conversations from the textbook*. Another adaptation was adding what Chinese EFL students would possibly do in an EFL classroom context, such as *expressing disagreement with your classmates during class* and *expressing your own opinion during class*.

The questionnaires were written in both English and the students' first language (Mandarin) to avoid misinterpretation. The researcher translated the English items to Mandarin. A research assistant checked the translation for accuracy. There were two sections in this questionnaire. The first section asked participants' background information, including their gender, first language, second language, year of English studying, score of standard English tests, and the percentage of English use. The second section was the L2 WTC questionnaire consisting of three subconstructs and twelve statements (see Table 6). The L2 WTC section was named as English Learning Questionnaire to avoid participants' assumptions about the questionnaire. It targeted three subconstructs: L2 WTC outside the classroom, asking/answering questions, and negotiation/argument. Each subconstruct consisted of four items. The questionnaire had five Likert scale items from 1 (almost never willing) to 5 (almost always willing) to indicate students' willingness level. There are 12 statements that were randomized. The total score of the questionnaire is from 12 to 60. It was pilot tested on two research assistants

whose first language is Mandarin. Some translation to Mandarin was revised to be more accurate. Table 6 illustrates the three subconstructs and the items associated with each subconstruct.

**Table 6**

*L2 WTC Questionnaire Subconstructs and Statements*

Subconstruct	Number	Statements
L2 WTC Outside Classroom	1	Help a foreigner who does not understand Mandarin to order food in a restaurant
	2	Speak English to give a foreigner directions.
	3	Speak English to say “hi/hello” to a foreign teacher on campus.
	4	Use English to chat with a foreign exchange student during a cultural event on campus.
Asking/Answering questions	5	Use English to ask your teacher a question in class.
	6	Ask your partner a question during class.
	7	Speak English to answer your teacher’s question during class.
	8	Answer a classmate’s question in English during class.
Negotiation	9	Express your own opinion in English during class.
/Argument	10	Express disagreement with your classmate in English during class.

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|----|--|
| 11 | Use English to negotiate a decision with your classmates.                |
| 12 | Listen to your classmates express their opinion in English during class. |
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### ***Self-rated L2 State WTC***

The self-rated L2 state WTC scale was developed by the researcher. It was an online 100-point sliding scale. Participants scanned the QR code which was at the end of their handout to rate their willingness to speak English during the task on the online 100-point sliding scale, which took around 1 minute.

### **Procedure**

The study was conducted over nine weeks. In week 1, the researcher attended four English classes to explain the project and administer consent forms to students (Appendix J). The instructor left the classroom during the consent procedure. Students filled in and submitted the consent forms online through their smartphones administrated by a questionnaire management tool called Wen Juan Xing (<https://www.wjx.cn>), which is a common questionnaire tool used in China. After collecting the consent forms (Appendix J), the researcher randomly paired the participants who consented to participate in the study. The researcher created a Quick Response (QR) Code for the list of pairing and share it with students. Then, students scanned the QR Code, accessed the results of the pairing, and found their partners based on the list. The instructor was unable to scan the QR Code, so she was unable to know which students had agreed/declined to participate. Students who checked the tick box for participation in an interview were contacted to schedule an online focus group about their perceptions of L2 WTC and L2 learning (20 minutes).

Students were interviewed in groups of two. Students filled in an online consent form for the focus group (Appendix J) administrated by Wen Juan Xing before the interview. The focus group interview was conducted online via WeChat App and followed the list of questions in Appendix K. The questions were about their attitudes toward English learning and willingness to speak English in class (*i.e.*, *How important is it for you to learn English? In what situation do you feel most willing to communicate in class?*). The interview was conducted in the students' first language, Mandarin, to ensure understanding. The audio calls through WeChat App with students were recorded and transcribed. Furthermore, students who signed the consent forms (Appendix J) completed an English learning online questionnaire (Appendix C) (10 minutes) through their smartphones administrated by Wen Juan Xing. The English learning online questionnaire consisted of two parts: students' general background information and L2 WTC questionnaire.

Next, the task handout was shared with students electronically. This study was conducted during the Covid-19 pandemic. In the original research plan, students were expected to perform the tasks during in-person classes. However, students were having online classes throughout the semester (except for the first class) due to the pandemic. Because the online teaching platform was not designed to allow pair work, students were asked to perform the tasks outside of class. Students who signed the consent form carried out a role-play task in pairs (Appendix D) after class, which took 10 minutes. Students did not have to do the tasks immediately after class. They could do it anytime and anywhere in their free time within the next five days. They were allowed to do the task within five days because they usually had a busy class schedule during the weekdays and were often available on the weekends only. Students audio-recorded their interactions through their smartphones. After doing the task, they scanned the QR code which

was at the end of the handout to rate their willingness to speak English during the task on an online 100-point sliding scale through Wen Juan Xing, which took around 1 minute. They also submitted their audio recordings in the same QR code. Next, the researcher downloaded the audio recordings later.

In weeks 2 to 4, students in three classes carried out one communicative task per week (10 minutes each) within five days after class. The researcher randomly paired the participants who consented to participate in the study. Students were paired up with a different partner every week from week 1 to 4. The researcher created a QR Code for the list of pairing and shared it with students. Then, students scanned the QR Code, accessed the results of the pairing, and found their partners based on the list. The instructor was unable to scan the QR Code. So, the instructor did not know who participate or not. The task handout was shared with students electronically. Students followed the same procedures as in week 1: recorded the interaction through their smartphones after class, rated their own willingness to speak English during the task online on an online 100-point sliding scale through Wen Juan Xing, and then submitted their audio recordings. Tasks are provided in Appendix E-I. The researcher downloaded the audio recordings later. Students in the control class followed the normal curriculum (i.e., without tasks) during these weeks.

In week 5, all students completed the same L2 WTC online questionnaire again (10 minutes) and carried out a post-test which was a role-play task (10 minutes). Students carried out the role-play task with the same student they interacted with in week 1. Students followed the same procedures in the past four weeks: recorded the interaction through their smartphones after class, rated their own willingness to speak English during the task on an online 100-point sliding



scale, and then submitted their audio recordings through Wen Juan Xing. The researcher downloaded the audio recordings later.

Finally, in week 9, students carried out a delayed post-test which is a role-play task (10 minutes) with the same interlocutor in week 1 and filled out the same L2 WTC online questionnaire again (10 minutes). The students were interviewed online again to learn their perceptions about the tasks and WTC.

### **Data Coding**

This study recruited four raters to rate students' communicative competence and task accomplishment to simulate the conditions in which Chinese EFL teachers rate their students' task performance. After collecting all the audio recordings from students, four raters were recruited online through a social media app. There were three criteria for the raters on the recruiting posting: (1) having a degree in TESOL (Teaching English to Speakers of Other Languages) related field; (2) having at least two years of ESL or EFL teaching experience; (3) having at least one year of experience living in an English-speaking country and having experience communicating in English on a daily-life basis to rate students' communicative competence well. Four qualified raters were selected. They were proficient English speakers with a master's degree in TESOL and experience living in an English-speaking country for 2 years. They were all 27-year old adults who spoke Mandarin as their first language. They were EFL teachers in China with a mean of four years of EFL teaching experience ( $SD = 1.22$ ).

Next, each rater had an online individual training session with the researcher that lasted from 30 to 60 minutes. The raters were given the students' handouts of the three tests and a rubric of task accomplishment (Appendix A) and communicative competence (Appendix B)

before the training session. During the training session, they were told to rate university students' audio recordings in terms of task accomplishment and communicative competence. They were not told anything about the research questions or details about the study to avoid any bias during the rating. The researcher introduced the definitions of the sub-categories of task accomplishment and communicative competence. Although some examples were provided in the descriptions for scores from 1 to 5, raters were told to rate based on the definition of the constructs. At the end of the training session, each rater was asked to rate one audio recording and compare with the researcher's rating. Then, the researcher explained her rationale for giving the score for each sub-category. The researcher and each rater achieved agreement on the rating during the training session.

After the training sessions, four trained raters rated students' task accomplishment and communicative competence at the pre-test, post-test, and delayed post-test using the two rubrics described previously. The four raters rated all students' task accomplishments based on a rubric (Appendix A) independently. Two of the raters rated student A's communicative competence based on the rubric of communicative competence (Appendix B), while the other two raters rated student B's communicative competence. All the ratings were collected through an online questionnaire.

### ***Task Accomplishment***

After the four raters gave a score on the three sub-categories of task accomplishment to each pair of students, the total score of task accomplishment was summed for each pair. Interrater reliability (IRR) with the intraclass correlation coefficient was performed through SPSS. The two-way mixed average-measures intraclass correlation coefficients were .68 for the pre-test, .62 for the post-test, and .77 for the delayed post-test.

### *Communicative Competence*

The four raters rated five sub-categories of communicative competence during the pre-test, post-test, and delayed post-test. Two raters gave scores for student A, while the other two raters gave scores for Student B. Inter-rater reliability (IRR) with the intraclass correlation coefficient was performed through SPSS. In terms of Student A, the two-way mixed average-measures intraclass correlation coefficients were .78 for the pre-test, .74 for the post-test, and .72 for the delayed post-test. In terms of Student B, the two-way mixed average-measures intraclass correlation coefficients were .72 for the pre-test, .76 for the post-test, and .82 for the delayed post-test.

### *L2 WTC Questionnaire*

The L2 WTC questionnaire with three sections (WTC outside of the classroom, asking/answering questions, and argument/negotiation) was filled by 107 students three times at the pre-test, post-test, and delayed post-test. Each section consisted of four items. Cronbach's Alpha was performed through SPSS to calculate the instrument reliability. Table 7 illustrates the instrument reliability for the L2 WTC questionnaire.

**Table 7**

*The Instrument Reliability for the L2 WTC Questionnaire*

		Cronbach's Alpha
Pre-test	WTC outside of the classroom section	.88
	Asking/answering questions section	.86
	Argument/negotiation section	.81
Post-test	WTC outside of the classroom section	.93
	Asking/answering questions section	.92

	Argument/negotiation section	.90
Delayed post-test	WTC outside of the classroom section	.93
	Asking/answering questions section	.96
	Argument/negotiation section	.92

### *Self-rated L2 State WTC*

Participants' self-rated L2 WTC during the tests were collected through an online 100-point sliding scale three times at the pre-test, post-test, and delayed post-test. The score 0 refers to an unwillingness to communicate while 100 refers to a willingness to communicate. The scores were input into a spreadsheet for analysis.

### *Interview*

After collecting the interview data, a deductive approach was adopted to analyze the interview data. First, the author developed five initial codes which are listed in Table 8. Second, the author listened to the recorded audios and transcribed the segments relevant to the five initial codes in Mandarin in a word document. Third, text segments relevant to the five initial codes were located and assigned a label in the word document. Fourth, the labels were compared across the participants. Then, the list of initial codes was renamed to a more specific theme or was refined by grouping related themes. For example, the initial code students' perceptions of L2 WTC were renamed the factors influencing L2 WTC because participants talked about the factors affecting their L2 WTC most of the time, as opposed to simply stating how they thought of L2 WTC. Finally, the relevant segments were translated from Mandarin to English by the researcher.

### **Table 8**

*Initial Codes and Final Themes*

Initial codes	Final themes
1. Students' perceptions of L2 English learning	1. The importance of English learning
2. Students' perceptions of L2 communicative competence	2. The importance of communicative competence
3. Students' perceptions of L2 WTC	3. The factors influencing L2 WTC
4. Students' reactions to the tasks	4. Students' feedback and suggestions for the tasks
5. Students' suggestions towards to EFL teaching	

In terms of the validity of the final themes, the author reread the transcript to find the segments that could serve as disconfirming evidence. One disconfirming segment was identified in the theme of *the importance of communicative competence*. One of the participants mentioned that he is from a small city where people never speak English. People do not need to speak English to get a job, so he was not concerned with improving his communicative competence. To check the credibility and trustworthiness of the interview data, a validation strategy named external audits was adopted to check the process of coding and the results of the interview data. An auditor who had no connection to this study checked the coding files and examined whether the interpretation and results were supported by the interview data. The auditor agreed with the interpretation and results.

**Data Analysis***Task Accomplishment*

The first research question asked whether task repetition types affect students' task accomplishment over time. After students' task accomplishment was scored by the four raters, a mixed ANOVA using SPSS was carried out to see if there is a main effect for time, a main effect for repetition type repetition, and an interaction effect between time and repetition type. The Between groups variable was the three treatment groups with different task repetition types and a control group. The within-group variable was time, which had three levels: pre-test, post-test, and delayed post-test. Then, post-hoc tests were conducted to locate the specific differences among pre-test, post-test, and delayed post-test.

### ***L2 Communicative Competence***

The second research question asked whether task repetition types affect students' communicative competence over time. After students' communicative competence was scored by the four raters, a mixed ANOVA using SPSS was carried out to see if there is a main effect of time, a main effect of repetition type, and an interaction effect between time and repetition type. Between groups variable was the three treatment groups and the control group. Within-group variable was time, which had three levels: pre-test, post-test, and delayed post-test. Then, the post-hoc tests were conducted to locate the specific differences among pre-test, post-test, and delayed post-test.

### ***L2 WTC***

The third research question asked whether task repetition types affect students' L2 WTC over time. Once students' L2 trait and state WTC scores were calculated, a mixed ANOVA using SPSS was carried out to see if there is a main effect of time, a main effect of repetition type, and an interaction effect between time and repetition type. The between groups variable was the three treatment groups and the control group. The within-groups variable was time, which had three

levels: pre-test, post-test, and delayed post-test. Then, post-hoc tests were conducted to locate the specific differences between groups. Then, the post-hoc tests were conducted to locate the specific differences between groups as well as the differences among pre-test, post-test, and delayed post-test.

### ***Interview***

After coding the interview data in a word document, the researcher put all relevant excerpts together for each theme: the importance of English learning, the importance of communicative competence, the factors influencing L2 WTC, students' feedback and suggestions for the task. The excerpts were compared and analyzed.

### **Summary of the Chapter**

This chapter describes the methodology of the dissertation study. Information was provided regarding the participants, research design, materials, research procedure, data coding, and data analysis. The next chapter will report the results to answer the research questions.

## Chapter 4: Results

In this chapter, findings for each research question are provided. The findings of the study are organized into five sections: (1) treatment tasks performance (2) the effects of task repetition type on Chinese EFL students' task accomplishment; (3) the effects of task repetition type on Chinese EFL students' communicative competence; (4) the effects of task repetition type on Chinese EFL students' L2 WTC; (5) Chinese EFL students' perception of English learning, L2 WTC, and tasks.

### Treatment Task Completion

The researcher listened to all the audio recordings from week 2 to week 4 to make sure that the participants completed the treatment tasks. Any participants who did not complete all three treatment tasks were excluded from the study. Table 9 shows the range and mean time on task for pairs in the three treatment groups for each treatment task. The instructions stated that students should take about 10 minutes to complete each task, but the recordings ranged from three to five minutes in length.

**Table 9**

*The Length of Participants' Audio Recordings from Week 2 to Week 4*

Groups		Week 2	Week 3	Week 4
Content repetition	<i>Minimum</i>	3 min 5 s	2 min 14 s	2 min 10 s
	<i>Maximum</i>	8 min 20 s	7 min 50 s	7 min 20 s
	<i>Mean</i>	5 min 50 s	4 min 56 s	4 min 50 s
Procedural repetition	<i>Minimum</i>	2 min 18 s	2 min 15 s	2 min 13 s
	<i>Maximum</i>	9 min 54 s	8 min 41 s	8 min 45 s



	<i>Mean</i>	4 min 33 s	4 min 20 s	4 min 10 s
	<i>Minimum</i>	2 min 15 s	2 min 10 s	2 min 8 s
Identical repetition	<i>Maximum</i>	7 min 13 s	6 min 17 s	6 min 14 s
	<i>Mean</i>	4 min 10 s	4 min 12 s	3 min 59 s
	<i>Minimum</i>	1 min 35 s	1 min 25 s	1 min 22 s
	<i>Maximum</i>	10 min 13 s	10 min 02 s	9 min 30 s
Control group	<i>Mean</i>	4 min 40 s	4 min 35 s	4 min 44 s

### Research Question 1: The Effect of Task Repetition Type on Task Accomplishment

The first research question asked whether task repetition type (procedural, content, or identical) affected Chinese EFL students' task accomplishment. This set of data describes how Chinese EFL students accomplish the tasks. Task accomplishment was assessed by the unit of pairs, as the collaboration between the two interlocutors was part of task accomplishment. There were three sub-categories of task accomplishment: collaboration, task completion, and style. Each sub-category was rated by four trained raters from 1 to 5. The overall score could range from 3 to 15. The four trained raters listened to students' recorded audio and assess it based on a rubric. The overall results showed that students increased their task accomplishment from the pre-test to the post-test but decreased at the delayed post-test. However, there were no group differences nor interaction effects. The three sub-categories showed a similar tendency. Table 10 showed the descriptive data of task accomplishment over time. The results of the three sub-categories of task accomplishment can be seen in Appendix L.

#### Table 10

*Means and Standard Deviations for Task Accomplishment Scores of Four Groups*

Groups	<i>N</i>	Pre-test		Post-test		Delayed Post-test		
		(pairs)	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Content Repetition	12		9.79	2.70	10.42	.88	9.63	1.02
Procedural Repetition	14		9.95	.92	9.77	1.40	8.64	1.67
Identical Repetition	15		9.57	1.24	10.35	1.48	8.80	1.32
Control Group	15		9.75	2.34	10.07	1.59	9.07	1.99
All Pairs Combined	56		9.76	1.86	10.14	1.37	9.01	1.56

Mauchly's test indicated that the assumption of sphericity had been violated,  $\chi^2(2) = 9.19, p = .01$ . The degrees of freedom were corrected using Huynh-Feldt estimates of sphericity ( $\epsilon = .94$ ). A mixed ANOVA was conducted to identify the main and interaction effects for time and task repetition types on task accomplishment. The results of the mixed ANOVA showed that there was a significant main effect for time,  $F(1.87, 97.36) = 14.35, p < .001$ . However, neither the main effect of task repetition,  $F(3, 52) = .30, p = .82$ , nor the interaction between time and task repetition types was statistically significant:  $F(5.62, 97.36) = .91, p = .49$ . The pairwise comparisons for the main effect of time corrected using Bonferroni adjustments indicated that there was no statistically significant difference ( $p = .081$ ) between the pre-test and the post-test. However, the pre-test ( $M = 9.76$ ) was significantly ( $p = .004; d = .44$ ) higher than the delayed post-test ( $M = 9.01$ ). In addition, the post-test ( $M = 10.14$ ) was significantly ( $p < .001; d = .77$ ) higher than the delayed post-test ( $M = 9.01$ ).

In conclusion, the first research question asked whether task repetition type affects Chinese EFL students' task accomplishment over time. A mixed ANOVAs showed that there

was a significant main effect for time. The delayed post-test was significantly lower than the pre-test and the post-test. However, there was no main effect of the task repetition types nor the interaction between time and task repetition types.

### **Research Question 2: The Effect of Task Repetition Types on Communicative Competence**

The second research question asked whether procedural task repetition, content task repetition, and identical task repetition affected Chinese EFL students' L2 communicative competence over time. There were five sub-categories of communicative competence: linguistic competence, strategic competence, pragmalinguistic competence, sociopragmatic competence, and discourse competence. Each sub-category was rated by four trained raters from 1 to 5. The overall score could range from 5 to 25. The four trained raters listened to students' recorded audio and assess it based on a rubric. Table 11 shows the descriptive data for total communicative competence over time. Descriptive and inferential statistics for each sub-category of communicative competence are provided in Appendix M.

**Table 11**

*Means and Standard Deviations for Communicative Score of Four Groups*

Groups	<i>n</i>	Pre-test			Post-test		Delayed Post-test	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
Content Repetition	23	14.91	4.28	15	2.59	15.39	2.42	
Procedural Repetition	27	15.24	2.83	14.6	3.10	15	2.74	
Identical Repetition	28	15.02	2.62	14.8	2.50	15.43	2.54	
Control Group	29	14.26	4.28	15.5	3.14	15.31	3.03	

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All Participants Combined	107	14.85	3.54	15	2.84	15.28	2.68
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Mauchly's test indicated that the assumption of sphericity had been violated,  $\chi^2(2) = 9.59, p = .01$ . The degrees of freedom were corrected using Huynh-Feldt estimates of sphericity ( $\epsilon = .96$ ). A mixed ANOVA was conducted to identify the main and interaction effects for time and task repetition types on the overall communicative competence scores. The results of the mixed ANOVA showed that neither the main effect of time,  $F(1.92, 197.90) = 1.37, p = .26$ , nor the main effect of task repetition,  $F(3, 103) = .02, p = .99$ , were statistically significant. The interaction between time and task repetition types was not statistically significant:  $F(5.76, 197.90) = 1.26, p = .28$ .

To conclude, the third research question asked whether task repetition types increased Chinese EFL students' L2 communicative competence over time. Mixed ANOVAs showed that there were no significant main or interaction effects for the communicative competence score.

### **Research Question 3: The Effect of Task Repetition Type on L2 WTC**

The third research question asked whether procedural task repetition, content task repetition, and identical task repetition affected Chinese EFL students' L2 WTC over time. L2 WTC data includes trait WTC and state WTC measures. The trait WTC was measured through a WTC questionnaire consisting of 12 statements. The state WTC was rated by students themselves through an online 100-point sliding scale immediately after carrying out each task.

#### ***Trait L2 WTC***

The L2 WTC questionnaire was analyzed to see whether different task repetition types affected the trait WTC. The L2 WTC questionnaire consisted of 12 statements. There were three sections with four statements in each section. Students rated each statement from 1 (almost never

willing) to 5 (almost always willing). The total score ranged from 12 to 60. Table 12 shows the descriptive data for trait WTC over time. The scores indicated that students increased their trait L2 WTC over time without any group differences. The descriptive statistics for the three sub-categories of trait WTC (which followed the same pattern) are provided in Appendix N.

**Table 12**

*Means and Standard Deviations for L2 WTC Questionnaire Scores of Four Groups*

Groups	Pre-test			Post-test		Delayed Post-test	
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Content Repetition	23	40.17	11.15	43.13	11.79	46.48	10.90
Procedural Repetition	27	39.22	7.01	44.07	10.18	45.15	9.90
Identical Repetition	28	42.14	11.54	46.21	9.68	50.82	10.06
Control Group	29	40.14	11.23	41.90	11.38	43.62	10.18
All Participants Combined	107	40.44	10.31	43.84	10.72	46.50	10.47

Mauchly's test of sphericity indicates that the assumption of sphericity was not violated,  $\chi^2(2) = 4.83, p = .09$ .

A mixed ANOVA was conducted to identify the main and interaction effects for time and task repetition types on the L2 WTC questionnaire scores. The results of the mixed ANOVA showed that there was a significant main effect for time. Students in all treatment groups and the control group increased their trait WTC over time,  $F(2, 206) = 26.61, p < .001$ . However, neither the main effect of task repetition,  $F(3, 103) = 1.27, p = .29$ , nor the interaction between time and task repetition types were statistically significant:  $F(6, 206) = 1.12, p = .35$ . The pairwise comparisons for the main effect of time corrected using Bonferroni adjustments indicated that the pre-test ( $M = 40.44$ ) was significantly ( $p < .001; d = -.33$ ) lower than the post-

test ( $M = 43.84$ ). The pre-test ( $M = 40.44$ ) was significantly ( $p < .001$ ;  $d = -.58$ ) lower than the delayed post-test ( $M = 46.50$ ). The post-test ( $M = 43.84$ ) was significantly ( $p < .001$ ;  $d = -.25$ ) lower than the delayed post-test ( $M = 46.50$ ).

### ***State L2 WTC***

The state L2 WTC refers to students' self-rated L2 WTC which were collected through an online 100-point sliding scale immediately after carrying out each role-play task. Students evaluated their own L2 WTC during the task on an online 100-point sliding scale. Students' self-ratings were analyzed to see whether task repetition types affected their self-rated state WTC. The descriptive statistics (see Table 13) showed that students improved their self-rated L2 WTC over time with the identical repetition group having the highest scores on the posttests.

**Table 13**

*Means and Standard Deviations for Self-rated WTC of Four Groups*

Groups	Pre-test		Post-test		Delayed Post-test		
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Content Repetition	23	71.52	26.72	84.57	23.11	81.78	24.65
Procedural Repetition	27	87.96	14.88	91.85	13.52	87.70	17.46
Identical Repetition	28	86.36	19.33	93.96	11.63	93.50	11.81
Control Group	29	78.10	24.37	86.66	15.96	83.45	18.61
All Participants Combined	107	81.34	22.27	89.43	16.48	86.79	18.67

As for the self-rating, Mauchly's test indicated that the assumption of sphericity had been violated,  $\chi^2(2) = 8.22$ ,  $p = .02$ . The degrees of freedom were corrected using Huynh-Feldt estimates of sphericity ( $\epsilon = .97$ ). A mixed ANOVA was conducted to compare the main effects

of time and task repetition types as well as their interaction effects on the self-rated state WTC measures. The results of the mixed ANOVA showed that there was a significant main effect for time,  $F(1.94, 200.23) = 10.16, p < .001$ . Also, there was a significant main effect of task repetition types,  $F(3, 103) = 3.43, p = .02$ . However, there was no interaction between time and task repetition,  $F(5.83, 200.23) = .82, p = .55$ .

The pairwise comparisons for the main effect of time corrected using Bonferroni adjustments indicated the pre-test ( $M = 81.34$ ) was significantly ( $p < .01; d = -.41$ ) lower than the post-test ( $M = 89.43$ ). The pre-test ( $M = 81.34$ ) was significantly ( $p < .01; d = -.27$ ) lower than the delayed post-test ( $M = 86.79$ ). The post-test was not significantly ( $p = .12$ ) higher than the delayed post-test. Post-hoc comparisons using Bonferroni for the main effect of task repetition type indicated that the identical repetition group ( $M = 91.27$ ) was significantly ( $p = .04; d = .75$ ) higher than the content repetition group ( $M = 79.29$ ). No other comparisons were significant: the content repetition group was not significantly lower than the procedural repetition group ( $p = .15$ ) or the control group ( $p = 1.00$ ); the control group was not significantly lower than the procedural repetition group ( $p = .70$ ) or identical repetition group ( $p = .22$ ).

To sum up, the second research question asked whether task repetition types increased Chinese EFL students' L2 trait and state WTC over time. For both the trait and state WTC measures, mixed ANOVAs showed that there was a significant main effect for time, with students in all four groups increasing their trait and state WTC. Furthermore, in terms of self-rated WTC, there was a main effect for task repetition types. The self-rated WTC of the identical repetition group was significantly higher than the content repetition group.

#### **Research Question 4: Chinese EFL Students' Perceptions on English Learning, L2 WTC, and Tasks**

The fourth research question asked how Chinese EFL students perceive English learning, L2 WTC, and tasks. Eight students were interviewed twice: week 1 before the pre-test and week 9 after the delayed post-test. The students were interviewed in pairs. The qualitative analysis of interview data revealed that their perceptions centered on four themes: (a) the importance of English learning, (b) the importance of communicative competence, (c) the factors influencing L2 WTC, (d) students' feedback and suggestions for the tasks. The following sections present the findings related to each theme.

### ***The Importance of English Learning***

First, nearly all of the participants recognized the importance of learning English in terms of job hunting, academia, mandatory English tests, and the entrance examination of graduate schools. For example, P17 mentioned the importance of English in terms of job hunting and academia.

*P17: English is an essential skill, especially in large cities in China. Take my hometown Shenzhen for example, Shenzhen is a large city. Most of the jobs require English skills here. Also, in terms of academia, lots of research papers are written in English. We need to learn English to read the research paper.*

Similarly, P41 also mentioned the importance of English for his current study in computer science.

*P41: English is an important tool for me. For example, if I apply for graduate schools in China, I have to pass the English test. Also, English is very important for my current study. My major is computer science. Most of the learning resources and online courses we use are in English. The Chinese translations are not available. So, we have to learn English to access those resources.*



When talking about the importance of English learning, most of the students mentioned their urgent need of improving their English speaking particularly.

In the following passage, P79 mentioned that she did not have enough opportunities to practice speaking and listening before university, but she wanted to work on speaking and listening during her university study.

*P79: My English speaking is very weak. Before I came to the university, my English learning in school only focuses on reading and writing, because the English tests did not assess speaking or listening. However, CET 4 and 6 (a mandatory English test for college students) assess listening. Also, English is important for my job hunting. I might need English at the workplace. So, I hope I can improve my English speaking during my university study.*

To sum up, the participants recognized the importance of learning English in terms of job hunting, academia, mandatory English tests, and the entrance examination of graduate schools. They also expressed the concerns of improving speaking and listening specifically.

### ***The Importance of Communicative Competence***

Communicative competence is an essential component of L2 speaking. When students were asked if communicative competence is important for them, they all recognized the importance of communicative competence in English learning.

P26 indicated that English test preparation is put in the first place during his English learning, but he thought communicative competence should be emphasized in English learning.

*P26: For us, English learning is emphasized in test preparation. However, it is not an effective way to improve our English. We need to think about communication. I think the correct way to improve English is to focus on communicative competence. After we improve our communicative competence, the other competencies will be improved accordingly.*

Similarly, P82 agreed with P26, and she gave an example of why she thought communicative competence was important for her.

*P82: Communication is not only paper-based. Communication through speaking is more important. For example, I plan to apply to be a volunteer for Olympic 2026 in Italy. It requires a high level of communicative competence. I need to speak English to communicate with other people. However, we do not have many opportunities to practice communicative competence during our English classes, because the teacher has some course requirements for us.*

To conclude, although communicative competence was often neglected in the participants' English learning, they still recognized the importance of communicative competence.

### ***The Factors Influencing L2 WTC***

As P82 mentioned, students had limited chances to practice communicative competence during their English classes. As a supplement to their English classes, six tasks were given to them to do after class over nine weeks. Students were asked how they perceived the task they did over the nine weeks.

Firstly, they mentioned that they are more willing to communicate if the context of the task was familiar to them. P41 made comments on one task where he had a high WTC and one task where he had a low WTC.

*P41: I was unwilling to communicate during Communicative Task One where we needed to choose five things for a trip to Hainan. I had never experienced a similar thing, so I had to try hard to imagine the situation and to guess the answer. However, if I had experienced a similar situation in the task, I was more willing to communicate. For example, my favorite task is the one where we make a budget for the badminton club because I am currently working on a budget for*

*my club at university. I am experiencing a similar thing now. So, that is why I was more willing to communicate in the badminton club task.*

On the contrary, P36 was unwilling to communicate during the badminton club task, but he agreed with P41 that he was more willing to communicate when he was familiar with the context.

*P36: I was unwilling to communicate during the badminton club task and the task where we chose a university for exchange. The reason is that I had never experienced such things. So, if I was familiar with the task, I was more willing to communicate. On the contrary, if the topic was unfamiliar to me, I was unwilling to communicate.*

Thus, a positive relationship between a familiar context of the task and L2 WTC was repeatedly mentioned during the interview. Students were more willing to communicate if the context of the task was familiar to them.

### ***Students' Feedback and Suggestions for The Tasks***

In terms of the task itself, they all gave positive feedback on the tasks. They mentioned that doing the tasks gave them opportunities to practice English speaking. However, they also gave some feedback on how to improve the tasks.

P17 indicated that the tasks should be close to daily life and reflect real-world situations.

*P17: I think our English teaching should include more real-life situations. For example, in my hometown Shenzhen, there are many imported products, such as a package of potato chips. The packages and the user's manual are all written in English. Maybe we can do a task about reading the package and the user's manual. I mean the tasks in English classes need to be closer to our daily life, so we can directly apply what we do in the tasks to the real world.*

P79 also mentioned the real-life issue when designing the task.

*P79: I think the tasks are great and helpful, especially along with our textbook Going Global. The tasks and the textbook Going Global are compatible with each other. Both focus on solving real-life issues. I think my ability has improved with these two working together. I think we should do such tasks more frequently. One problem is that the tasks seem to close to my daily life, but actually, they never happen in my life. I mean yes the situations in the tasks might happen in my life, but they are all simulated situations. I hope the tasks can include some real-life situations that I will encounter in the future. For example, the English interview for my graduate school application and public speaking are more real-life.*

P41 agreed with P79 and gave some examples.

*P41: I hope we can do a mock interview through the tasks. The students who are more senior than me all did English interviews when applying for graduate schools in China. They said the English interview was difficult. So, I hope the task is more targeted to something that will happen in the future. Furthermore, being asked for directions by foreigners is also a common situation.*

Similarly, P36 also provided additional examples for tasks in terms of academia.

*P36: I think the tasks can be related to academic communication. For example, we need to communicate with scholars at academic conferences. I want to learn how to do that through tasks. Also, we need to write academic papers. Discussing academic papers and simulating the writing process might also be good topics for tasks in English classes.*

To sum up, all eight students recognized the importance of English learning and gave positive feedback on the tasks. Nearly all of them mentioned that they were more willing to communicate when the topic of tasks was familiar to them. One important feedback received from them is that they expected to do more real-life tasks during English classes. The topics they

preferred included: public speaking, English mock interviews for graduate school applications, academic writing, and communicating with scholars at an academic conference. Thus, to help students be more willing to communicate, the topic of tasks needs to be related to their past experience or something they will do in the future.

### **Summary of the Chapter**

This chapter addressed the findings of the research questions. Overall, task repetition did not impact the Chinese EFL students' task accomplishment, communicative competence, or L2 WTC. More specifically, as for task accomplishment, students in all four groups improved from the pre-test to the post-test but decreased in the delayed post-test. As for trait L2 WTC and self-rated state WTC, students in all four groups improved over time. There were group differences for self-rated state WTC. The identical repetition group performed better than the content repetition group.

## **Chapter 5: Discussion**

In this chapter, the results of this study are summarized and discussed. The findings of the study are organized into three sections: (1) the null findings for task repetition; (2) the lack of improvement for communicative competence; and (3) the students' decreased performance from the post-test to the delayed post-test. Then, the pedagogical implications, limitations, and directions for future study will be discussed. Finally, the chapter ends with the conclusion of the study.

### **Null Finding for Task Repetition**

One main finding was that task repetition did not significantly affect students' task accomplishment or L2 WTC. All three experimental groups and the control group improved their task accomplishment and L2 WTC simply by doing the tests. There are mixed findings on the effect of task repetition on linguistic dimensions of performance (i.e., Kim & Tracy-Ventura, 2013). Some studies found a beneficial role of task repetition on L2 learners' linguistic dimensions of performance, such as accuracy, fluency, and complexity (i.e., Kim & Tracy-Ventura, 2013), while some other studies found a null finding on the effect of task repetition on accuracy (Galindo, 2018) and fluency (Suzuki & Hanzaw, 2022). The current study similarly had a null finding for the effect of task repetition on a nonlinguistic measure of task accomplishment, L2 WTC, and communicative competence.

One reason for the effectiveness of the tests is that they required information exchange, and this task feature might be the reason for students' increased L2 WTC and improved task accomplishment. All three tests in this study were role-play tasks requiring information exchange. The two students in each pair had handouts with different information. They had to

exchange their information to complete the test. This is different from Chinese EFL students' regular class activities which do not often include an information gap, such as giving a presentation in front of the class in groups. Thus, the test feature of the information-exchange task might be one of the reasons that all students were more willing to communicate and accomplish the task better.

The effectiveness of the information-exchange task in this study confirms previous research that has revealed the beneficial role of the information-exchange task in data collection and L2 classroom settings (Pica, 2005). Doughty and Pica's (1986) study also found that the information exchange task is important to the generation of conversation modification which is operationalized by repetition, clarification requests, comprehension, and confirmation checks. The above strategies might have helped Chinese EFL students increase their collaboration (i.e., carefully engaging each other's ideas) and style (i.e., having excellent skills in elaborating ideas) which were two components of task accomplishment. That might be the reason to explain why Chinese EFL students improved their task accomplishment.

Furthermore, there was a clear goal and outcome for each task, such as coming up with an itinerary, a budget proposal, and a workshop plan. When the Chinese EFL students worked toward the goal of each task, they might have become more willing to communicate to achieve the goal. Having a clear task outcome also brings benefits to EFL instructors. It would not be time-consuming to assess students' performance by quickly checking whether they have achieved the outcome or not in L2 classroom context. Thus, the features of the task itself, such as having an information gap and achieving a clearly defined outcome, may have facilitated Chinese EFL students' L2 WTC and task accomplishment and can also help EFL instructors assess students' performance efficiently.

Secondly, the content and the topic of the tasks were familiar to students, which might have led to their increased L2 WTC and improved task accomplishment. The students in the interview mentioned that they had a high L2 WTC when the context and topic of the task were familiar to them. One of the students mentioned that he was more willing to communicate in the post-test in which students proposed a budget for a badminton club. It was a familiar real-life task to him because he had recently made a budget for his club at the university. This explanation confirms previous findings which have revealed that L2 learners are more willing to communicate when talking about familiar topics (Bygate, 2001; Cao & Philp, 2006; Cao, 2011; Fu et al., 2012; Mystkowska-Wiertelak, 2016). So, since the topic and context of the task were familiar to students, their L2 WTC increased just by doing the tests.

Thirdly, apart from the above two reasons, pair work might be another reason to explain Chinese EFL students' increased L2 WTC and improved task accomplishment. The results aligned with Pawlak et al.'s (2016) study showing that pair and group work can generate more WTC. In this study, Chinese EFL students performed all the assessment tests in pairs. It is possible that the pair work made them more willing to communicate. In the Chinese EFL students' regular curriculum, the most common activity was to give a presentation in groups in front of the class. Pair work was not often included in their curriculum. Previous research revealed that pair and group interaction patterns can lead to more conversational modification (i.e., clarification request and comprehension check) than the teacher-fronted situation (Doughty and Pica, 1986). It is possible that pair work might be more effective than the formal presentation for improving L2 WTC in the Chinese EFL context. Furthermore, students carried out three tests with the same interlocutor. They may feel more comfortable speaking with the same interlocutor



thus improving their WTC. Thus, speaking with the same interlocutor in the pair work may help students improve their WTC.

Although students improved their WTC over time, it is possible that the L2 WTC questionnaire did not measure the trait WTC itself. Students talked with the same interlocutor in the pre-test, post-test, and delayed post-test. They may feel more comfortable and engaged when talking to the same interlocutor. It is possible that what was measured through the questionnaire was just a temporary WTC with the specific interlocutor rather than the trait WTC. It is unknown if students would transfer the improved L2 WTC into other contexts with other interlocutors.

To sum up, task repetition did not have a significant effect on Chinese EFL students' L2 WTC and task accomplishment. Students in all treatment groups and the control group improved their L2 WTC and task accomplishment. The test features of the information gap, the familiarity with the task content, and pair work speaking with the same interlocutor might help explain why all students increased their L2 WTC and improved their task accomplishment.

### **Lack of Improvement in Communicative Competence**

A second main finding was that task repetition did not help students improve their communicative competence. The lack of effect of task repetition on communicative competence diverges from the finding of previous suggesting that tasks, such as pair work and role-play help improve communicative competence (Celce-Murcia, 2018). There are two reasons to explain the lack of effect of task repetition on communicative competence. First, the environmental conditions in the EFL context might not lead Chinese EFL students to prioritize communicative competence. In the interview, one of the students mentioned that he was from a small city where people never used English in daily life. English speaking and communicative competence were

not useful for him for working or daily life purposes. Passing the English test, such as CET (College English Test) 4 and CET 6, might be his priority because these two English tests are usually necessary for their graduation and job hunting. Therefore, improving communicative competence might not be a priority for some Chinese EFL students, which may lead to the failure to improve communicative competence.

Second, there was a limitation in the methodological design, which led to null findings for communicative competence. Students performed the tests within five days after class without the instructor's or the researcher's supervision. The condition in which students carried out the task was not strictly controlled. Students were expected to speak English spontaneously in a way that simulates real-life communication. However, some of the students mentioned in the interview that they wrote down the script of the conversation and read it aloud when doing the task. There are several reasons why they chose to do that. First of all, the difficulty level of the task could be decreased by doing that. Students mentioned in the interview that they were unable to speak spontaneously without any written preparation. So, writing the script before the task could make the task easier for the students. Second, the students might not feel confident about their communicative competence. English teaching in China often emphasizes writing and reading. Students are more used to writing and reading rather than speaking, so they may feel more confident with English writing and reading. Therefore, for students who wrote the script of the dialogue beforehand and read it aloud during the tests, the tests were not real oral practice for them but more like a writing task and reading-aloud practice. That may lead to a diminished improvement in their communicative competence.

Third, there was a lack of instruction on how to improve communicative competence. Previous research has shown that explicit instruction is beneficial to improve L2 students'

pragmatic competence which is part of communicative competence (Taguchi, 2015). Apart from explicit instruction, other interventions, such as awareness-raising activities, focused-noticing activities, and corrective feedback, may also help students to improve communicative competence. Celce-Murcia (2018) proposed a sample lesson plan to improve communicative competence in L2 classrooms. The lesson plan included different components, such as grammatical focus, lexical focus, material input, comprehension check activities, presentation, role-plays, and discussion. Only performing tasks or role-plays might not be enough. Thus, only doing the task itself without any instruction may not have been sufficient to impact the students' communicative competence. L2 teachers may need to provide further instruction to help students improve their communicative competence.

Lastly, the complexity of the tasks may not have created enough demand for students to use communicative strategies, which may lead to students' lack of improvement. All the tasks and tests are information-exchange tasks that do not have a high complexity level. The low complexity level of the tasks might be one of the reasons explaining students' increased WTC and the lack of improvement in communicative competence. Therefore, it is important to keep a balance between the complexity of tasks and students' WTC when designing tasks.

To conclude, task repetition did not improve Chinese EFL students' L2 communicative competence. Environmental conditions, a limitation in the methodological design, and tasks without any explicit instruction might be three reasons to explain students' failure to improve their communicative competence.

### **Decreased Performance from the Post-Test to Delayed Post-Test**

A third main finding is that all groups improved their task accomplishment from the pretest to the post-test, but then it decreased at the delayed post-test. There are two reasons that may account for their decreased performance. First, Chinese EFL students were busy at the end of the semester and may have gotten tired of performing the tasks. One of the Chinese students mentioned in the interview that they were getting busy and did not have very much time to prepare for the task. It is also possible that they did not have the motivation to engage in the task. In Suzuki and Hanzawa's (2022) study, they mentioned that repeating the same tasks six times might have made students have less motivation to engage in the task. In the current study, although students did different tasks, except for the identical repetition group, students may still have gotten tired of doing tasks. Performing oral tasks was not often included in their original curriculum. They may not get used to performing tasks once a week. Before performing the delayed post-test, they had done the tasks once a week continuously for five weeks and did not perform any tasks for three weeks afterward. Thus, students may not engage themselves towards the end of the semester, which may lead to decreased task accomplishment in the delayed post-test.

Second, students might not have had the relevant past experiences to talk about the topic of the delayed post-test, which led to the decreased performance. The delayed post-test was about two students proposing a plan for a workshop at a university. The students needed to discuss the date, length, location, and number of attendees of the workshop. The participants were first-year students, and it was their second semester at the university. They may not have related past experiences of holding a workshop, which might lead to decreased performance. In contrast, the pre-test was planning a three-day tour for a foreign exchange student while the post-test was proposing a budget for a badminton club. Students were more likely to have a similar

experience of planning a tour and proposing a budget for a club. Therefore, having past experience or not might be related to task accomplishment. To conclude, students' engagement level and their lack of related past experience might be the two reasons to explain their decreased performance from the post-test to the delayed post-test.

### **Pedagogical Implications**

Although the current study revealed a null finding on the effect of task repetition on task accomplishment, L2 WTC, and communicative competence, there may still be a few tentative pedagogical implications for L2 teaching and learning.

One possible implication is that task repetition might not be necessary for Chinese EFL students. Only repeating the information-exchange tests was beneficial for their task accomplishment and L2 WTC. EFL instructors can search some information-exchange tasks online or adapt some activities from the textbooks into information-exchange tasks and include them in their curriculum. Thus, more information-exchange tasks can be included in the curriculum to promote students' task accomplishment and L2 WTC in the Chinese EFL context.

Next, this study showed that it was feasible to assess EFL students' task accomplishment with a rubric, and the rubric could be included in the Chinese students' class assessment. If the task performance is not part of the student's grade, they might not perform the task following the instruction strictly. Most of the Chinese EFL students' English tests only assess writing and reading. Speaking activity is not often included in the assessment. So, including speaking tasks in the class assessment might create a washback effect for classroom instruction. Students are not motivated to improve their communicative competence, because speaking communicatively is not part of the assessment. An implication is that when the task is included as part of the

curriculum, the assessment of the task also needs to be included. A rubric of task accomplishment was used in the current study. It provided an example for showing how to assess task performance in classroom settings. Chinese EFL instructors can simply listen to students' audio recordings and rate their task accomplishment based on the rubric used in the current study. After the communicative task is included in the assessment, it is possible that students will be more willing to improve their communicative competence.

Third, an instruction may be needed for improving Chinese EFL students' communicative competence. In the current study, most Chinese EFL students were not able to speak spontaneously without preparation and rehearsal. It seems that they still struggled with speaking English communicatively. They wrote the script beforehand and read it aloud during the task. Nearly all the students chose to do so. They were used to writing and reading English but do not feel comfortable in English speaking and communicating. Explicit instruction on communicative skills, such as clarification requests and comprehension checks, is needed to guide students to improve communicative competence. After the explicit instruction, students can practice those strategies in information-gap tasks in class. Thus, instruction is needed to guide students on how to perform the tasks in a way that helps them improve their communicative competence.

### **Limitations and Directions for Future Research**

This study has some limitations that impact its generalizability. First, the tasks were performed outside class without the instructor or researcher's supervision, which was an effect of the Covid-19 pandemic. In the original research plan, students were expected to perform the tasks during the in-person classes. However, students were having online classes throughout the

semester (except for the first class) due to the pandemic. The online teaching platform was not designed to have pair work. So, students were asked to perform the tasks within five days after class. When the researcher and raters listened to the students' audio recordings, they found that nearly all the students were reading dialogues rather than spontaneously speaking, which was unexpected. The unspontaneous conversation caused confusion to the four raters, as they were expecting to rate a natural communication. The raters ended up rating the communicative competence as the students demonstrated through their scripted dialogues. During the interview, students mentioned that they wrote down the script and read it aloud during the task because they were unable to speak spontaneously without preparation. This may affect the study's results, especially for the results of communicative competence. When students read the script aloud, they may lose the authenticity of oral communication.

Another limitation related to the control over conditions is that students did not keep the same role when repeating the task. Students were allowed to choose the role of Student A or Student B for each task. The results might be different if the researcher asked all participants to keep the same role in all the tasks. Thus, there was a lack of control over the conditions under which the participants did the task. In further studies, researchers need to control strictly over the experimental conditions.

Second, there was no control group in which participants carried out treatment tasks without any repetition. There were four groups in this study: a procedural repetition group, a content repetition group, an identical repetition group, and a control group. Students in the control group did not perform any treatment tasks but followed the instructor's regular curriculum only. However, they still improved L2 WTC and task accomplishment by doing the three tests only. That indicated that doing the tests which were information-gap tasks only was

sufficient for improvement. It is still unknown if doing the three tests and treatment tasks without any repetition might be even more beneficial for the students. So, another control group in which participants carry out the treatment task without any repetition is needed.

Third, the pre-test, post-test, and delayed post-test were not counterbalanced. Students in all four groups performed the three tests in the same order because the topics of the tests complemented the units they were covering in class. The difficulty level of the three tests might not be the same. It is possible that students prefer one of the tasks. As for task accomplishment, students had an increased performance in the post-test and a decreased performance in the delayed post-test. It is possible that the post-test was easier for students and the delayed post-test was difficult for them. Future research needs to counterbalance the tests to achieve the generalizability of the results.

Fourth, there were only eight students who had the interview with the researcher. The students who consented to have the interview might be the ones who were interested in English learning and more willing to speak in English. In contrast, the students who were not willing to speak or learn English might not want to have the interview with the researcher. Thus, the results of the interview might not be able to present the whole population of Chinese EFL learners in this study. The voice of students who were unwilling to communicate needs to be heard.

Fifth, there was a limited number of task types in this study. There were only three types of tasks in this study: decision-making task, information-gap task, and story sequence task. If different types of tasks were used, there might be a different result. Future research can investigate the effects of some other types of tasks on students' task accomplishment, L2 WTC, and communicative competence.



Sixth, there was not a high agreement among the four raters' ratings for task accomplishment and communicative competence. The fact that the researcher did online training sessions separately with individual raters may cause the divergence. If the researcher could have done an in-person group training session with all four raters, they could have discussed some questions and resolved the disagreements immediately. The divergence could have been minimized and a higher agreement would have been achieved.

Lastly, there were some limitations with using audio recordings to collect students' task performance data. Some parts of students' task performance, such as gestures and facial expressions, were not captured by audio recordings. Video recordings would provide greater insight into the nonverbal component of task performance. Also, video recordings can help the researcher to learn more about the conditions in which participants did the task. For example, the researcher can check video recordings to determine if students were reading from prepared scripts or speaking spontaneously.

Future research can investigate incorporating task assessment in the curriculum in the Chinese EFL context. In the current study, although Chinese EFL students improved their L2 WTC and task accomplishment, their communicative competence was not improved. One reason might be that communicative task is not part of their grades. It is possible that students' communicative competence may improve after the communicative task becomes part of the formal assessment. Studies that investigate the effect of task assessment on Chinese students' communicative competence are needed.

Furthermore, more research exploring what happened between L2 WTC and communicative competence is needed. Based on MacIntyre et al.'s (1998) pyramid WTC model, the top layer is L2 use (communicative behavior) while the second top layer is WTC. In this

study, one of the main results is that students improved their L2 WTC through performing tasks but did not improve their communicative competence. More intervention studies are needed to investigate the factors, such as explicit instruction and corrective feedback, that influence Chinese students' communicative competence. Also, it is unknown if a combination of task with other factors may benefit EFL learners. Further research can investigate how task can be combined with other factors, such as needs analysis, instruction, and corrective feedback, in L2 classrooms.

### **Summary of the Chapter**

This chapter discussed the main findings, pedagogical implications, limitations, and directions for future research. Overall, carrying out information-exchange tasks in pairs with the same interlocutor might be the reason why students improved their task accomplishment and L2 WTC. Environmental conditions, the methodological design, the lack of instruction on communicative skills, and task complexity may explain students' lack of improvement in communicative competence. Furthermore, students' lack of motivation and past relevant experience may explain their decreased task accomplishment from the post-test to the delayed post-test. Although there were some limitations in this study, several pedagogical implications were proposed, including using more information-exchange tasks, using a rubric of task accomplishment to assess students' task interaction, and providing explicit instruction on communicative skills in Chinese EFL classrooms. The next chapter will summarize this dissertation study.

## Chapter 6: Conclusions

The last chapter discussed some possible reasons to explain the results, some possible pedagogical implications, limitations, and directions for future research. This chapter will summarize this dissertation study.

English has played an important role in the business, education, and academic domains in China, and English has been given an important status in the university curriculum. However, it is estimated that only less than 1% of Chinese EFL students are conversational (Smith, 2017). This current study addressed the challenges of the lack of tools for task assessment, Chinese EFL learners' unwillingness to communicate, and their lack of communicative competence. The study investigated the effect of task repetition on Chinese EFL students' task accomplishment, communicative competence, and L2 WTC. The results revealed that task repetition did not have a significant effect on these three dependent variables. However, all the task repetition groups and the control group improved task accomplishment and L2 WTC over time, which indicated that the information-exchange task itself might be sufficient to improve students' task accomplishment and L2 WTC in the Chinese EFL context. Furthermore, the pre-test, post-test, and delayed post-test were role-play tasks that targeted different content, which means that the tests provided procedural repetition. It is possible that the procedural repetition of the three tests helped students improve their task accomplishment and L2 WTC. As for communicative competence, students did not have significant improvement.

As mentioned in Chapter 1, three factors, including administration, teachers, and students, may lead to the lack of emphasis on communicative competence in Chinese EFL classrooms. In terms of the administration factor, there are usually at least 30 students in a Chinese EFL class, which made communicative tasks difficult to implement. However, this

dissertation study found that students do not have to carry out the tasks during class.

Communicative tasks can be used as an after-class exercise to supplement class content to improve students' task accomplishment and L2 WTC. One of the most common oral activities in Chinese EFL classrooms is giving a presentation in front of the class. Pair or group tasks are rarely used due to the large size of the class. Previous research showed that students tend to have a low L2 WTC when giving presentations in front of the class. Furthermore, students would have rare opportunities to practice communicative skills in the presentation tasks. The current study found that performing communicative tasks as an after-class exercise is an effective way to improve Chinese EFL students' task accomplishment and L2 WTC. Due to the large-size classes in Chinese EFL contexts, asking students to perform oral tasks after class and submit the recording of the task might be more effective. When submitting the recording of the task, video recordings are recommended. Part of task interaction might be lost in the audio recordings, such as gestures and facial expressions. Submitting video recordings can also help EFL instructors supervise and control the condition in which students carry out the task. University students in this study were familiar with submitting a video as an assignment. For example, one of the assessments in their EFL class was submitting a video-recorded presentation. Thus, performing communicative tasks as an after-class exercise proved to be effective to improve students' task accomplishment and L2 WTC in this dissertation study. Chinese EFL instructors were suggested to provide more communicative tasks for students as after-class exercises to facilitate their task accomplishment and L2 WTC.

To address teachers' challenge of lack of material for communicative tasks and a rubric assessing task interaction, the researcher designed tasks to supplement a textbook used in the Chinese EFL context. The study showed that students improved their task accomplishment and

WTC by doing the three role-play tests. Chinese EFL instructors can use the three role-play tests as homework in their classes. Furthermore, this dissertation study proved the feasibility of using a rubric to assess students' task accomplishments in the EFL contexts. Using the rubric, Chinese EFL instructors can assess students' task performance and predict their real-life communications. Furthermore, Chinese EFL instructors could include the task assessment in their English curriculum. Due to the washback effect, students might be more motivated to improve their task performance.

Apart from the administration and teachers' challenges, this dissertation study also aimed to address Chinese EFL students' challenge of lack of L2 WTC. Students in all four groups improved their L2 WTC over nine weeks. However, it is unknown if students can transfer their L2 WTC with other interlocutors in real life. In this study, students talked with the same classmate in the pre-test, post-test, and delayed post-test. It is possible that students feel comfortable talking with their classmates but may still be unwilling to communicate with strangers. A follow-up study investigating the participants' WTC in real-life might be needed.

Although participants in this study improved their L2 WTC, there was a lack of improvement in communicative competence. Improving communicative competence is still one of the big challenges for Chinese EFL students. This dissertation study found that Chinese EFL students were more used to English reading and writing. They preferred to write a script and read it during the task. Chinese EFL students may be good at reading and writing, but they might be deficient in speaking and communicating with people in real life. This might be due to a washback effect. The English exams in China often only assess reading, writing, and listening. Speaking is rarely assessed. Students may not feel motivated to improve their communicative competence. Including communicative tasks in curriculum and assessment might be a solution to

help Chinese EFL students improve their communicative competence and succeed in real-life communication.

Although the concept of communicative competence was proposed in the 1980s, it is still a meaningful construct in L2 teaching, especially in the EFL context where most students do not communicate in English on a daily basis. Some Chinese EFL instructors may only focus on linguistic competence when teaching English. The competencies, such as pragmalinguistic competence and sociopragmatic competence, might be neglected. Based on the interview with students, they do have some situations when they need to communicate in English, such as a graduate school interview, talking with scholars at an international conference, and working as a volunteer at an international event. However, the curriculum may not help students be ready for these real-world tasks.

Based on the results of this dissertation study, there are several suggestions to Chinese EFL teachers. First, information-exchange tasks can be provided as supplement of textbooks to help students improve task accomplishment and L2 WTC. Students can upload their video recordings of the task online as homework. Some real-world tasks, such as graduate school interviews and talking with scholars at a conference, needed to be incorporated. Second, to rate students' task interaction, a task accomplishment rubric can be used. This task assessment can be included as part of curriculum assessment to motivate students. Third, although students in this study did not improve communicative competence, this construct is still important and meaningful in the EFL context. Explicit instructions on communicative skills may need to be provided to Chinese EFL students to help them achieve communicative goals in real-life tasks.

English has played an important role in China in terms of business, academia, education, and media. EFL education in China needs to continue working on improving Chinese EFL

students' task accomplishment, L2 WTC, and communicative competence to help students succeed in real-world communication and keep connected to the world.

### **Summary of the Chapter**

This chapter reviewed some challenges in the Chinese EFL context and discussed how to address these challenges based on the results of this dissertation study. Task accomplishment, L2 WTC, and communicative competence are important constructs in L2 teaching, especially in the Chinese EFL context. Some suggestions were proposed to Chinese EFL instructors to help their students improve task accomplishment, L2 WTC, and communicative competence.

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## Appendix A: Rubric for Task Accomplishment in Pre-test, Post-test, and Delayed Post-test

Adapted from Crawford et. al (2019)

	Collaboration	Task completion	Style
5	<p>Both learners:</p> <ul style="list-style-type: none"> <li>• Work together on almost all parts of the task.</li> <li>• Carefully respond to each other and engage each other's ideas.</li> <li>• Offer constructive feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent completion of the task; all required elements of the task are present.</li> <li>• Content is rich; ideas developed with elaboration and detail; overall task outcome is outstanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Have excellent skills in providing reasons</li> <li>• Have excellent skills in elaborating ideas</li> </ul>
4	<p>Both learners:</p> <ul style="list-style-type: none"> <li>• Work together on most parts of the tasks</li> <li>• Respond to each other and engage each other's ideas</li> <li>• Offer some feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Good completion of the task; almost all required elements are present.</li> <li>• Responses appropriate and with some elaboration and detail; overall task outcome is satisfactory.</li> </ul>	<ul style="list-style-type: none"> <li>• Have good skills in providing reasons</li> <li>• Have good skills in elaborating ideas</li> </ul>
3	<ul style="list-style-type: none"> <li>• Both learners:</li> <li>• Engage in interaction, but only one student generally leads participation during task.</li> <li>• Sometimes ignore each other's responses.</li> <li>• Sometimes do not offer any feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Acceptable completion of the task; some required elements are missing.</li> <li>• Responses mostly appropriate and adequately developed; overall task outcome is acceptable.</li> </ul>	<ul style="list-style-type: none"> <li>• Have adequate skills in providing reasons</li> <li>• Have adequate skills in elaborating ideas</li> </ul>
2	<ul style="list-style-type: none"> <li>• Both learners:</li> <li>• Engage each other very little in the task.</li> <li>• Often ignore each other's responses and have high level of disagreements and inability to reach consensus.</li> <li>• Provide very little feedback to each other.</li> </ul>	<ul style="list-style-type: none"> <li>• Partial completion of the task; many required elements are missing.</li> <li>• Responses appropriate yet undeveloped; only basic ideas expressed without any elaboration or detail; overall task outcome is poor.</li> </ul>	<ul style="list-style-type: none"> <li>• Have difficulties in providing reasons</li> <li>• Have difficulties in elaborating ideas</li> </ul>
1	<ul style="list-style-type: none"> <li>• Both learners:</li> <li>• Show no evidence of working with their partner</li> <li>• Never pay attention or respond to each other.</li> <li>• Demonstrate no evidence of ability to provide feedback to each other.</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to complete the task; few or no required elements are present.</li> <li>• Responses are inappropriate; overall task outcome is not comprehensible.</li> </ul>	<ul style="list-style-type: none"> <li>• Have no skills in providing reasons</li> <li>• Have no skills in elaborating ideas</li> </ul>

## Appendix B: Rubrics for Communicative Competence in Pre-test, Post-test, and Delayed

### Post-test

Adapted from Gilmore (2011)

Communicative Competence	Score	Description
1. Linguistic competence	<b>5</b>	<p>The student's pronunciation, intonation patterns, and sentence stress are very natural and close to native speaker performance although there might be a slight non-intrusive accent.</p> <p>The student's use of vocabulary and grammar are wholly appropriate and natural for the context and closely approximates the language a native speaker would use.</p> <p>The student's speech is fluent. The speech rate is natural and pauses occur between rather than within "thought groups". Any pausing observed is for collecting thoughts rather than constructing utterances and is at a level acceptable for native speakers.</p>
	<b>4</b>	<p>The student's pronunciation, intonation patterns, and sentence stress are quite natural and rarely impede comprehension.</p> <p>The student's use of vocabulary and grammar are mostly appropriate and natural for the context but there are minor problems, which indicate that he/she might not be a native speaker.</p> <p>The student's speech is generally fluent. The speech rate is natural most of the time and pauses usually occur between rather than within "thought groups".</p>
	<b>3</b>	<p>The student's pronunciation, intonation patterns, and sentence stress are clearly influenced by the 1st language and, at times, may impede comprehension.</p> <p>The student's use of vocabulary and grammar is sometimes appropriate and natural for the context but not consistently. It is obvious that he/she is not a native speaker from his/her choice of vocabulary.</p> <p>The student's speech is fluent some of the time but not consistently. The speech rate and level/place of pausing is natural at times but may deteriorate when topics are challenging.</p>
	<b>2</b>	<p>The student's pronunciation, intonation patterns, and sentence stress are clearly influenced by the 1st language and often impede comprehension.</p> <p>The student's use of vocabulary is largely inappropriate and unnatural for the context and might cause confusion or offense.</p> <p>The student has poor fluency. The speech rate is slow and pauses are frequent and inappropriate as the candidate searches for words.</p>

	<b>1</b>	The student's pronunciation, intonation patterns, and sentence stress are identical to the 1 <sup>st</sup> language and make comprehension extremely difficult or impossible. The student's use of vocabulary is wholly inappropriate and unnatural for the context and would cause confusion or offense. The student is essentially unable to speak English. Utterances are limited to a few, isolated words or short, memorized phrases with long pauses in between.
2. Strategic competence	<b>5</b>	The student can effectively repair the conversation when a breakdown occurs, such as paraphrasing a word, request for repetition, clarification request, and making the speech slower to make it more intelligible.
	<b>4</b>	The student is usually able to repair the conversation when a breakdown occurs, such as paraphrasing a word, request for repetition, clarification request, and making the speech slower to make it more intelligible.
	<b>3</b>	The student demonstrates sporadic ability to repair the conversation when a breakdown occurs, such as paraphrasing a word, requesting repetition, clarification requests, and making the speech slower to make it more intelligible.
	<b>2</b>	The student demonstrates little ability to repair the conversation when a breakdown occurs, such as paraphrasing a word, request for repetition, clarification request, and making the speech slower to make it more intelligible.
	<b>1</b>	The student demonstrates no ability to repair the conversation when a breakdown occurs, such as paraphrasing a word, request for repetition, clarification request, and making the speech slower to make it more intelligible.
3. Pragmalinguistic competence	<b>5</b>	The student is able to understand and convey communicative intention appropriately in different contexts, such as complaints, requests, and disagreements.
	<b>4</b>	The student is usually able to understand and convey communicative intention appropriately in different contexts, such as complaints, requests, and disagreements.
	<b>3</b>	The student demonstrates a sporadic ability to understand and convey communicative intention appropriately in different contexts, such as complaints, requests, and disagreements.
	<b>2</b>	The student demonstrates little ability to understand and convey communicative intention appropriately in different contexts, such as complaints, requests, and disagreements.
	<b>1</b>	The student demonstrates no ability to understand and convey communicative intention appropriately in different contexts, such as complaints, requests, and disagreements.
4. Sociopragmatic competence	<b>5</b>	The student is able to use and respond to language appropriately based on the setting of the communication, the topic, and the relationships among the people communicating.

	<b>4</b>	The student is usually able to use and respond to language appropriately based on the setting of the communication, the topic, and the relationships among the people communicating.
	<b>3</b>	The student demonstrates a sporadic ability to use and respond to language appropriately based on the setting of the communication, the topic, and the relationships among the people communicating.
	<b>2</b>	The student demonstrates little ability to use and respond to language appropriately based on the setting of the communication, the topic, and the relationships among the people communicating.
	<b>1</b>	The student demonstrates no ability to use and respond to language appropriately based on the setting of the communication, the topic, and the relationships among the people communicating.
5. Discourse competence	<b>5</b>	The student's management of the conversation closely approximates that of a friendly, engaged native speaker. He/she is able to initiate and terminate the conversation appropriately, take turns & extend the discourse by providing further information. He/she is able to nominate new topics in a way that topical coherence is maintained throughout. He/she is also able to use hesitation devices to hold the floor and discourse markers to enhance the overall coherence of the conversation.
	<b>4</b>	The student's management of the conversation largely approximates that of a friendly, engaged native speaker. He/she is usually able to initiate and terminate the conversation appropriately, take turns & extend the discourse by providing further information. He/she is usually able to nominate new topics in a way that topical coherence is maintained throughout. He/she is also usually able to use hesitation devices to hold the floor and discourse markers to enhance the overall coherence of the conversation.
	<b>3</b>	The student's management of the conversation sometimes approximates that of a friendly, engaged native speaker but not consistently. He/she demonstrates sporadic ability to initiate and terminate the conversation appropriately, take turns & extend the discourse by providing further information. He/she demonstrates sporadic ability to nominate new topics in a way that topical coherence is maintained throughout. He/she also demonstrates sporadic ability to use hesitation devices to hold the floor and discourse markers to enhance the overall coherence of the conversation.
	<b>2</b>	The student's management of the conversation is poor. He/she demonstrates little ability to initiate and terminate the conversation appropriately, take turns or extend the discourse by providing further information. He/she demonstrates little ability to nominate new topics or maintain topical coherence. He/she also demonstrates little ability to use hesitation devices to hold the

		floor or discourse markers to enhance the overall coherence of the conversation.
	<b>1</b>	The student is unable to manage the conversation. He/she demonstrates no ability to initiate and terminate the conversation appropriately, take turns or extend the discourse by providing further information. He/she demonstrates no ability to nominate new topics or maintain topical coherence. He/she also demonstrates no ability to use hesitation devices to hold the floor or discourse markers to enhance the overall coherence of the conversation.



## Appendix C: L2 WTC Questionnaire

### *English Learning Questionnaire*

#### **Part A Background Information**

Name

Age

Gender

What do you consider to be your native or first language(s)?

What do you consider to be your second language(s)?

How many years have you studied English? \_\_\_\_\_ years

What was your score on College Entrance Examination?

What was your score on CET 4?

Using the scale below, please rate the percentage of time that you use English each week:

Speaking 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Listening 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Reading 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Writing 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

#### **Part B English Learning**

*This questionnaire is composed of statements concerning your feelings about communicating in English. Please encircle the number from 1 (almost never willing) to 5 (almost always willing) to indicate how willing you are to speak in English in each situation.*

No	Statements	Almost never willing	Sometimes willing	Willing half of the time	Usually willing	Almost always willing
1	Help a foreigner who does not understand Mandarin to order food in a restaurant	1	2	3	4	5
2	Use English to ask your teacher a question in class.	1	2	3	4	5
3	Express disagreement with your classmate in English during class.	1	2	3	4	5
4	Listen to your classmates express their opinion in English during class.	1	2	3	4	5
5	Speak English to give a foreigner directions.	1	2	3	4	5
6	Ask your classmate a question in English during class	1	2	3	4	5
7	Express your own opinion in English during class.	1	2	3	4	5

8	Speak English to answer your teacher's question during class.	1	2	3	4	5
9	Speak English saying "hi/hello" to a foreign teacher on campus.	1	2	3	4	5
10	Use English to negotiate a decision with your classmates.	1	2	3	4	5
11	Answer a classmate's question in English during class.	1	2	3	4	5
12	Use English to chat with a foreign exchange student during a cultural event on campus.	1	2	3	4	5

## Appendix D: Pre-test, Post-test Task, and Delayed Post-test

### Pre-test

#### Role-play task 1

##### *Student A Handout:*

You are a Chinese university student. A foreign exchange student at your university wants to travel around the city. This is her first time coming to China. You volunteered to show her around the city. She has a budget of 3000 RMB to travel around the city for three days.

- Please ask the foreign exchange student what kind of food she likes, what places she wants to visit, and what types of souvenirs she wants to buy.
- You may want to recommend the following items for the foreign exchange student
  - Food: Dumplings etc.
  - Places to visit: Zhili Govern-general's Office etc.
  - Souvenirs: Green tea etc.
- Please draw up an itinerary with a budget of 3000 RMB with your partner.
- You have ten minutes to perform this role-play task and complete your itinerary. Your itinerary needs to include a list of places and events and details of how much each event costs.

你是一名中国大学生。你们大学有一名外国交换生是第一次来中国，想转转这座城市。你主动提出了要带她转转。她打算在这座城市玩三天，预算是 3000 元。

- 在这个活动中，请问她想吃什么样的食物，想转什么地方，想买什么样的纪念品
- 你可以向她推荐以下项目，也可自由发挥
  - 食物：饺子等
  - 地方：直隶总督署等
  - 纪念品：绿茶等
- 请和你同桌合作，一起用英语对话，规划出一个三天行程表，预算为 3000 元
- 你们有 10 分钟用英语来完成这个行程表。行程表包括打算转的项目和地方，以及每个项目的花费。

Please say “I’m Student A” at the beginning of the audio and then start the task.

Please scan the following QR Code to rate yourself and your partner and then upload your audio-recording.

录音开始后，请务必先说 I’m Student A, 再开始口语活动。完成活动后，请扫描下方二维码，进行打分，并上传口语录音。



## Role-play task 1

### *Student B Handout:*

You are a foreign exchange student in China. This is your first time coming to China. You want to travel around the city. A Chinese local student volunteers to take you around the city.

- You want to try some Chinese local food. You ask the Chinese local student to recommend some Chinese food and take you to a local restaurant.
- You want to learn about Chinese historical sites. You ask the Chinese local student to recommend some historical sites to you.
- You want to buy some Chinese souvenirs for your family. You ask the Chinese local student to recommend some souvenirs and places to buy them.
- You only have a budget of 3000 RMB for three days.
- Please draw up an itinerary with a budget of 3000 RMB for three days with your partner.
- You have ten minutes to perform this role-play task and complete your itinerary. Your itinerary needs to include a list of places and events and details of how much each event costs.

你是一名在中国学习的外国交换生。这是你第一次来中国。有一名中国学生主动提出要带你转转这座城市。在你们的对话中，你需要提到以下信息：

- 你想尝尝中国当地特色小吃，想让中国学生给你推荐一些特色小吃和特色餐厅
- 你想看看中国历史景点，想让中国学生给你推荐一些景点
- 你想给你家人买一些纪念品，想让中国学生给你推荐一些纪念品以及买纪念品的地方
- 你只有三天共 3000 元的预算
- 请和你同桌合作，一起用英语对话，规划出一个三天行程表，预算为 3000 元
- 你们有 10 分钟用英语来完成这个行程表。行程表需要包括打算转的项目和地方，以及每个项目的花费

Please say “I’m Student B” at the beginning of the audio and then start the task.

Please scan the following QR Code to rate yourself and your partner and then upload your audio-recording.

录音开始后，请务必先说 I’m Student B, 再开始口语活动。完成活动后，请扫描下方二维码，进行打分，并上传口语录音。



## Post-test

### Role-play task 2

#### *Handout for Student A:*

You are the financial manager of a badminton club in your university. You and the club leader need to set the annual budget, which is 1000 RMB. Here is the list of things you want to do with the money:

- (1) Have a party
- (2) Have a club dinner at the end of the semester
- (3) Food and drink

First, talk with your partner and tell him/her how you will spend the budget.

Then, listen to your partner's plan for how he/she will spend the budget.

Next, discuss and reach an agreement on how you will spend the budget.

You need to work together to write a plan including

- (1) a list of items you plan to spend money on
- (2) how much money you need for each item

You will have ten minutes to discuss and reach a consensus with your partner.

你是学校羽毛球社团的财务负责人。你和社团团长想制定一个年度预算表，预算为 1000 元。以下是你用这 1000 元的计划：

- 1) 办个派对
- 2) 学期末社团聚餐
- 3) 饮料零食

首先，向你同桌说一下你的以上计划

之后，听你同桌说他的计划

然后，你们对于如何花这 1000 元的预算需要达成一致

最后，请用英语描述你们的计划，这个计划包括

- (1) 需要花钱的项目
- (2) 每个项目花多少钱

请用十分钟讨论你们的计划，并达成一致。

Please say "I'm Student A" at the beginning of the audio and then start the task.

Please scan the following QR Code to rate yourself and your partner and then upload your audio-recording.

录音开始后，请务必先说 I'm Student A, 再开始口语活动。完成活动后，请扫描下方二维码，进行打分，并上传口语录音。



**Handout for Student B:**

You are the leader of a badminton club in your university. You and the financial manager of the badminton club need to set the annual budget, which is 1000 RMB. Here is the list of things you want to do with the money:

- 1) Buy five new badminton rackets (around 50-200RMB each) and two badminton nets (around 30-80RMB each).
- 2) Buy 20 badminton balls (around 3-5RMB each).
- 3) Pay a coach to give a training session once a week (100RMB/hour)

First, talk with your partner and tell him/her how you will spend the budget.

Then, listen to your partner's plan on how he/she will spend the budget.

Next, discuss and reach an agreement on how you will spend the budget.

You need to work together to write a plan including

- (1) a list of items you plan to spend money on
- (2) how much money you need for each item

You will have ten minutes to discuss and reach a consensus with your partner.

你是羽毛球社团团长。你和社团财务负责人想制定一个年度预算表，预算为 1000 元。以下是你用这 1000 元的计划：

- 1) 买 5 个球拍(约每个 50-200 元)，2 个球网（约每个 30-80 元）
- 2) 买 20 个羽毛球（约每个 3-5 元）
- 3) 请一名教练进行一周一次的训练（100 元/每小时）

首先，向你同桌说一下你的以上计划

之后，听你同桌说他的计划

然后，你们对于如何花这 1000 元的预算需要达成一致

最后，请用英语描述你们的计划，这个计划包括

- (1) 需要花钱的项目
- (2) 每个项目花多少钱

请用十分钟讨论你们的计划，并达成一致。

（录音开始后，请务必先说 I'm Student B, 再开始口语活动）

Please say "I'm Student B" at the beginning of the audio and then start the task.

Please scan the following QR Code to rate yourself and your partner and then upload your audio-recording.

录音开始后，请务必先说 I'm Student B, 再开始口语活动。完成活动后，请扫描下方二维码，进行打分，并上传口语录音。



## Delayed post-test

### Role-play task 3

#### *Student A Handout:*

You are a member of the engineering club at your university. You want to invite an engineering professor to give a workshop to introduce her research and answers students' questions. Here is your plan for the intended workshop:

- Date: Any Wednesday this semester
- Length: 50 minutes for lecture and 10 minutes for Q&A session
- Location: EV Hall
- The number of attendees: 10 students. You prefer a small-sized discussion group to interact with the professor.

You need to work with your partner to make a specific plan for the lecture including date, length of the lecture, location, and the number of attendees.

You will have ten minutes to discuss and reach a consensus with your partner.

你是学校工程社团的一名成员。此社团想邀请一名工科的教授来进行学术交流活动，来讲一下他的研究、并和学生讨论、回答学生的问题。这是你对于此学术交流活动的计划：

- 时间：周三
- 时长：50 分钟的讲座和 10 分钟的问答环节
- 地点：EV 楼
- 听众人数：10 名学生。控制为小型讲座以便更好的和教授深度交流。

请和同桌进行英语对话，一起制定出此学术交流活动的计划。计划需要包括日期，讲座时长，地点，以及学生人数。

你们有 10 分钟进行对话，与同桌达成意见一致，制定出计划。

Please say “I’m Student A” at the beginning of the audio and then start the task.

Please scan the following QR Code to rate yourself and your partner and then upload your audio-recording.

录音开始后，请务必先说 I’m Student A, 再开始口语活动。完成活动后，请扫描下方二维码，进行打分，并上传口语录音。



**Student B Handout:**

You are a member of the engineering club at your university. Your club wants to invite an engineering professor to give a workshop to introduce her research and answers students' questions. Here is your plan for the intended workshop:

- Date: you think it is necessary to let students fill in a questionnaire to see which time slot works best for most students in your club.
- Length: 20 minutes for lecture and 40 minutes for Q&A session and discussion with students.
- Location: you prefer an online meeting.
- The number of attendees: there is no limit to the number. Any student who wants to participate is welcomed.

You need to work with your partner to make a specific plan for the lecture including date, length of the lecture, location, and the number of attendees.

You will have ten minutes to discuss and reach a consensus with your partner.

你是学校工程社团的一名成员。此社团想邀请一名工科的教授来进行学术交流活动，来讲一下他的研究、并和学生讨论、回答学生的问题。这是你对于此学术交流活动的计划：

- 时间：你认为应该发个调查问卷，统计一下同学们都什么时间合适
- 时长：20 分钟的讲座和 40 分钟的问答讨论环节
- 地点：网上进行
- 听众人数：没有人数限制，所有学生都欢迎

请和同桌进行英语对话，一起制定出此学术交流活动的计划。计划需要包括日期，讲座时长，地点，以及学生人数。

你们有 10 分钟进行对话，与同桌达成意见一致，制定出计划。

Please say "I'm Student B" at the beginning of the audio and then start the task.

Please scan the following QR Code to rate yourself and your partner and then upload your audio-recording.

录音开始后，请务必先说 I'm Student B, 再开始口语活动。完成活动后，请扫描下方二维码，进行打分，并上传口语录音。





## Appendix E: Decision-making Task 1 (Traveling)

### *Student A Handout:*

You are going to travel to Hainan Province to attend an academic conference. If you can only pack **five** things in your travel backpack, what will you bring?

1. Your partner has different pictures from yours. Please describe the following seven pictures to your partner.
2. Please listen to your partners' description of his/her pictures.
3. If you can only pack **five** things out of the 14 items, what will you bring? Explain why.
4. Then, please reach a **consensus** with your partner on the **five** most important things you will bring.

You will have **ten minutes** to discuss your answers and reach a consensus with your partner.

你要去海南参加一个学术会议，如果你只能带 5 件东西，你会带什么？

1. 你和同桌拿到的图片不同。请描述以下 7 幅图。
2. 请听你同桌描述他的图片
3. 你和同桌一共有 14 幅图，如果你只能从这 14 件物品中选取 5 件，你会带哪 5 件去海南度假？请解释为什么。
4. 如果你和同桌一共只能带 5 件物品，请和同桌达成一致意见，你们会带哪 5 件？

你们将有 10 分钟进行英语对话，与同桌达成一致意见。



Please say "I'm Student A" at the beginning of the audio and then start the task.

Please scan the following QR Code to rate yourself and your partner and then upload your audio-recording.

录音开始后，请务必先说 I'm Student A, 再开始口语活动。完成活动后，请扫描下方二维码，进行打分，并上传口语录音。



**Student B Handout:**

You are going to travel to Hainan Province to attend an academic conference. If you can only pack **five** things in your travel backpack, what will you bring?

1. Your partner has different pictures from yours. Please describe the following seven pictures to your partner.
2. Please listen to your partners' description of his/her pictures.
3. If you can only pack **five** things out of the 14 items, what will you bring? Explain why.
4. Then, please reach a consensus with your partner on the **five** most important things you will bring.

You will have ten minutes to discuss your answers and reach a consensus with your partner.

你要去海南参加一个学术会议，如果你只能带 5 件东西，你会带什么？

1. 你和同桌拿到的图片不同。请描述以下 7 幅图。
2. 请听你同桌描述他的图片。
3. 你和同桌一共有 14 幅图，如果你只能从这 14 件物品中选取 5 件，你会带哪 5 件去海南度假？请解释为什么。
4. 如果你和同桌一共只能带 5 件物品，请和同桌达成一致意见，你们会带哪 5 件？

你们将有 10 分钟进行英语对话，与同桌达成一致意见。



Please say "I'm Student B" at the beginning of the audio and then start the task.

Please scan the following QR Code to rate yourself and your partner and then upload your audio-recording.

录音开始后，请务必先说 I'm Student B, 再开始口语活动。完成活动后，请扫描下方二维码，进行打分，并上传口语录音。



## Appendix F: Decision-making Task 2 (Hiring)

**Student A Handout:** You are a member of the basketball club in your university. The basketball club is having an election for the club leader. There are two candidates' resumes. You and your partner have a different resume on your handouts. Please do not show your handout to your partner.

1. Please describe your candidate based on the information on his/her resume.
2. Listen to your partner's description of the candidate.
3. Which candidate do you prefer? Explain why.
4. Reach an agreement with your partner on which candidate will you select.

You will have ten minutes to discuss and reach an agreement with your partner.

LI, LEI

EXPERIENCE

Member of Basketball Club | From 2019 to Present  
 Part-time basketball coach | Basketball training center  
 The Second Place | National Basketball Contest | 2019  
 The First Place | Basketball Contest at xx university | 2018

EDUCATION

Electrical Engineering | xxx University  
 GPA: 3.2  
 Courses:

- Introduction to Electrical and Systems Engineering
- Engineering Ethics and Sustainability
- Introduction to Computer Engineering

HOBBIES

Basketball; Jogging

你是学校的篮球社团的成员。篮球社团要进行团长选举。有两个候选人。你和同桌各有一个候选人的简历。你们拿到的简历是不同的，请勿让同桌看到你的简历。

1. 请根据你拿到的简历，概括此候选人
2. 听你同桌概括另一个候选人
3. 你更中意哪个候选人？请解释为什么。
4. 若只能选一个候选人，你们会选哪个人？请和同桌讨论，并达成意见一致

请和同桌进行英语对话，达成意见一致，从这两名候选人中选出一个社团团长。

Please say "I'm Student A" at the beginning of the audio and then start the task.

Please scan the following QR Code to rate yourself and your partner and then upload your audio-recording.

录音开始后，请务必先说 I'm Student A, 再开始口语活动。完成活动后，请扫描下方二维码，进行打分，并上传口语录音。



## Communicative task 2

**Student B Handout:** You are a member of the basketball club in your university. The basketball club is having an election for the club leader. There are two candidates' resumes. You and your partner have a different resume on your handouts. Please do not show your handout to your partner.

1. Please describe your candidate based on the information on his/her resume.
2. Listen to your partner's description of the candidate.
3. Which candidate do you prefer? Explain why.
4. Reach an agreement with your partner on which candidate will you select.

You will have ten minutes to discuss and reach an agreement with your partner.

DOU, HUA

EXPERIENCE

President of Student Association | From 2020 to Present  
 Leader of Reading Club | From 2019-2020  
 Project Leader (designing a recreation project) | 2018-2019

EDUCATION

Sports Management and Marketing | xxx University  
 | From 2018 to Present  
 GPA: 3.8  
 Courses:

- Foundations of Sport and Active Recreation
- Financial Management for Sport and Active Recreation
- Human Resources for Sport and Active Recreation

HOBBIES

Basketball; Watching movies; Reading books

你是学校的篮球社团的成员。篮球社团要进行团长选举。有两个候选人。你和同桌各有一个候选人的简历。你们拿到的简历是不同的，请勿让同桌看到你的简历。

1. 请根据你拿到的简历，概括此候选人
2. 听你同桌概括另一个候选人
3. 你更中意哪个候选人？请解释为什么。
4. 若只能选一个候选人，你们会选哪个人？请和同桌讨论，并达成意见一致

请和同桌进行英语对话，达成意见一致，从这两名候选人中选出一个社团团长。

Please say "I'm Student B" at the beginning of the audio and then start the task.

Please scan the following QR Code to rate yourself and your partner and then upload your audio-recording.

录音开始后，请务必先说 I'm Student B, 再开始口语活动。完成活动后，请扫描下方二维码，进行打分，并上传口语录音。



### Appendix G: Decision-making Task 3 (Study Abroad)

**Student A Handout:** There is an exchange program to study abroad for one semester at your university. You and your best friend want to go to the same university. You both did some research on one university respectively. You collected some information on one university, while your best friend has some information on another university.

1. Please summarize the information about the following university to your best friend.
2. Listen to your best friend's description of the other university.
3. Which university do you prefer? Explain why.
4. Reach an agreement with your best friend on which university you will both apply to.

You will have ten minutes to discuss and reach an agreement with your partner.

学校有为期一学期的海外交换项目。你和你的好朋友想去同一个学校交换。你负责搜集一个学校的资料，而你的好朋友负责搜集另外一个学校的资料。

1. 下面是你搜集到的学校信息，请向同桌总结此学校的信息
2. 你和同桌拿到的是不同学校。请听同桌总结他拿到的学校信息
3. 你更倾向于哪个学校？解释一下为什么
4. 若你们想去同一个学校交换，你们会选哪所？请和同桌达成一致。

你们有十分钟时间进行英语对话，来和同桌对于选学校达成一致。

#### University 1

**Location: a small town in the U.S.**

**Worldwide Ranking: # 200**

**Scholarship:**

- \$15,000 for every exchange student

**Club activity:**

- More than 30 clubs on campus

**Courses:**

- A variety of free online engineering courses
- Good English courses designed for international students
- Large-size classes with more than 50 students

**Dormitory:**

- Dormitory for exchange students (\$800 per month) (1 student/room)
- Meal plan (\$700 per month)

**Library:**

- Owns 2.5 million books
- Live chat assistance available
- Open 24 hours daily

Please say "I'm Student A" at the beginning of the audio and then start the task.

Please scan the following QR Code to rate yourself and your partner and then upload your audio-recording.

录音开始后，请务必先说 I'm Student A, 再开始口语活动。完成活动后，请扫描下方二维码，进行打分，并上传口语录音。



**Student B Handout:** There is an exchange program to study abroad for one semester at your university. You and your best friend want to go to the same university. You both did some research on one university respectively. You collected some information on one university, while your best friend has some information on another university.

1. Please summarize the information about the following university to your best friend.
2. Listen to your best friend's description of the other university.
3. Which university do you prefer? Explain why.
4. Reach an agreement with your best friend on which university you will both apply to.

You will have ten minutes to discuss and reach an agreement with your partner.

学校有为期一学期的海外交换项目。你和你的好朋友想去同一个学校交换。你负责搜集一个学校的资料，而你的好朋友负责搜集另外一个学校的资料。

1. 下面是你搜集到的学校信息，请向同桌总结此学校的信息
2. 你和同桌拿到的是不同学校。请听同桌总结他拿到的学校信息
3. 你更倾向于哪个学校？解释一下为什么
4. 若你们想去同一个学校交换，你们会选哪所？请和同桌达成一致。

你们有十分钟时间进行英语对话，来和同桌对于选学校达成一致。

（录音开始后，请务必先说 I'm Student B, 再开始口语活动）

### University 2

**Location:** London

**Worldwide Ranking:** #568

**Scholarship:**

- Scholarships unavailable
- Many part-time job opportunities on campus

**Club activity:**

- Free football games and university symphony orchestra
- Free clubs

**Courses:**

- Good reputation for engineering department
- No online courses
- Small size classes with no more than 20 students

**Dormitory:**

- Free dormitory for exchange students (4 students/room)
- Free meal plan for exchange students

**Library:**

- 200 computer stations
- Owns 1 million books
- Opening hours: 7:00am-midnight
- Individual study rooms/meeting rooms available

Please say "I'm Student B" at the beginning of the audio and then start the task.

Please scan the following QR Code to rate yourself and your partner and then upload your audio-recording.

录音开始后，请务必先说 I'm Student B, 再开始口语活动。完成活动后，请扫描下方二维码，进行打分，并上传口语录音。



## Appendix H: Information-gap task (Traveling)

### *Student A Handout:*

You are traveling in a city, and you have got lost. You and your partner each have a map missing different information. Please keep your handout a secret and do not show it to your partner. Your partner is not allowed to look at your map. The location of the following four places is missing on your map: **1. bus station; 2. museum; 3. supermarket; 4. internet café.** However, this information is not missing from your partner's map.

1. First, ask your partner to describe these four locations for you one by one.
2. Then, listen to your partner's instructions and write the names of the places in the correct locations on the picture.
3. After you write down the four place names on the picture, show it to your partner to check if you have done it correctly.

You and your partner need to take turns to do the above steps. You will have ten minutes to finish this task.

你在一个城市旅游，但迷路了。你和同桌各有一副地图，你们的地图是相同的，但你们的地图缺失了不同的信息（请勿让同桌看到你的材料）。以下四个地方在你地图上是缺失的：**1. bus station（公交车站）；2. Museum（博物馆）；3. Supermarket（超市）；4. internet café（网吧）。**而你同桌的地图上有这四个地方。

1. 请听你同桌描述这四个地方的方位
2. 根据你同桌的描述，在你的地图正确的地方写上这些地方的名字
3. 之后，请你同桌检查你写的方位是否正确

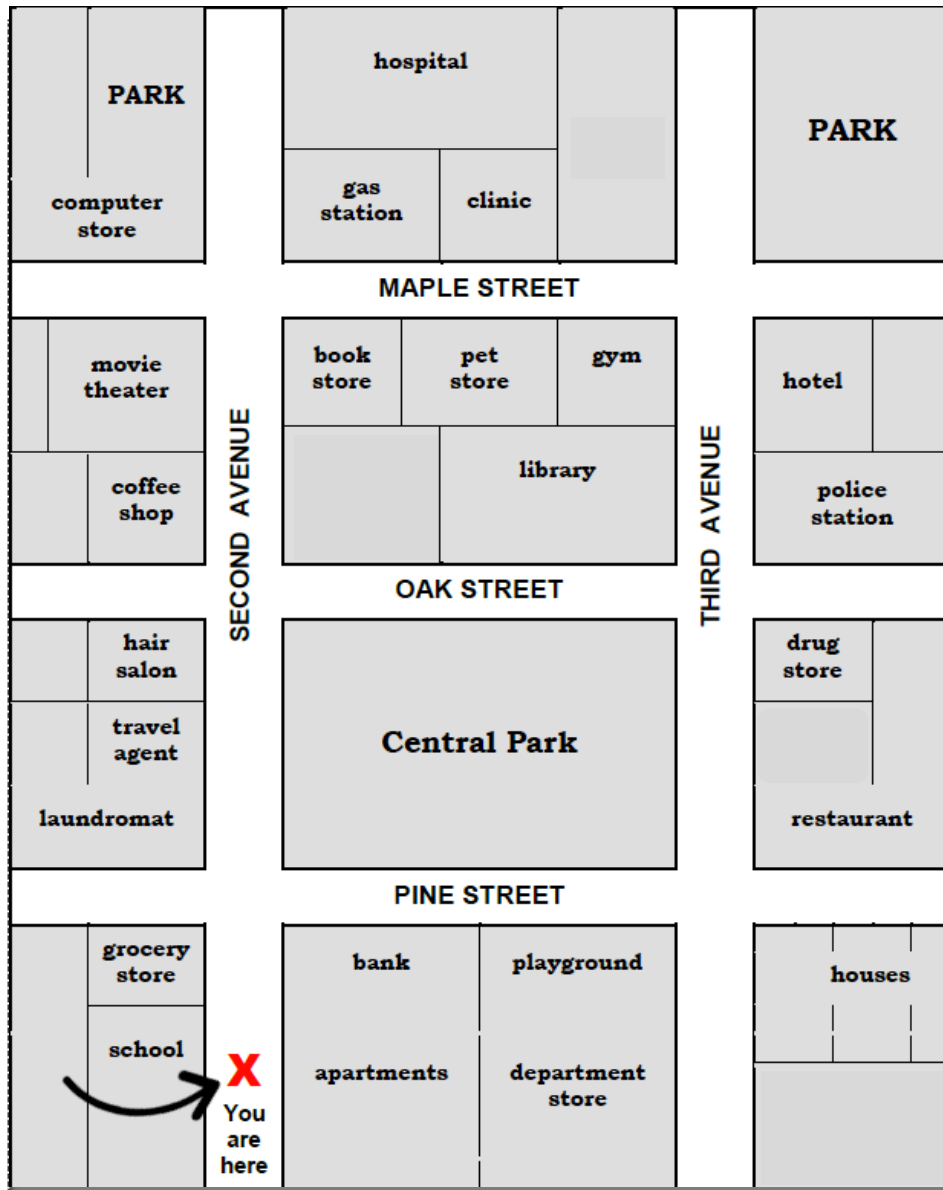
请和同桌轮流做以上步骤。你们有十分钟展开英语对话完成此活动。

Please say “I’m Student A” at the beginning of the audio and then start the task.

Please scan the following QR Code to rate yourself and your partner and then upload your audio-recording.

录音开始后，请务必先说 I’m Student A, 再开始口语活动。完成活动后，请扫描下方二维码，进行打分，并上传口语录音。





The picture is from [https://www.allthingstoppers.com/uploads/2/3/2/9/23290220/information\\_gap\\_activity-town-directions-20210105.pdf](https://www.allthingstoppers.com/uploads/2/3/2/9/23290220/information_gap_activity-town-directions-20210105.pdf)



**Student B Handout:** You are traveling in a city, and you have got lost. You and your partner each have a map missing different information. Please keep your handout a secret and do not show it to your partner. Your partner is not allowed to look at your map. The location of the following four places is missing on your map: **1. clinic; 2. restaurant; 3. travel agent; 4. library.** However, this information is not missing from your partner's map. First, ask your partner to describe these four locations for you one by one. Then, listen to your partner's instructions and write the names of the places in the correct locations on the picture. After you have written the four places on the picture, show it to your partner to check if you have done it correctly.

You and your partner need to take turns to do the above steps. You will have ten minutes to finish this task.

你在一个城市旅游，但迷路了。你和同桌各有一副地图，你们的地图是相同的，但你们的地图缺失了不同的信息（请勿让同桌看到你的材料）。以下四个地方在你地图上缺失的：**1. Clinic（诊所）；2. Restaurant（餐厅）；3. Travel agent（旅行社）；4. Library（图书馆）**。而你同桌的地图上有这四个地方。

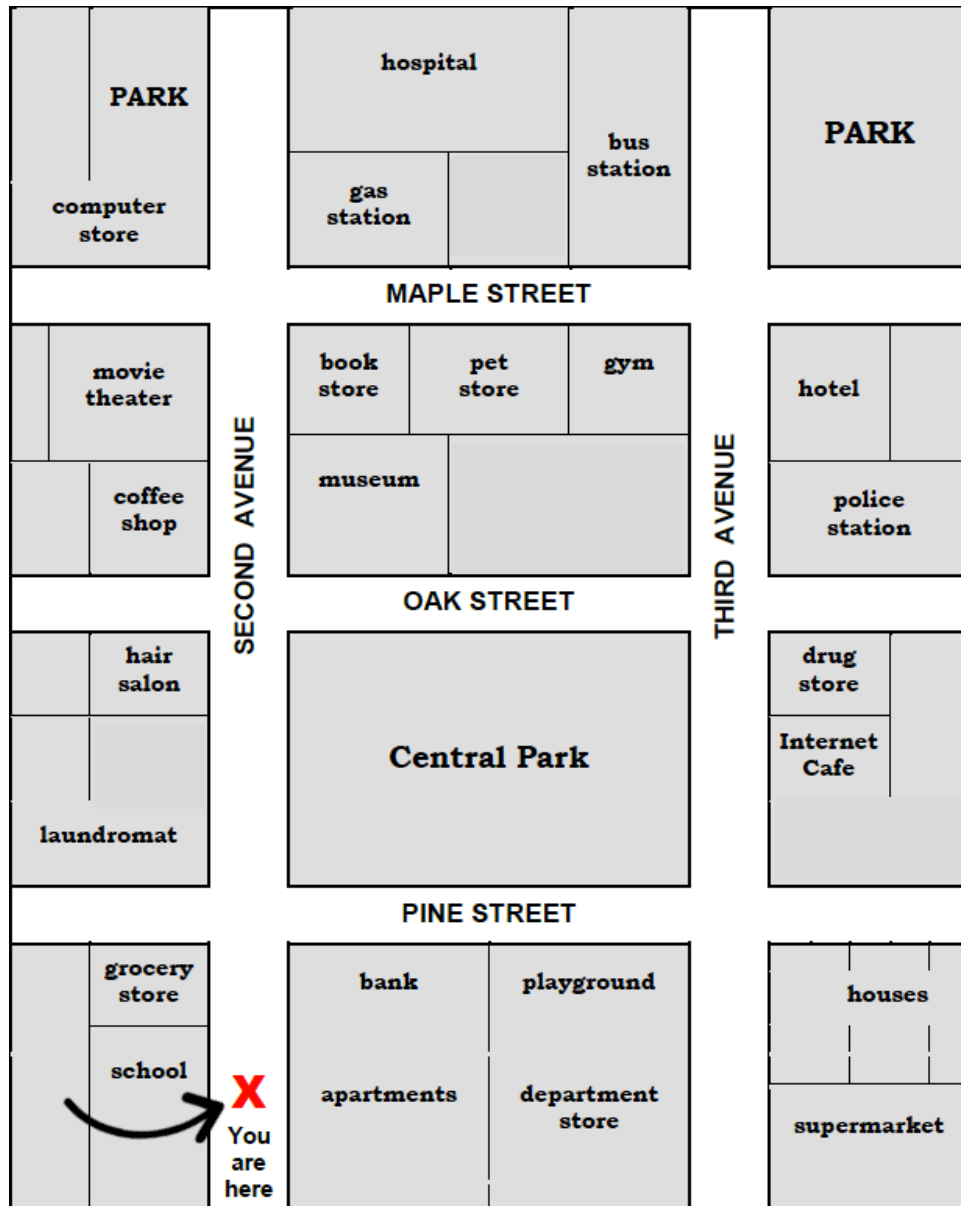
4. 请听你同桌描述这四个地方的方位
  5. 根据你同桌的描述，在你的地图正确的地方写上这些地方的名字
  6. 之后，请你同桌检查你写的方位是否正确
- 请和同桌轮流做以上步骤。你们有十分钟展开英语对话完成此活动。

Please say “I’m Student B” at the beginning of the audio and then start the task.

Please scan the following QR Code to rate yourself and your partner and then upload your audio-recording.

录音开始后，请务必先说 I’m Student B, 再开始口语活动。完成活动后，请扫描下方二维码，进行打分，并上传口语录音。





The picture is from [https://www.allthingstoppers.com/uploads/2/3/2/9/23290220/information\\_gap\\_activity-town-directions-20210105.pdf](https://www.allthingstoppers.com/uploads/2/3/2/9/23290220/information_gap_activity-town-directions-20210105.pdf)

## Appendix I: Story Sequence Task (Traveling)

### *Student A Handout:*

You have three pictures. Your partner has three pictures that are different from yours. Please keep your pictures a secret. **Do not show your pictures to your partner.**

1. Describe what is happening in the following three pictures one by one.
2. Then, listen to your partner's description of his/her picture.
3. Next, work with your partner to tell the whole story in a correct sequence.

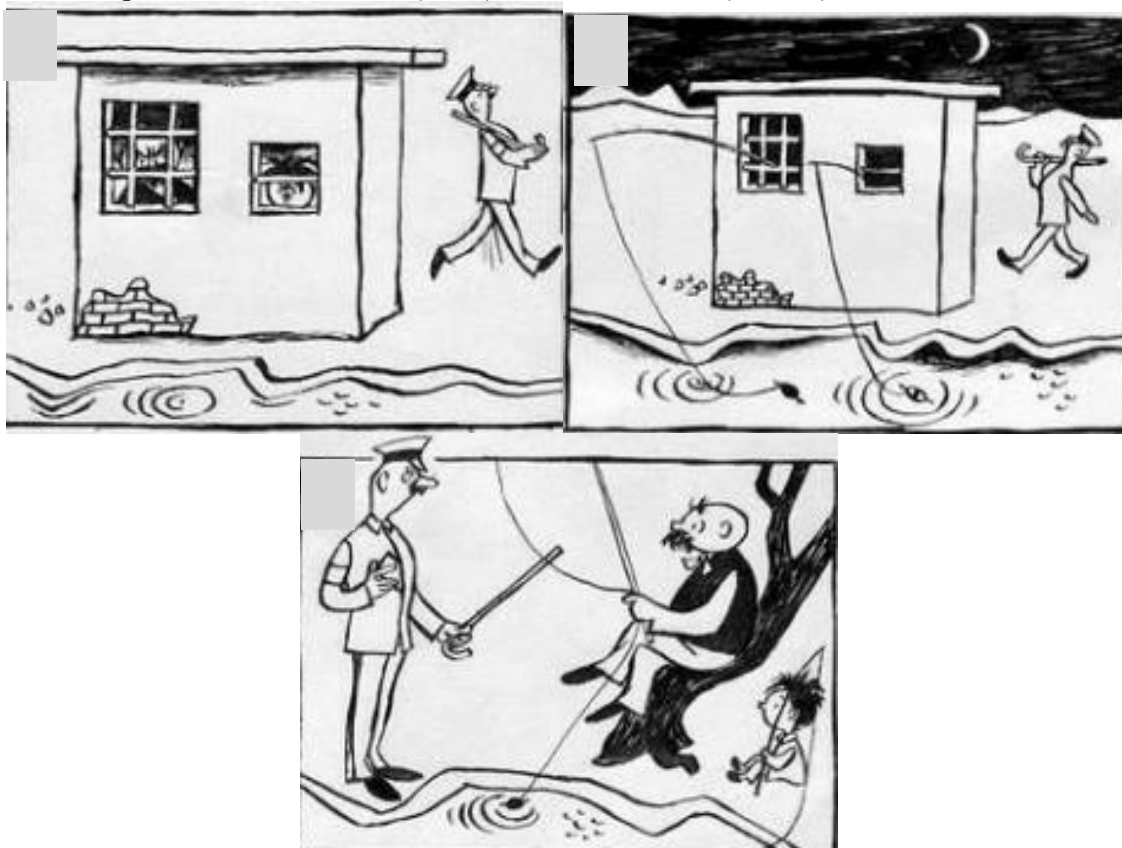
You will have ten minutes to finish this task.

你有三张图。你同桌有三张不同的图。（请勿让同桌看到你的图片）

1. 请依次描述三张图，每张图里发生了什么？
2. 之后，请听同桌描述他的三张图。
3. 请和同桌合作，在不看对方图片的前提下，完整地讲出这 6 幅漫画的整个故事。

你们有 10 分钟展开英语对话，完成此活动。

Source of the pictures: E. O. Plauen (1931). *Father and Son* (comics)



Please say “I’m Student A” at the beginning of the audio and then start the task.

Please scan the following QR Code to rate yourself and your partner and then upload your audio-recording.

录音开始后，请务必先说 I’m Student A, 再开始口语活动。完成活动后，请扫描下方二维码，进行打分，并上传口语录音。



**Student B Handout:**

You have three pictures. Your partner has three pictures that are different from yours. Please keep your pictures a secret. **Do not show your pictures to your partner.**

1. Describe what is happening in the following three pictures one by one.
2. Then, listen to your partner's description of his/her picture.
3. Next, work with your partner to tell the whole story in a correct sequence.

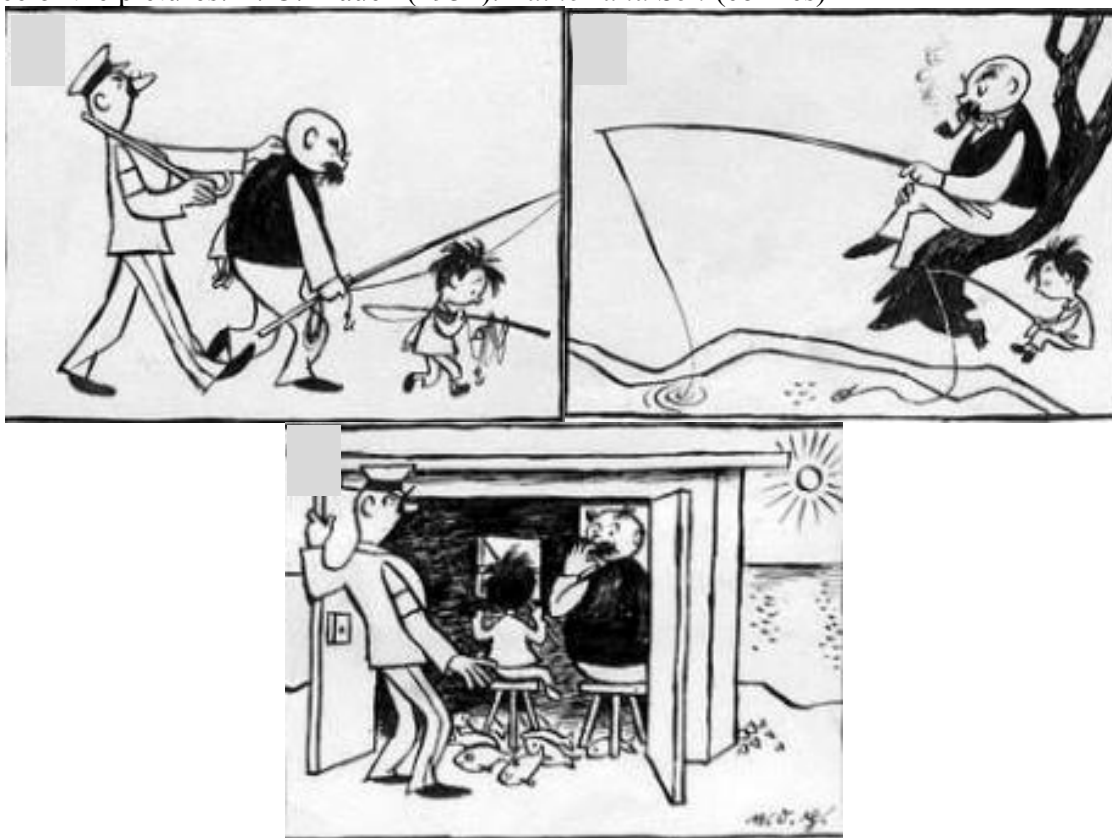
You will have ten minutes to finish this task.

你有三张图。你同桌有三张不同的图。（请勿让同桌看到你的图片）

1. 请依次描述三张图，每张图里发生了什么？
2. 之后，请听同桌描述他的三张图。
3. 请和同桌合作，在不看对方图片的前提下，完整地讲出这 6 幅漫画的整个故事。

你们有 10 分钟展开英语对话，完成此活动。

Source of the pictures: E. O. Plauen (1931). *Father and Son* (comics)



Please say "I'm Student B" at the beginning of the audio and then start the task.

Please scan the following QR Code to rate yourself and your partner and then upload your audio-recording.

录音开始后，请务必先说 I'm Student B, 再开始口语活动。完成活动后，请扫描下方二维码，进行打分，并上传口语录音。



## Appendix J: Information and Consent Form

Study Title: Using Speaking Activities among Chinese EFL Learners

Researcher: Chen Liu

Researcher's Contact Information: [chen.liu@mail.concordia.ca](mailto:chen.liu@mail.concordia.ca)

You are being invited to participate in the research study mentioned above. This form provides information about what participating would mean. Please read it carefully before deciding if you want to participate or not. If there is anything you do not understand, or if you want more information, please ask the researcher.

同意书

项目名称：中国学生口语活动的应用

负责人：刘晨

负责人联系方式：[chen.liu@mail.concordia.ca](mailto:chen.liu@mail.concordia.ca)

我真诚地邀请您参加此研究项目。这份同意书是关于参加这个研究项目的具体内容。请仔细阅读并决定是否参加。若有疑问或需要更多详细信息，请联系负责人。

### A. PURPOSE

The purpose of this research is to understand how Chinese learners feel about using English communicatively to improve English teaching materials.

#### A. 目标

此研究项目的目标是了解中国的英语学习者对于交流型英语的看法，并以此来提高对英语教学材料的设计。

### B. PROCEDURES

If you agree to participate, you will do the following activities:

Fill in online English learning questionnaires through Wen Juan Xing (<https://www.wjx.cn>) three times: at the beginning of the first week, the fifth week, and the ninth week. It will take 10 minutes to fill out the questionnaire.

You will do several communicative tasks with a partner over a 9-week period. Each task will take 10 minutes and will be audio-recorded by your smartphone. The tasks will be conducted outside of class time. Your instructors will not be present when you do the tasks. You will do the task in your free time and submit the audio-recording through a QR code or sending it to my email box within five days. You will do the tasks once a week in the first five weeks. You will also do another task in the ninth week. After each task, you will scan a QR code at the end of the handout and use scales to rate yourself and your partner's willingness to speak English during the task through Wen Juan Xing (<https://www.wjx.cn>).

#### B. 流程

若您同意参加，您将进行如下活动：

通过问卷星填写英语学习调查问卷三次：第一周、第五周、和第九周。每次会花费约 10 分钟

您将和同学一起做几个交流型的课堂活动，时间跨度为9周。每个活动耗时10分钟，并会被录音。在每个活动后，您将在问卷星上给自己和同学的英语说英语的意愿程度打分。

### C. RISKS AND BENEFITS

You may feel embarrassed to audio-record your speech during the class. However, the audio recording of the interview will be only used for academic purposes. Your instructors will not be present when you do the tasks. The results may be used for secondary analysis, but it will be confidential.

You may worry about whether your participation or responses will affect your course grade. However, your participation will have no effect on their grades of the courses. Non-participation will not affect your course grade. You will be able to discontinue at any time. Your decision to participate will not be shared with your instructor. To mitigate the effect of this project on your course grade, your audio-recordings, questionnaires, or interview will not be shared with your instructor.

Potential benefits of participating are indirect. You will make a contribution to the L2 teaching research indirectly. You will also have the opportunity to practice their English-speaking skills during the tasks.

### C. 潜在风险与好处

您可能会对在课上被录音而感到尴尬。但是录音、调查问卷和采访仅作为该项目之用途。研究结果是保密的。

您可以会担心你的参与与否、英语会话、和调查问卷内容会影响你的成绩。参与此项目与此门课成绩没有任何关系。此外，你有权利选择在任何时间中止参与此项目。这是保密的，不会被老师知道。

参加此项目会有潜在的好处：您将间接地为外语教学研究做贡献。此外，您可以练习口语。

### D. CONFIDENTIALITY

I will not allow anyone to access the information I gather as part of this research project, except people directly involved in conducting research. I will only use the information for academic purposes. The results may be used for secondary analysis, but it will be confidential. I will give every participant an identification number. The link between your name and the identification number will be destroyed on May 6th, 2020. I intend to present and publish the results of the research. However, it will not be possible to identify you in the published results.

### D. 保密性

除本人外，任何人都不会接触到此项目收集的信息。本人只会将收集的信息做为研究之用途。每个参与者都会被标上一个标号。参与者的姓名与编号信息将会在2022年5月6日销毁。本人拟发表此项目的研究成果。参与者在发表的成果中均为匿名。

### F. CONDITIONS OF PARTICIPATION

You do not have to participate in this research. It is purely your decision. If you do participate, you can change your mind later. If you decide that you don't want us to use your information, you must tell the researcher before May 6th, 2022 so that I can delete your information, audio-recording files, and questionnaires. There are no negative consequences for not participating, stopping in the middle, or asking to withdraw information.

#### F. 参与条件

此项目为自愿参与。若你选择参与，但之后因故中止参与，请务必在 2022 年 5 月 6 日之前通知负责人。负责人将会删除所有关于你的信息，包括录音和调查问卷。您不参加或者中止参与均无任何不利影响。

#### G. PARTICIPANT'S DECLARATION

I have read and understood this form. I have had the chance to ask questions and any questions have been answered. I agree to participate in this research under the conditions described.

I agree to have an online focus group which will be audio recorded. It will take 20 minutes.

#### G. 参与者声明

我已经阅读并理解以上信息。我有机会提问关于此研究的任何疑问且得到解答。我同意参与以上描述的此项目。

我同意做一个 20 分钟的线上采访。采访将会被录音。

Do you want to receive information about the results of the study?

Yes. My email is \_\_\_\_\_

No.

你想收到此项目的研究成果吗？

是。我邮箱是\_\_\_\_\_

否。

NAME (please print) 姓名 \_\_\_\_\_

SIGNATURE 签名 \_\_\_\_\_

DATE 日期 \_\_\_\_\_

If you have questions about the scientific or scholarly aspects of this research, please contact the researcher. Her contact information is on page 1. If you have concerns about ethical issues in this research, please contact the Manager, Research Ethics, Concordia University, 514.848.2424 ex. 7481 or [oor.ethics@concordia.ca](mailto:oor.ethics@concordia.ca).

若您对此项目的学术性和研究性存疑，请联系项目负责人刘晨。她的联系信息在第一页。若您对此项目的伦理性方面存疑，请联系康考迪亚大学研究伦理处主任：

电话: 514.848.2424 ex. 7481  
邮箱: [oor.ethics@concordia.ca](mailto:oor.ethics@concordia.ca)



## INFORMATION AND CONSENT FORM FOR THE FOCUS GROUP PARTICIPANTS

Study Title: Using Speaking Activities among Chinese EFL Learners

Researcher: Chen Liu

Researcher's Contact Information: [chen.liu@mail.concordia.ca](mailto:chen.liu@mail.concordia.ca)

You are being invited to participate in the research study mentioned above. This form provides information about what participating would mean. Please read it carefully before deciding if you want to participate or not. If there is anything you do not understand, or if you want more information, please ask the researcher.

同意书

项目名称：中国学生口语活动的应用

负责人：刘晨

负责人联系方式：[chen.liu@mail.concordia.ca](mailto:chen.liu@mail.concordia.ca)

我真诚地邀请您参加此研究项目。这份同意书是关于参加这个研究项目的具体内容。请仔细阅读并决定是否参加。若有疑问或需要更多详细信息，请联系负责人。

### A. PURPOSE

The purpose of this research is to understand how Chinese learners feel about using English communicatively to improve English teaching materials.

#### A. 目标

此研究项目的目标是了解中国的英语学习者对于交流型英语的看法，并以此来提高对英语教学材料的设计。

### B. PROCEDURES

If you agree to participate, you will do the following activity:

have two online focus group interviews which will be audio recorded in week 1 and week 5. The interview will be conducted through WeChat audio call. Each interview will take 20 minutes. The interview will be conducted in Mandarin.

#### B. 流程

若您同意参加，您将在进行如下活动：

参加两个小组采访，采访将通过微信，并会录音。每个采访会花费 20 分钟。采访为中文。

### C. RISKS AND BENEFITS

You may feel embarrassed to audio-record your speech during the interview. However, the audio recording of the interview will be only used for academic purposes. The results may be used for secondary analysis, but it will be confidential. You may worry about whether your participation or responses will affect your course grade. However, your participation will have no effect on their grades of the courses. Non-participation will not affect your course grade. You will be able to discontinue at any time. Your decision to participate or not will not be shared with your instructor. Also, your audio-recordings of the interview will not be shared with your instructor.

Potential benefits of participating are indirect. You will make a contribution to the L2 teaching research indirectly.

#### C. 潜在风险与好处

您可能会对在被录音而感到尴尬。但是录音仅作为学术用途。研究结果是保密的。

您可以会担心你的参与与否、英语会话、和调查问卷内容会影响你的成绩。其实你的参与和此门课成绩没有任何关系。此外，你可以任何时间中止参与此项目。你的决定是保密的，不会被老师知道。采访录音不会发给你的老师。

此项目会有潜在的好处。您将间接地为外语教学研究做贡献。

#### D. CONFIDENTIALITY

By signing this form, you consent to respect each other's confidentiality and to not disclose anyone's identify outside of the group interview. Your identity will be known to other focus group participants and the researcher cannot guarantee that others in the group will respect your confidentiality. The researcher will not allow anyone to access the information, except people directly involved in conducting the research. This group interview will be audio-recorded. I will only use the information for academic purposes. The results may be used for secondary analysis, but it will be confidential. I will give every participant an identification number. The link between your name and the identification number will be destroyed on May 6th, 2020. I intend to present and publish the results of the research. However, it will not be possible to identify you in the published results.

#### D. 保密性

您签了此同意后，您将同意尊重其他被采访者的身份保密，而且不会泄露他们的身份。其他被采访者将会知道您的身份。研究者无法保证其他被采访者是否会对您的身份进行保密。除本人外，任何人都不会接触到此项目收集的信息。此采访将被录音。本人只会将收集的信息做为研究之用途。每个参与者都会被标上一个标号。参与者的姓名与编号信息将会在 2022 年 5 月 6 日销毁。本人拟发表此项目的研究成果。参与者在发表的成果中均为匿名。

#### F. CONDITIONS OF PARTICIPATION

You do not have to participate in this research. It is purely your decision. If you do participate, you can change your mind later. If you decide that you don't want us to use your information, you must tell the researcher before May 6th, 2022 so that I can delete your information and some of your contributions in the interview. There are no negative consequences for not participating, stopping in the middle, or asking to withdraw information. While attempts will be made to withdraw data if requested, given the nature of focus group discussions, it will be impossible to withdraw all contributions.

#### F. 参与条件

此项目为自愿参与。若你选择参与，你之后也可以中止参与，但必须在 2022 年 5 月 6 日之前通知负责人。负责人将会删除所有关于你的信息，包括录音和调查问卷。您不参加或

者中止参与均无任何不利影响。一旦您希望撤回您的信息，我将努力删除您这部分的数据，但是由于团体采访的特殊性，撤销您全部的数据是不太现实的，望理解。

#### G. PARTICIPANT'S DECLARATION

I have read and understood this form. I have had the chance to ask questions and any questions have been answered. I agree to participate in this research under the conditions described.

#### G. 参与者声明

我已经阅读并理解以上信息。我有机会提问关于此研究的任何疑问且得到解答。我同意参与以上描述的此项目。

Do you want to receive information about the results of the study?

Yes. My email is \_\_\_\_\_

No.

你想收到此项目的研究成果吗？

是。我邮箱是\_\_\_\_\_

否。

NAME (please print) 姓名 \_\_\_\_\_

SIGNATURE 签名 \_\_\_\_\_

DATE 日期 \_\_\_\_\_

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### Appendix K: Interview Questions for Students

Interview Questions (Adapted from Cao & Philp, 2006)

1. How important is it for you to learn English?
2. How motivated were you during this language course?
3. How would you describe your personality (quiet or talkative, relaxed or tense)?
4. How competent do you think you were to communicate in English during this course?
5. Did you feel very sure and relaxed in this class?
6. Did you feel confident when you were speaking English in class?
7. Did it embarrass you to volunteer answers in class?
8. Did you feel that the other students speak English better than you did?
9. Were you afraid that other students would laugh at you when you were speaking English?
10. Did you get nervous when your English teacher asked you a question?
11. Were you afraid that your English teacher was ready to correct every mistake you made?
12. In what situation did you feel most comfortable (most willing) to communicate: in pairs, in small groups, with the teacher in a whole class? Why?
13. Did you like these tasks? Why? Why not?
14. How useful for your learning do you think these tasks were? Why? Why not?
15. Did you think you did this task well? Why? Why not?
16. Did you enjoy doing this task? Why? Why not?
17. Did you feel happy to work in this pair? What did you feel happy/not happy with?
18. In which task you had a high WTC and in which task you had a low WTC?
18. Ask the individual learner to comment on their self-report WTC, behavior in group/pair, and whole class situations.

### Appendix L: Results for the Three Sub-categories of Task Accomplishment

Three Sub- Categories of Task Accomplishment		Groups	Pre-test			Post-test		Delayed Post-test	
			<i>n</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Collaboration	Content Repetition		12	3.40	1.01	3.31	.37	3.06	.48
	Procedural Repetition		14	3.29	.32	3.38	.46	2.84	.56
	Identical Repetition		15	3.28	.35	3.38	.52	2.83	.51
	Control Group		15	3.28	.88	3.33	.55	2.88	.69
	All Groups Combined		56	3.31	.68	3.35	.47	2.90	.56
Task Completion	Content Repetition		12	3.10	.88	3.67	.25	3.35	.27
	Procedural Repetition		14	3.39	.38	3.11	.50	3.11	.55
	Identical Repetition		15	3.18	.43	3.67	.55	3.17	.36
	Control Group		15	3.27	.70	3.53	.50	3.27	.68
	All Groups Combined		56	3.24	.61	3.49	.51	3.22	.50
Style	Content Repetition		12	3.29	.92	3.44	.43	3.21	.38
	Procedural Repetition		14	3.27	.39	3.29	.61	2.70	.64
	Identical Repetition		15	3.10	.60	3.30	.58	2.80	.55
	Control Group		15	3.20	.82	3.20	.64	2.92	.69
	All Groups Combined		56	3.21	.69	3.30	.57	2.89	.60

A mixed ANOVA was conducted to identify the main and interaction effects for time and task repetition types on the three sub-categories of task accomplishment respectively: collaboration, task completion, and style.

In terms of collaboration, the results of the mixed ANOVA showed that there was a significant main effect for time,  $F(2, 104) = 18.48, p < .001$ . However, neither the main effect of task repetition,  $F(3, 52) = .11, p = .95$ , nor the interaction between time and task repetition types was statistically significant:  $F(6, 104) = .34, p = .92$ . The delayed post-test ( $M = 2.91$ ) was significantly lower than the pre-test ( $M = 3.31; p < .001$ ) and the post-test ( $M = 3.35; p < .001$ ).

In terms of task completion, the results of the mixed ANOVA showed that there was a significant main effect for time,  $F(2, 104) = 8.47, p < .001$ . The interaction between time and task repetition types was also statistically significant:  $F(6, 104) = 3.56, p = .003$ . However, there was no main effect of task repetition,  $F(3, 52) = .46, p = .71$ . The post-test ( $M = 3.49$ ) was significantly higher than the pre-test ( $M = 3.24; p = .002$ ). The delayed post-test ( $M = 3.22$ ) was significantly lower than the post-test ( $M = 3.49; p < .001$ ). For the content repetition group, the post-test ( $M = 3.67$ ) was significantly higher than the pre-test ( $M = 3.10$ ). The delayed post-test ( $M = 3.35$ ) is significantly ( $p = .002$ ) lower than the post-test ( $M = 3.67$ ). For the procedural repetition group, there were no significant results among pre-test, post-test, and delayed post-test. For the identical repetition group, the post-test ( $M = 3.67$ ) was significantly ( $p = .002$ ) higher than the pre-test ( $M = 3.18$ ). The delayed post-test ( $M = 3.17$ ) was significantly ( $p < .001$ ) lower than the post-test ( $M = 3.67$ ). For the control group, the delayed post-test ( $M = 3.27$ ) was significantly ( $p = .019$ ) lower than the post-test ( $M = 3.53$ ).

In terms of style, the results of the mixed ANOVA showed that there was a significant main effect for time,  $F(2, 104) = 11.91, p < .001$ . The delayed post-test ( $M = 2.91$ ) was

significantly lower than the pre-test ( $M = 3.22$ ;  $p = .002$ ) and the post-test ( $M = 3.31$ ;  $p < .001$ ). However, neither the main effect of task repetition,  $F(3, 52) = .65$ ,  $p = .59$ , nor the interaction between time and task repetition types were statistically significant:  $F(6, 104) = .87$ ,  $p = .52$ .

### **Appendix M: Results for the Five Sub-categories of Communicative Competence**

A mixed ANOVA was conducted to identify the main and interaction effects for time and task repetition types on the five sub-categories of communicative competence respectively: linguistic competence, strategic competence, pragmalinguistic competence, sociopragmatic competence, discourse competence.

In terms of the linguistic competence, the results of the mixed ANOVA showed that neither the main effect of time,  $F(2, 206) = 1.67, p = .19$ , nor the main effect of task repetition,  $F(3, 103) = .10, p = .96$ , were statistically significant. The interaction between time and task repetition types was not statistically significant:  $F(6, 206) = .65, p = .69$ .

In terms of the strategic competence, the results of the mixed ANOVA showed that neither the main effect of time,  $F(2, 206) = .11, p = .90$ , nor the main effect of task repetition,  $F(3, 103) = .07, p = .98$ , were statistically significant. The interaction between time and task repetition types was not statistically significant:  $F(6, 206) = 1.21, p = .30$ .

In terms of the pragmalinguistic competence, the results of the mixed ANOVA showed that neither the main effect of time,  $F(2, 206) = 1.28, p = .28$ , nor the main effect of task repetition,  $F(6, 206) = .82, p = .56$ , were statistically significant. The interaction between time and task repetition types was not statistically significant:  $F(3, 103) = .18, p = .91$ .

In terms of sociopragmatic competence, the results of the mixed ANOVA showed that there was a significant main effect for time,  $F(2, 206) = 10.21, p < .001$ . The delayed post-test ( $M = 3.49$ ) was significantly higher than the post-test ( $M = 3.27; p < .001$ ) and the pre-test ( $M = 3.20; p < .001$ ). However, neither the main effect of task repetition,  $F(6, 206) = 1.76, p = .11$ , nor the interaction between time and task repetition types was statistically significant:  $F(3, 103) = .11, p = .95$ .



In terms of the discourse competence, the results of the mixed ANOVA showed that neither the main effect of time,  $F(2, 206) = 1.71, p = .18$ , nor the main effect of task repetition,  $F(3, 103) = .09, p = .97$ , were statistically significant. The interaction between time and task repetition types was not statistically significant:  $F(6, 206) = 1.84, p = .09$ .

### Appendix N: Results for the Three Sub-categories of the L2 WTC Questionnaire

		Pre-test		Post-test		Delayed Post-test		
Groups	<i>n</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
Outside	Content Repetition	23	14.04	3.86	14.70	4.32	15.83	3.61
Classroom	Procedural Repetition	27	12.44	3.15	14.59	3.83	15.00	3.56
	Identical Repetition	28	14.14	4.10	15.75	3.41	17.25	3.25
	Control Group	29	13.72	4.12	14.55	4.01	15.00	3.35
	All Groups Combined	107	13.58	3.84	14.91	3.86	15.77	3.52
Asking/ answering questions	Content Repetition	23	12.87	4.15	14.30	3.96	15.57	3.57
	Procedural Repetition	27	13.37	2.78	14.44	3.75	15.00	3.71
	Identical Repetition	28	14.32	4.03	15.32	3.53	16.79	3.74
	Control Group	29	13.31	3.97	13.62	3.90	14.28	3.83
	All Groups Combined	107	13.50	3.75	14.42	3.78	15.39	3.79
Negotiation/ argument	Content Repetition	23	13.26	3.58	14.13	4.05	15.09	3.98
	Procedural Repetition	27	13.41	2.08	15.04	3.19	15.15	3.28
	Identical Repetition	28	13.68	4.06	15.14	3.55	16.79	3.68
	Control Group	29	13.10	3.74	13.72	4.00	14.34	3.40
All Groups Combined	107	13.36	3.42	14.51	3.70	15.35	3.64	

A mixed ANOVA was conducted to identify the main and interaction effects for time and task repetition types on the three sub-categories of trait L2 WTC respectively: outside classrooms, asking/answering questions, and negotiation/arguments.

In terms of outside classrooms, the results of the mixed ANOVA showed that there was a significant main effect for time. Students in all treatment groups and the control group increased their outside class trait WTC over time,  $F(2, 206) = 26.67, p < .001$ . However, neither the main effect of task repetition,  $F(3, 103) = 1.38, p = .25$ , nor the interaction between time and task repetition types were statistically significant:  $F(6, 206) = 1.35, p = .23$ . The pairwise comparisons for the main effect of time corrected using Bonferroni adjustments indicated that the pre-test ( $M = 13.58$ ) was significantly ( $p < .001$ ) lower than the post-test ( $M = 14.91$ ). The pre-test ( $M = 13.58$ ) was significantly ( $p < .001$ ) lower than the delayed post-test ( $M = 15.77$ ). The post-test ( $M = 14.91$ ) was significantly ( $p = .002$ ) lower than the delayed post-test ( $M = 15.77$ ).

In terms of asking/answering questions, the results of the mixed ANOVA showed that there was a significant main effect for time. Students in all treatment groups and the control group increased their trait WTC of asking/answering questions over time,  $F(2, 206) = 20.63, p < .001$ . However, neither the main effect of task repetition,  $F(3, 103) = 1.41, p = .24$ , nor the interaction between time and task repetition types were statistically significant:  $F(6, 206) = .97, p = .44$ . The pairwise comparisons for the main effect of time corrected using Bonferroni adjustments indicated that the pre-test ( $M = 13.50$ ) was significantly ( $p = .003$ ) lower than the post-test ( $M = 14.42$ ). The pre-test ( $M = 13.50$ ) was significantly ( $p < .001$ ) lower than the delayed post-test ( $M = 15.39$ ). The post-test ( $M = 14.42$ ) was significantly ( $p < .001$ ) lower than the delayed post-test ( $M = 15.39$ ).

In terms of negotiation/arguments, the results of the mixed ANOVA showed that there was a significant main effect for time. Students in all treatment groups and the control group increased their trait WTC of negotiation/arguments over time,  $F(2, 206) = 20.25, p < .001$ .

However, neither the main effect of task repetition,  $F(3, 103) = 1.18, p = .32$ , nor the interaction between time and task repetition types was statistically significant:  $F(6, 206) = 1.14, p = .34$ .

The pairwise comparisons for the main effect of time corrected using Bonferroni adjustments indicated that the pre-test ( $M = 13.36$ ) was significantly ( $p < .001$ ) lower than the post-test ( $M = 14.51$ ). The pre-test ( $M = 13.36$ ) was significantly ( $p < .001$ ) lower than the delayed post-test ( $M = 15.35$ ). The post-test ( $M = 14.51$ ) was significantly ( $p = .004$ ) lower than the delayed post-test ( $M = 15.35$ ).