Investigating the relationship between input task characteristics and performance on written output tasks

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Introduction

- Increased interest in integrated EAP testing: "real-life performance ... seen as the criterion of choice ..." (Shaw and Weir, 2007: 17)
- Research:
- Independent vs integrated tests (Esmaeili, 2006; Gebril, 2009; Cumming et al., 2004);
- Input formats in listening tests (Daniel, 1986; Coniam, 2000; Ginther, 2002; Ockey, 2007; Wagner, 2010);
- Note-taking in listening tasks (Dunkel, 1988; Faraco et al., 2002; Carrell, 2007;)
- Assessing writing (Shaw, 2001; Weigle, 2002; Hamp-Lyons, 1991)

Outline

Introduction

Findings

The pilot study

Methodology Expectations

· Expectations revisited

Observations, issues and questions

Participants

The pilot study

- 11 students on Pre-Master's courses at a UK university
- Ages: 18-40 (mainly 22-25 bracket)
- Nationalities: Omani, French, Spanish, Taiwanese, Chinese, Japanese, Saudi
- IELTS levels: roughly 3.5 to 6.5

Methodology

- VARK questionnaire
- IELTS Listening past paper
- IELTS Writing task 2 past paper
- EAP Listening into Writing task
 - Task: take notes on a lecture presented in four different formats and then write an essay on the lecture topic

 - Seeing and hearing the speaker (Kinaesthetic)
 - Hearing the speaker only (Auditory)
 - Hearing the speaker and seeing a diagram (Visual)
 - Hearing the speaker and seeing content information on a slide (Read/Write)
- Feedback questionnaire

Expectations

- Quantitative
 - Significant correlations between:
 - VARK and the independent listening & writing tasks
 - VARK and integrated task -> sensory preferences impact on performance
 - Independent writing and EAP writing scores
 Perceived performance vs actual performance
- Perceived performance vs VARK scores
- Qualitative
- A significant amount of language from lecture will be reproduced in integrated writing task Mid-ability participants: to produce most matches
- Higher ability participants: to paraphrase more
- Lower ability participants: to understand less therefore reproduce less

Findings

VARK vs IELTS LISTENING	-0.4026465
VARK vs. IELTS WRITING	-0.20157413
IELTS WRITING vs. EAP	0.72912557
VISUAL vs PART THREE	0.30994342
AUDITORY vs PART TWO	0.03714634
▶ READ/WRITE vs PART FOUR	-0.56199997
KINAESTHETIC vs PART ONE	0.64748756

Actual vs. perceived performance on EAP task

Đ	STRONGEST	WEAKEST	PERCEIVED STRONGEST	PERCEIVED WEAKEST	Weakest
BATH01	2,3	4	4	2	student
BATH02	3	4	1	3	
BATH03				3,4	Strongost
BATH04	2,3	4	4	- 3	Strongest
BATH05	1,2,3,	4	3	2	student
BATH06	3	4	1	3	
BATH07	2	1	3	2	
BATH08	3	1	2	1	Only one
BATH09	3	4	4	1	whose
BATH10	2,3,4	1	4	2	
BATH11	2	4	2	4	perceptions
1					matched reality

EAP vocabulary - part one

54	EAP lecture vocabulary	BATHOO	BATH02	BATHOS	BATH04	BATH05	BATHOS	BATH07	BATH08	BATH09	BATH10	BATH11	TOTALS
55	Part one (seeing and hearing the speaker)												
56	disorientation					1							1
57	things are done slightly different(ly)					1							1
58	ursure												1
55	not (a) new concept								1				1
60	another intercultural competence and [intercultural] com	runication											1
61	(like) being a child again			1			1	1	1	1	1	1	1 10
62	put you in(to) a new environment					1	1						1
63	everything you know about the world has changed												1

EAP vocabulary - part two

54	EAP lecture vocabulary	BATHOO	BATH02	BATHOS	BATH04	BATH05	BATH06	BATH07	BATH08	BATH09	BATH10	BATH11	TOTALS	į
	Part two (hearing the speaker only)													
	depression/depressed					1		l.			1	2	1	
	lonely					1 :		l .			2	2	1	
68	(feel) sad					1					1	1	1	
69	[no] confidence					1		ı	1			1		
70	you can't solve even [the smallest of] problems						1		l.			1	1	
71	insecure					1						1		
72	ursure						1					1	1	
73	shy					1 1	ı		1		1	1	1	
74	withdrawn					1								
	(more/very) emotional									1		1	1	
76	ay						l				1	1	1	
77	a .	1				1 :	1				1	1		
78	(get) a cold						ı					1	1	
79	headache	1								1			1	
80	tired					1	ı		1					
81	can not sleep											1	1	
82	feel stress(ed)/stressful					1 :				2	1		1	
83	speak a different language every day												1	
84	(gain) valuable skills for (the) future						1			1				
85	perfect()y/ normal (and (perfectly) natural)												1	

EAP vocabulary - part three

A	В	C	D	E	F	6	Н		J	K	L	
4 EAP lecture vocabulary	BATH01	BATH02	BATHOS	BATH04	BATH05	BATH06	BATH07	BATH08	BATH09	BATH10	BATH11	TOTA
7 Part three (hearing the speaker and seeing the diagram)												П
8 excited								1				
5 feel happy	- 1									2 1		
0 (you have) just arrived		1			1 1		l.			1 1		
everything lyou're seeing and learning) is new					1	l						
(friends and family) are still close to your heart		1			1 1	1						
8 (feel) unhappy	1				2		1 7					
4 you don't know how to deal with [them/the differences]					1	l						
6 (feel) confused					1		1 1			1 1		
6 uneasy										1		
7 probably don't have friends or family close by (that you can	rtalk to)				1 1	l				1		
start to dislike (the new culture)	1				1 1	ı	1			1		
9 you get together with people from your own country to co	nglain abo	utit										
00 complain about the new country		1			1	l						
II you can live with (it/then)		1			1 1	l				1		
12 you can deal with (it)		- 1								1		
03 perfectly happy	1				1		1					
M may not do [every/thing in the same way as people (in) the	new cult	Té.										
35 (go through the) same stages							1					

EAP vocabulary - part four

54 EAP lecture vocabulary	BATH01	BATH02	BATHOS	BATH04	BATH05	BATH06	BATH07	BATH08	BATH09	BATH10	BATH11	TOTALS
177 Part four (hearing the speaker and seeing words on th	e slide)											
08 depends on the individual								1	1			
09 (depends) on the attitude (to the new culture)				1								
10 fryou like itornot												
11 <mark>(depends on the) situation</mark>			1									
12 how big the difference between your culture and the	newone (is)											
13 on the steps you take to minimise it												
1.14 prepare yourself/preparation												
115 join aclub					- 1		- 1					

Total number of reproductions

BATH01	BATH02	BATH03	BATH04	BATH05	BATH06	BATH07	BATH08	BATH09	BATH10	BATH11	TOTALS
8	15	0	36	37	10	31	24	20	28	27	236

EAP slides

III												
120 EAP slides	BATH01	BATH02	BATHOS	BATH04	BATH05	BATH06	BATH07	BATHOS	BATHOS	BATH10	BATH11	TOTALS
121 find out about the host culture					1					1		
122 find out about the host country										1		
123 be aware of your own culture					1		1			1		
124 remember that culture shock exists					1		1			1		
125 aware of the symptoms							1			1		
126	0	(- 0	-	3	0	3	0	(5	(1
417												



Expectations revisited

- Quantitative
 - Correlations
- Qualitative
 - Significant amount of language
 - mixed
 - Mid-ability participants: to produce most matches
- · Higher ability participants: to paraphrase more
- Lower ability participants: to understand less therefore reproduce less
 - © (Hooray!!)

Observations, issues and questions

- Observations
 - EAP essays length and substance
 - IELTS vs EAP performance ties in with Esmaeili's (2006) findings
- Issues
 - Time pressure
 - VARK limited research on validity

 - IELTS vs EAP test bias "I have nothing to say" vs "I don't understand the lecture!"
 Cumming *et al.* (2004)
 - More participants needed any volunteers?
- Questions
- Film the participants?
- Allow more time?

Thanks for your attention! Any questions?



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