

**EMERGENCE OF  
WILLINGNESS TO COMMUNICATE  
IN YOUNG L2 LEARNERS  
THROUGH TASK-BASED LEARNING**

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# 1. Literature review:

## Factors affecting situational WTC in EFL/ESL contexts

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### □ Learner-internal factors:

- Perceived communicative competence (Cao & Philp, 2006; Legar & Storch, 2009)
- Sense of security, excitement, and responsibility toward L2 interaction (Kang, 2005)
- Task attitudes (i.e., whether a given task is effective or not) (Eddy-U, 2015)



### □ Contextual factors were investigated in the following studies:

- Interlocutor's active participation (Cao & Philp, 2006; Zhong, 2013)
- Familiarity with interlocutors (Cao & Philp, 2006; Zhong, 2013)
- The number of interlocutors (i.e. Group size) (Cao & Philp, 2006; Zhong, 2013)

## 1. Literature Review: Pedagogical interventional studies to enforce WTC

### ▪ Yashima & et al. (2008)

A group of Japanese high school students with higher exposure to content-based instruction (CBI) developed L2 WTC to a greater extent than those with less exposure to CBI.

### ▪ Munezane (2015)

compared three university-level EFL learner groups—one with visualization treatment (i.e. instructing students to visualize themselves in a future career as specialists who need to solve global problems using the L2), another with visualization plus goal-setting and a control group—and found that the second group showed significantly more improvement in L2 WTC than the other two.

# Gap

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Few studies have explored situational WTC:

- ✓ In specific instructed language learning contexts such as task-based learning.
- ✓ For young L2 learners
- ✓ Developmental features

## 2. Focus & Research Questions

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### ◆ Research Questions

*RQ1: Does TBL enhance situational WTC of Japanese L2 young learners performing an interaction task in the classroom context?*

*RQ2: What individual factors influence situational WTC of Japanese L2 young learners' performing an interaction in TBL?*

*RQ3: What factors stimulate or mitigate Japanese L2 young learners' situational L2 WTC in moment-to-moment dyadic student-student interactions in TBL?*

### ◆ Our Focus

- ✓ Identifying factors influencing **early teen learners' situational L2 WTC** in dyadic student-student interactions
- ✓ Suggesting characteristics of tasks that should be provided to maximize young EFL learners' WTC in the language classroom

### 3. Method

## Research Contexts and participants

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#### *Study 1:*

Four English classes ( $N=135$ ) in a junior high school in Japan

#### *Study 2:*

One classroom focusing on 8 students (6 novices and 2 intermediate level) in the same school



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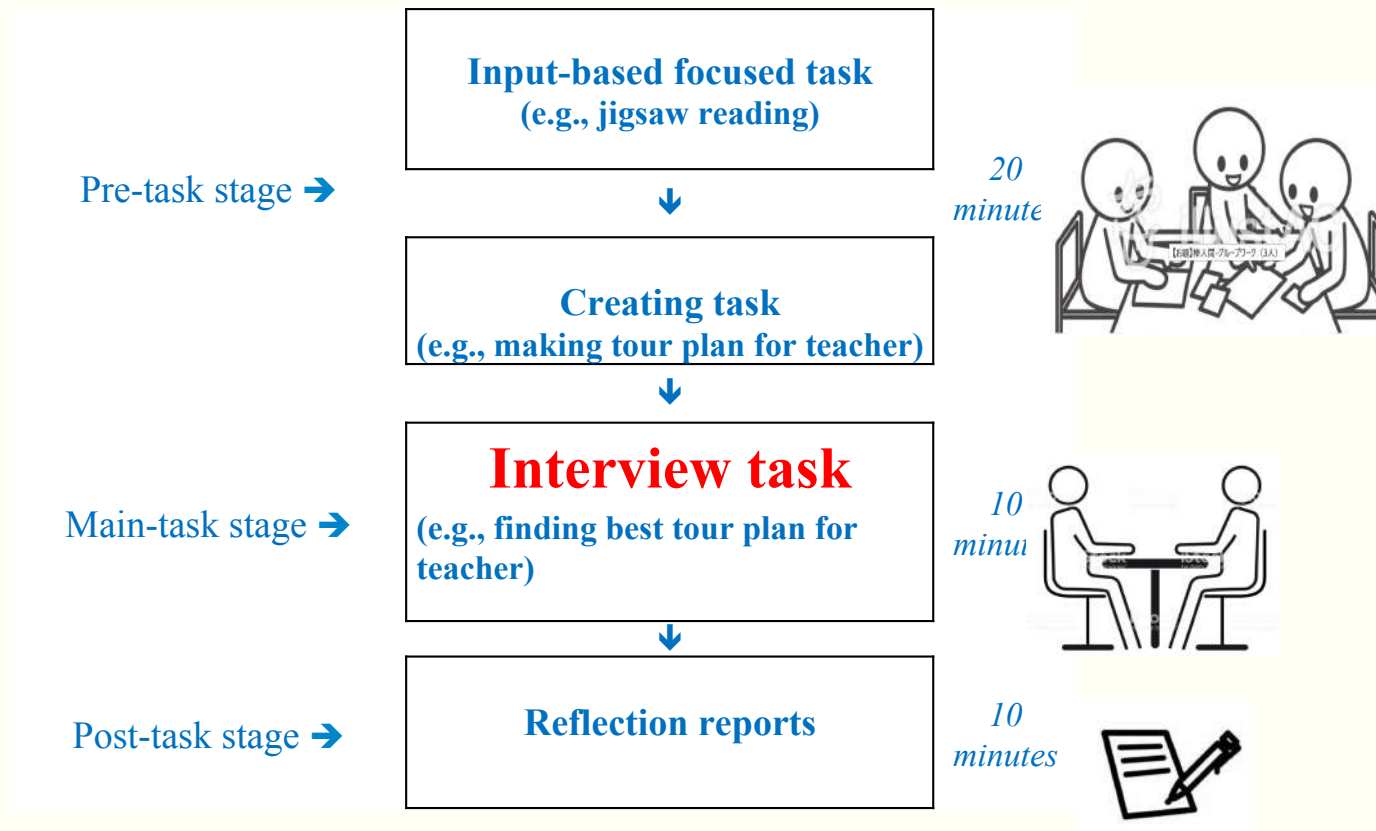


### 3. Method

## TBL lesson design

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### 3. Method for Study 1 (Quantitative)

*RQ1: Does TBL enhance situational WTC of Japanese L2 young learners performing an interaction-based task in the classroom context?*

*RQ2: What factors influence Japanese L2 young learners performing an interaction in TBL?*

#### (1) One shot questionnaires for trait-like affects

#### (2) After task-questionnaires for situational affects

1. Situational task engagement (6 items,  $\alpha = .93$ )
2. Situational frequency of communication (i.e., Situational WTC) (4 items,  $\alpha = .82$ )
3. Situational perceived task competence ( 5 items,  $\alpha = .93$  )

	Sept.	Oct.	Nov.	Dec.	Jan.
Intervention	TBL	TBL	TBL	TBL	TBL
	1	2	3	4	5
Data Collection	Questionnaire	Questionnaire	Questionnaire	Questionnaire	Questionnaire



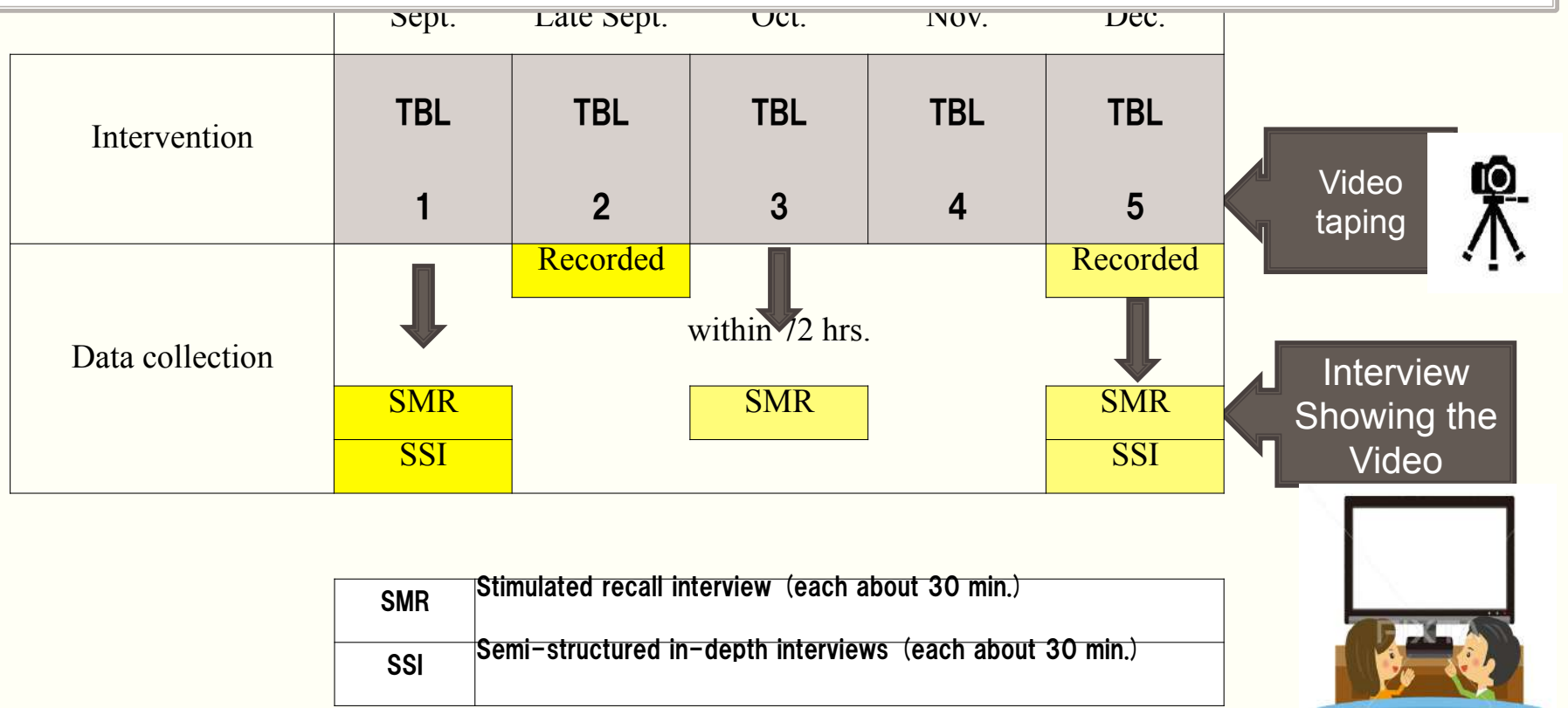
### 3. Method

#### Data collection and analyses

	Data collection	Data analyses
<b>Study 1</b> (Year 2014)	<ul style="list-style-type: none"> <li>❑ <b>Questionnaire 1 (One time):</b> Learners' trait-like L2 learning and communication dispositions</li> <li>❑ <b>Questionnaire 2 (After every TBL lesson):</b> Self-reports on situational perceptions related to TBL and WTC</li> </ul>	<ul style="list-style-type: none"> <li>❑ Multiple regression analysis to find factors affecting S-WTC in task.</li> <li>❑ Repeated ANOVA to see if learners' WTC develop.</li> </ul>
<b>Study 2</b> (Year 2017)	<ul style="list-style-type: none"> <li>❑ <b>Spoken data from the L2 interactions</b> in TBL 2 and 5</li> <li>❑ <b>Data from Stimulated Recall interviews</b> after TBL 1, 3, and 5</li> </ul>	<ul style="list-style-type: none"> <li>❑ transcribed and number of self-initiated turns counted</li> <li>❑ Coding method inspired by "open-coding" process from <i>Strauss and Corbin's Grounded Theory</i> (1998)</li> </ul>

### 3. Method for Study 2 (Qualitative)

**RQ3:** *What factors stimulate or mitigate early teen learners' situational L2 WTC in moment-to-moment dyadic student-student interactions in TBL?*



## 4. Results: Study 1

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- The result of Multiple regression analysis (Stepwise)

	B	SEB	$\beta$	$t$	$p$	VIF
S-perceived task competence	1.42	.16	0.64	9.08	.00	2.83
S-task engagement	0.42	.15	0.21	2.88	.00	2.96
L1WTC	0.39	.10	0.18	3.88	.00	1.25
Intercept	-3.96	.46				

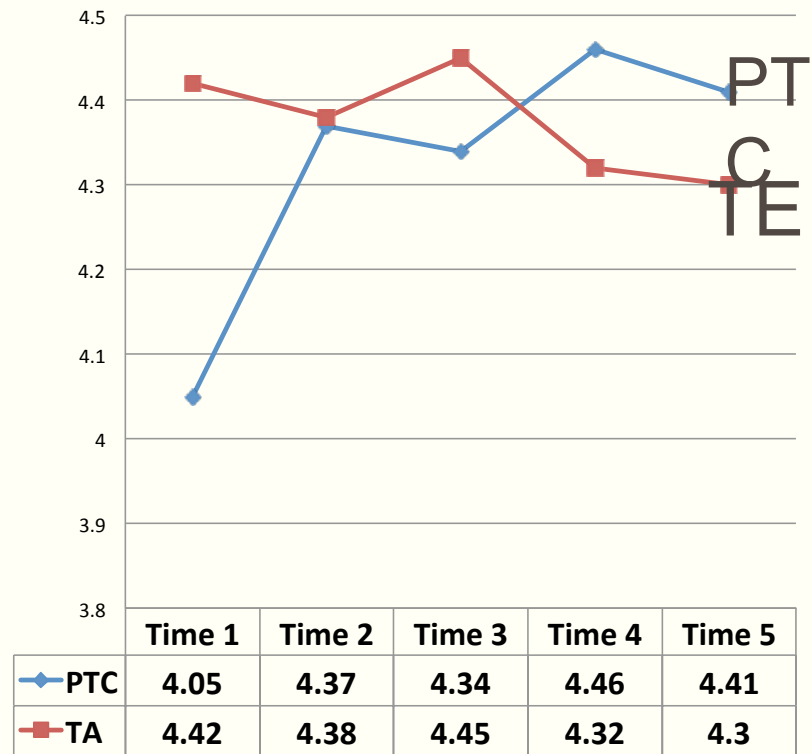
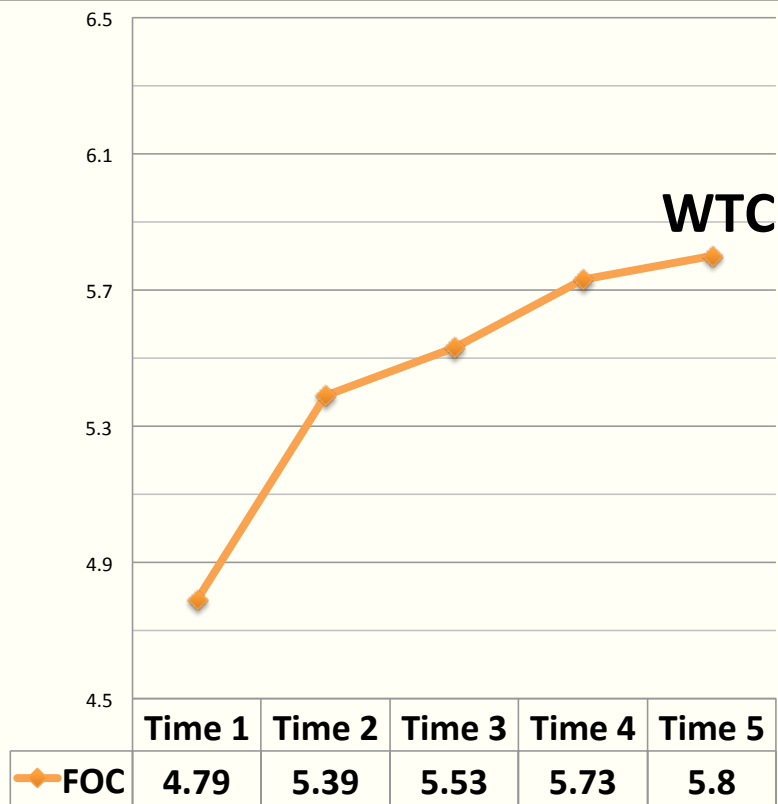
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$R^2 = .82$

(coefficient of determination)

S: Situational

# The fluctuation of situational variables



PTC=Situational perceived task competence, TE=Situational task engagement

#### 4. Results: Study 2

Main factor stimulating/mitigating moment-to-moment situational WTC during the interactional task

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##### ➤ Interlocutor's negotiation efforts

Recast  
Request for clarification  
Repetitions

Gestures  
Eye-gaze behaviors  
Embodied actions

Situational  
WTC

An illustration of two 3D orange figures sitting at a round wooden table. The figure on the left is gesturing with its right hand. The figure on the right is holding a grey mug. On the table are a pen and a piece of paper. To the right of the figures is a large yellow arrow pointing upwards. The text 'Situational WTC' is written in red next to the arrow. The background is a light yellow gradient.

## Sample conversation script from TBL 5 showing such negotiation

Haruna: **efforts** I want to, am going to play games and singing karaoke.

Takeshi: karaoke-ne. Why?

Haruna: Because I like singing karaoke.

Takeshi: Sorry. Slowly! Slowly! *(Beckoning her to speak slowly with his right hand.)*

Gesture

Haruna: Because I like Karaoke. I like them.

Takeshi: I like Karaoke. OK. Them. OK. Any surprising event?

Repetition

Haruna: I am going to taking photos.

Takeshi: Are you...? Sorry. Slowly please.

Request for clarification

Haruna: I want to taking photos with them.

Takeshi: (Loudly) Taking photos? Taking photos? *(Questioning tone)*

Request for clarification

Haruna: (Trying to mime taking a picture)

Embodied action

Takeshi: ~~Uh-huh, huh, huh. Uh-huh, huh, huh!~~

(Nodding many times showing understanding)

Embodied action

Each other: (Smiling at each other)

Eye-gaze behavior

Takeshi: OK. Please give me a question.

Haruna: Where are you going to have a party?

Takeshi: On the sea.

Pink= Haruna

Black= Takeshi

Green= Non-verbal behaviors

#### 4. Results: **Study 2**

Main factor stimulating/mitigating moment-to-moment situational WTC during the interactional task

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- **G a p between learners' proficiency levels**

#### 4. Results: Study 2

Main factor stimulating/mitigating moment-to-moment situational WTC during the interactional task

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##### ➤ Gap between learners' proficiency levels

###### Novice learners

Presence of fluent advanced learners reduce my confidence and increase anxiety leading to lower WTC because I cannot comprehend fast fluent speech.

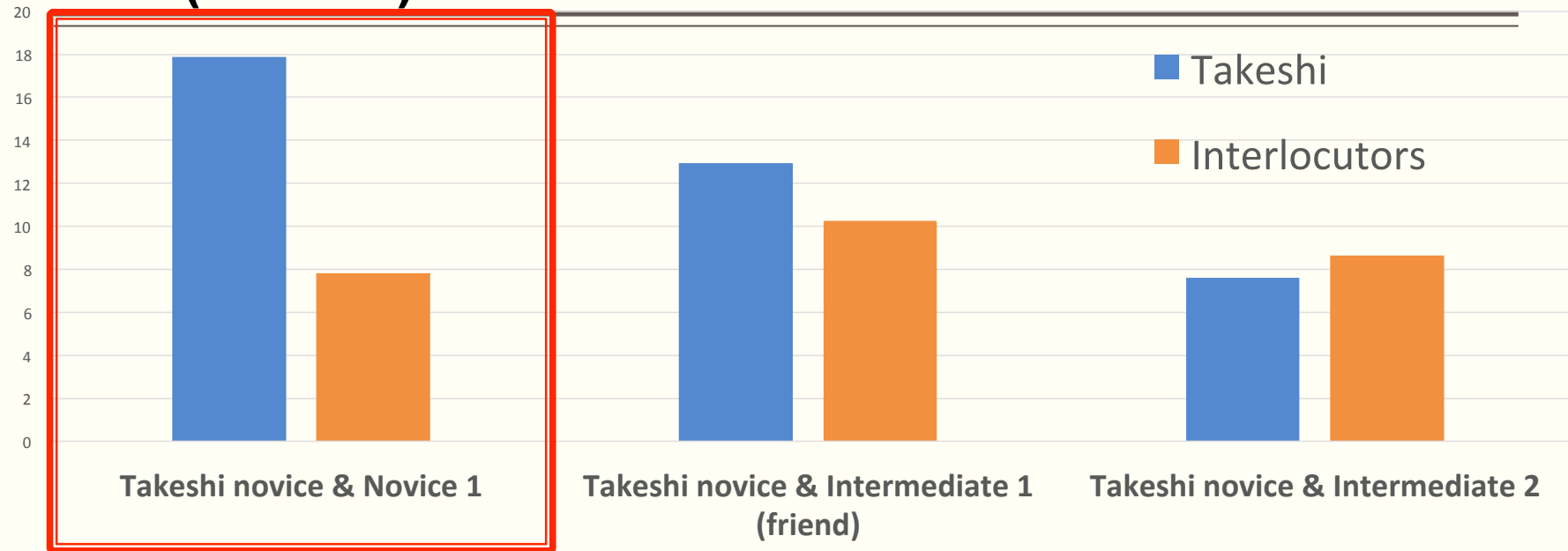


###### Intermediate learners

Novice interlocutors with low listening comprehension ability mitigate my L2 WTC because I have to worry the communication breakdowns all the time.



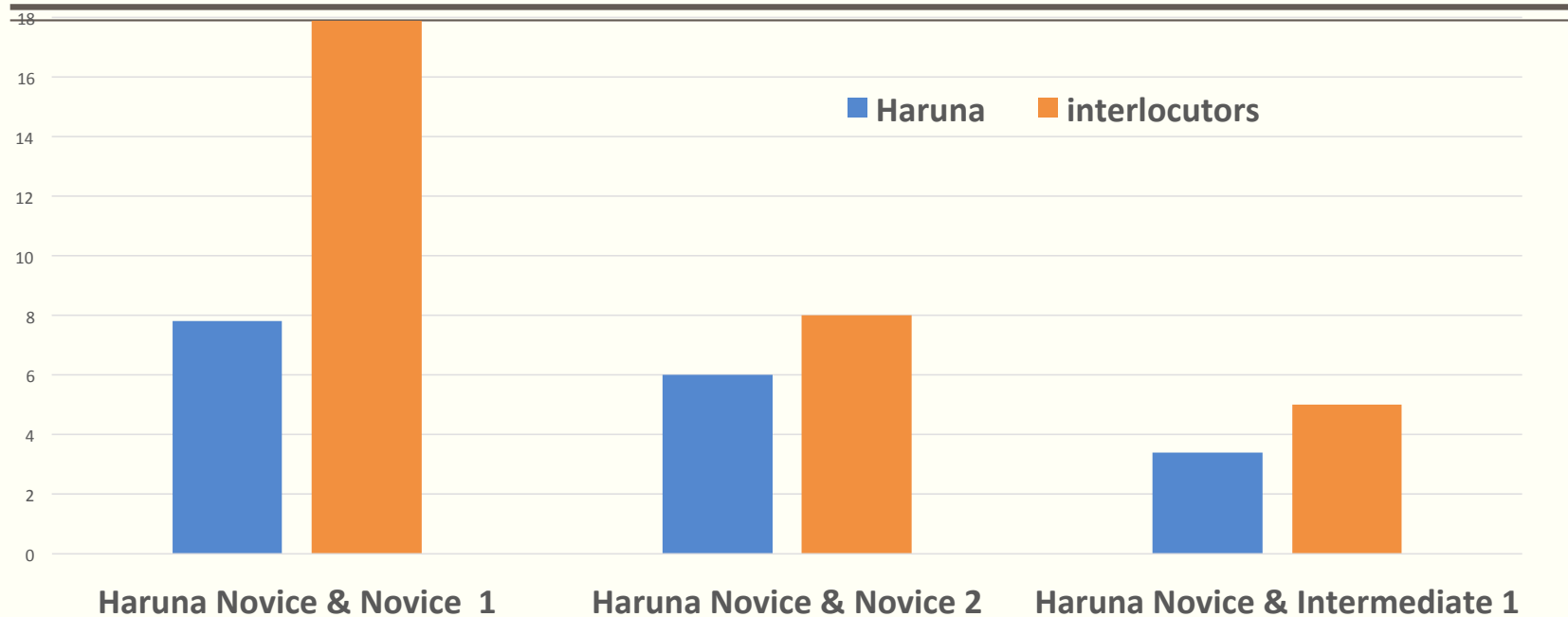
# Takeshi (Novice)'s turns with 3 interlocutors



	Takeshi	Interlocutors	Total turns/ min.
Novice & Novice	(N) Takeshi (17.89)	& (N) Haruna (7.82)	25.71
Novice & Intermediate friend	(N) Takeshi (12.93)	& (I-F) Andrew (10.27)	23.20
Novice & Intermediate	(N) Takeshi (7.59)	& (I) Hako (8.64)	16.23

(N)Novice, (I) Intermediate, (I-F) Intermediate close friend

# Haruna (Novice)'s turns with 3 interlocutors



	Haruna	Interlocutors	Total turns/min.
Novice & Novice	(N) Haruna (7.82)	& (N) Takeshi (17.89)	25.71
Novice & <b>Intermediate</b>	(N) Haruna (3.4)	& <b>(I) Andrew (5.0)</b>	8.4
Novice & Novice	(N) Haruna (6.0)	& (N) Ruri (8.0)	14

## 4. Results: **Study 2**

What factors affecting situational WTC in interactional task?

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### **Relationship with interlocutors**

## Hako said:

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- *“I don’t want to talk with my group members (not participant group), we had kind of fight. I mean we don’t get along with each other. So, we don’t even talk with each other in Japanese. How could we speak to each other in English? The relationship with interlocutors is very important. I want to speak with someone in a good relationship.” (Hako, Intermediate)*

## All the participants said:

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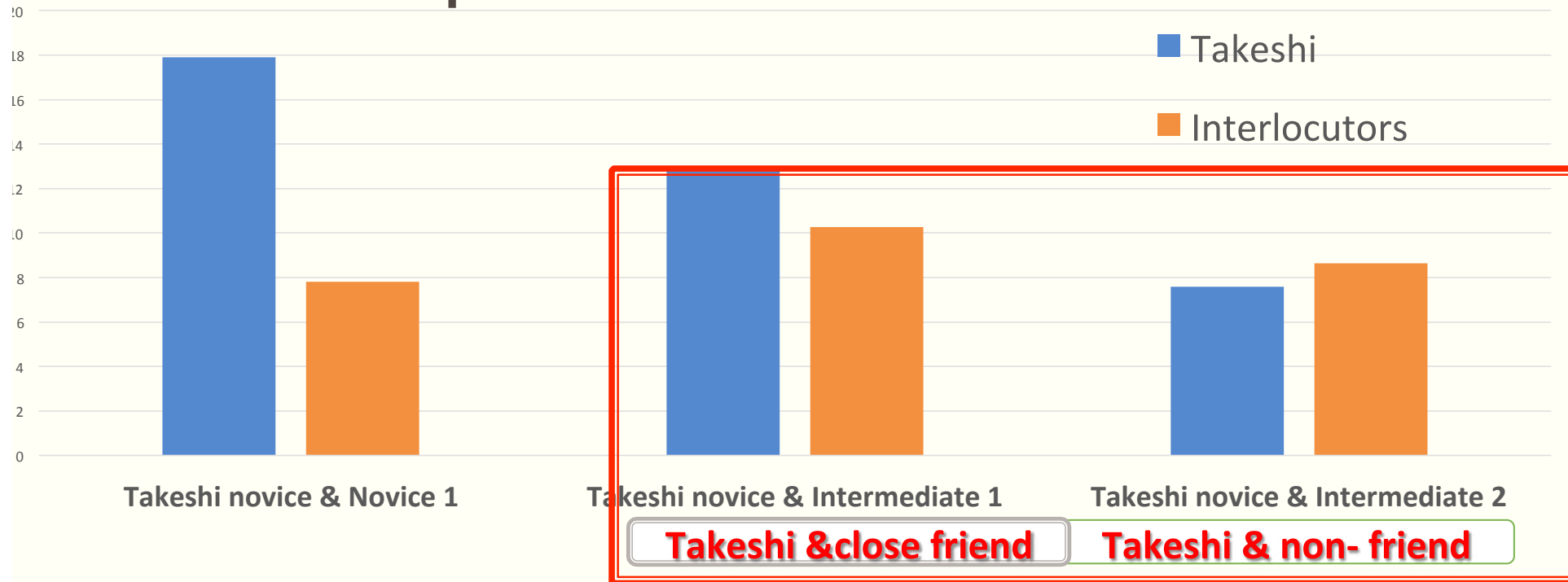
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- *Task is kind of extension of usual communication. So, even in English task, I want to have fun talking with my close friends! You know it's much more fun and comfortable talking with someone you like and you know well than someone you are unfamiliar with.*

#### 4. Results: Study 2

What factors affecting situational WTC in interactional task?

### Relationship with interlocutors



## 5. Conclusion:

RQ1: Does TBL enhance situational WTC of Japanese L2 young learners performing an interaction-based task in the classroom context?

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- Learners' situational WTC in task improved significantly and continuously over time.



Situational WTC

## 5. Conclusions

RQ2: What individual factors influence Japanese L2 young learners performing an interaction in TBL?

RQ3: What factors stimulate or mitigate participants' situational L2 WTC in moment-to-moment dyadic student-student interactions in TBL?

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### □ Individual factors:

- Situational perceived task competence
- Situational task engagement

### □ Main Contextual factor → Interlocutor factors:

- Negotiation efforts
- A good balance of speaking level
- Good relationship between speakers



**Intrinsically enjoy  
interpersonal  
communication**



## 6. Teaching implications to stimulate WTC

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### **(1) Create genuine communication experience students can interictally enjoy through TBL.**

(e.g., Finding the best Okinawa tourist spots for ALT teacher through interviewing; Making a wonderful Christmas plan and inviting someone; Telling why school lunch is good or not good.)

### **(2) Enforce perceived task competence through task design and implementation.**

Give them the task they can handle and challenge. Or predetermine what is needed to lead successful task interaction, scaffold the learners' task performance through task-planning stages (language gap between pairs, etc)

### **(3) Build strategic competence in L2 in the classroom.**

Learners should know how they can repair communication breakdowns ( i.e., What to say and how to act when they've misunderstood or when someone has misunderstood instead of being silent.)

## References

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