RESEARCH GRANTS COUNCIL
COMPETITIVE RESEARCH FUNDING SCHEMES FOR
THE LOCAL SELF-FINANCING DEGREE SECTOR

FACULTY DEVELOPMENT SCHEME (FDS)

Completion Report
(for completed projects only)

Submission Deadlines: 1. *Auditor's report with unspent balance, if any: within **six** months of the approved project completion date.*
2. *Completion report: within **12** months of the approved project completion date.*

Part A: The Project and Investigator(s)

1. **Project Title**

Learner engagement in listening-and-speaking tasks in the face-to-face and the synchronous

computer-mediated communication conditions

2. **Investigator(s) and Academic Department(s) / Unit(s) Involved**

Research Team	Name / Post	Unit / Department / Institution
Principal Investigator	GE Haoyan/ Assistant Professor	School of Education and Languages, Hong Kong Metropolitan University
Co-Investigator(s)	QIU Xuyan/ Assistant Professor	Department of English and Communication, The Hong Kong Polytechnic University
	LO Yuen-yi/ Associate Professor	Faculty of Education, The University of Hong Kong
	BUI Gavin Hiu-yuet/ Associate Professor	Department of English, The Hang Seng University of Hong Kong
Others	Nil	Nil

3.   Project Duration

	Original	**Revised**	**Date of RGC / Institution Approval** *(must be quoted)*
Project Start Date	01/01/2022	Nil	
Project Completion Date	30/06/2023	31/12/2023	10/02/2023
Duration *(in month)*	18	24	10/02/2023
Deadline for Submission of Completion Report	30/06/2024	31/12/2024	10/02/2023

4.4   Please attach photo(s) of acknowledgement of RGC-funded facilities / equipment.

N/A

Part B: The Final Report

5.   Project Objectives

5.1   Objectives as per original application

1.   To contribute to a more nuanced theoretical underpinning for task engagement in Task-based Language Teaching (TBLT) research with quantitative and qualitative research findings.

2.   To provide insights into how task-based learning works differently in the face-to-face interaction (FTF) and synchronous voice-based computer-mediated communication (SvCMC) conditions and consider the relative affordances that each of the two conditions has to offer.

3.   To investigate the relative benefits of different task types from the perspective of Hong Kong English as a second language (ESL) learners' engagement in listening-and-speaking tasks in the FTF and SvCMC conditions

4.   To investigate the effects of different task complexity conditions on Hong Kong ESL learners' engagement in listening-and-speaking tasks in the two conditions.

5.   To examine the interaction effects between task types and task complexity on Hong Kong ESL learners' engagement in listening-and-speaking tasks in the two conditions.

6.   To offer original pedagogical implications for task-based second language (L2) teaching, with a particular focus on task engagement in the L2 listening-and- speaking context.

7.   To offer innovative pedagogical implications on improving L2 learners' task engagement, and potential learning outcomes in TBLT.

5.2   Revised objectives

Date of approval from the RGC:	Nil
Reasons for the change:	Nil

5.3   Realisation of the objectives
(Maximum 1 page; please state how and to what extent the project objectives have been achieved; give reasons for under-achievements and outline attempts to overcome problems, if any)

To achieve Objectives 1-5, we have collected both quantitative and qualitative research data from 100 undergraduate students from six universities in Hong Kong by the end of this project. They have been asked to perform interactive oral tasks in either face-to-face (FTF) or computer-mediated communication (CMC) contexts. Data analysis was conducted to investigate the main effects of task type, task complexity, and communication mode on these ESL learners' engagement in task performance and the interaction effects between task types, task complexity, and communication modes. The results have been presented in the manuscripts that have been published or are currently under review.

To achieve Objectives 1, 6, and 7, theoretical and pedagogical implications of the findings have been generated and presented in international conferences. The findings provide empirical evidence for TBLT in terms of learner engagement and different task design and implementation factors, which contributes to the theoretical construction of task engagement. Suggestions are also yielded for teachers concerning how to design tasks for different communication or teaching modes.

Overall, the findings have contributed to a more nuanced theoretical underpinning for task engagement in TBLT research and offer pedagogical implications for L2 teaching and learning. The seven project objectives have been fully achieved.

5.4   Summary of objectives addressed to date

Objectives *(as per 5.1/5.2 above)*	Addressed *(please tick)*	Percentage Achieved *(please estimate)*
1. To contribute to a more nuanced theoretical underpinning for task engagement in Task-based Language Teaching (TBLT) research with quantitative and qualitative research findings	✓	100%
2. To provide insights into how task-based learning works differently in the face-to-face interaction (FTF) and synchronous voice-based computer-mediated communication (SvCMC) conditions and consider the relative affordances that each of the two conditions has to offer	✓	100%
3. To investigate the relative benefits of different task types from the perspective of Hong Kong English as a second language (ESL) learners' engagement in listening-and-speaking tasks in the FTF and SvCMC conditions.	✓	100%
4. To investigate the effects of different task complexity conditions on Hong Kong ESL learners' engagement in listening-and-speaking tasks in the two conditions.	✓	100%
5. To examine the interaction effects between task types and task complexity on Hong Kong ESL learners' engagement in listening-and-speaking tasks in the two conditions.	✓	100%
6. To offer original pedagogical implications for task-based second language (L2) teaching, with a particular focus on task engagement in the L2 listening-and- speaking context.	✓	100%
7. To offer innovative pedagogical implications on improving L2 learners' task engagement, and potential learning outcomes in TBLT.	✓	100%

6. Research Outcome

6.1   Major findings and research outcome
(Maximum 1 page; please make reference to Part C where necessary)

This project investigated the impact of task complexity and task types on Hong Kong ESL learners' engagement in listening-and-speaking tasks in face-to-face communication (FTF) and computer-mediated communication (CMC) modes. Below is a summary of the major findings and research outcome.

(1) Different task complexity factors may impose varying effects on Hong Kong ESL learners' task engagement. Number of elements and pre-task planning did not significantly affect learner engagement. However, reasoning demand, along with planning time, positively engages learners in task performance. These findings have been reported in publications (Qiu, 2024; Qiu & Bui, 2022 online; Qiu et al., under review) and the two conference presentations included in Part C.

(2) Task types affect learner engagement in oral tasks, with learners appearing more engaged in descriptive tasks than in other task types. These findings have been reported in publications (Qiu, Ge, & Cai, 2024; Qiu et al., under review) included in Part C.

(3) ESL learners show similar levels of engagement in both FTF and CMC modes. These findings have been reported in the publications (Qiu, 2024; Qiu & Bui, 2022 online; Qiu, Ge, & Cai, 2024) included in Part C.

(4) Communication modes may moderate learner engagement in tasks of different complexity levels and types. Teachers may need to consider the features of communication modes when designing listening-and-speaking tasks. These findings have been reported in publications (Qiu, 2024; Qiu & Bui, 2022 online; Qiu, Ge, & Cai, 2024) and the two conference presentations included in Part C.

6.2   Potential for further development of the research and the proposed course of action
(Maximum half a page)

The findings of this research project indicate that communication modes (e.g., computer-mediated communication or online learning and face-to-face communication or learning in the physical classroom) play an important role in task design and implementation. Teachers need to consider the features of different teaching modes (e.g., online versus face to face) when designing and implementing classroom activities to engage L2 learners in the learning process. To continue the research agenda, a wider range of classroom activities and their implementation in more diverse communication modes (e.g., communication in virtual environments such as Virtual Reality) can be further investigated. Learner engagement can be measured not only with discourse analytical methods but also with idiodynamic and psychophysiological methods to provide a more comprehensive picture of task engagement and possible ways to enhance it.

7. Layman's Summary
(Describe <u>in layman's language</u> the nature, significance and value of the research project, in no more than 200 words)

This research project investigates the impact of task complexity and type on Hong Kong English learners' engagement in listening-and-speaking tasks in face-to-face communication (FTF) and computer-mediated communication (CMC) modes. The findings extend the concept of learner engagement from general L2 teaching and learning domains to specific areas of task-based language teaching. Suggestions are provided for second language teaching and learning, emphasizing that teachers need to consider the different affordances of FTF (teaching

and learning in the physical classrooms) and CMC (online teaching and learning) and select tasks appropriate to the teaching mode to promote learner engagement. Tasks that are slightly above learners' current levels and trigger cognitive engagement are recommended. The findings also underscore the importance of familiarizing learners with the features of online teaching and learning if online oral tasks are to be adopted.

Part C: Research Output

8. Peer-Reviewed Journal Publication(s) Arising <u>Directly</u> From This Research Project
(Please attach a copy of the publication and/or the letter of acceptance if not yet submitted in the previous progress report(s). All listed publications must acknowledge RGC's funding support by quoting the specific grant reference.)

The Latest Status of Publications				Author(s) *(denote the corresponding author with an asterisk*)*	Title and Journal /Book *(with the volume, pages and other necessary publishing details specified)*	Submitted to RGC *(indicate the year ending of the relevant progress report)*	Attached to this Report *(Yes or No)*	Acknowl-edged the Support of RGC *(Yes or No)*	Accessible from the Institutional Repository *(Yes or No)*
Year of Publication	**Year of Acceptance** *(For paper accepted but not yet published)*	**Under Review**	**Under Preparation** *(optional)*						
2024				Xuyan Qiu*	Revisiting the Cognition Hypothesis: The impact of task complexity on L2 learner engagement in task performance in computer-mediated and face-to-face communication; *Computer Assisted Language Learning, 37*(7), 2028-2050.	2022	Yes [Attachment 1]	Yes	Yes
2022 (online first)				Xuyan Qiu* and Gavin Bui	Pre-task planning effects on learner engagement in face-to-face and synchronous computer-mediated communication; *Language Teaching Research*	2022	Yes [Attachment 2]	Yes	Yes
2024				Xuyan Qiu, Haoyan Ge, and Jinting Cai*	An exploratory study on second language learner engagement in different types of interactive tasks in video-chat and text-chat communication; *International Review of Applied Linguistics in Language Teaching*	Nil	Yes [Attachment 3]	Yes	Yes
		Yes		Xuyan Qiu, Yuen Yi Lo, Haoyan Ge*, & Gavin Bui,	Second language learner engagement in computer-mediated interactive oral tasks	Nil	Nil	Yes	Yes [After published]

9. Recognized International Conference(s) In Which Paper(s) Related To This Research Project Was / Were Delivered
(Please attach a copy of each conference abstract)

Month / Year / Place	Title	Conference Name	Submitted to RGC *(indicate the year ending of the relevant progress report)*	Attached to this Report *(Yes or No)*	Acknowledged the Support of RGC *(Yes or No)*	Accessible from the Institutional Repository *(Yes or No)*
03/2023/ University of Hawaii at Hilo (online)	ESL learner engagement in interactive oral tasks: The influence of pre-task planning and intentional reasoning	Second Hawai'i International Conference on English Language and Literature Studies	2022	Yes [Attachment 4]	Yes	Yes
06/2023/ Macquarie University	Task type and task complexity effects on second language learner engagement in interactive task performance in computer-mediated communication	International Symposium on Bilingualism	Nil	Yes [Attachment 5]	Yes	Yes

10. Whether Research Experience And New Knowledge Has Been Transferred / Has Contributed To Teaching And Learning
(Please elaborate)

No.

11. Student(s) Trained
(Please attach a copy of the title page of the thesis)

Name	Degree Registered for	Date of Registration	Date of Thesis Submission / Graduation
	Bachelor of Language Studies with Honours (Bilingual Communication) and Bachelor of Global Business with Honours	09/2019	NA

12. Other Impact
(e.g. award of patents or prizes, collaboration with other research institutions, technology transfer, teaching enhancement, etc.)

Not available.

13. Statistics on Research Outputs

	Peer-reviewed Journal Publications	Conference Papers	Scholarly Books, Monographs and Chapters	Patents Awarded	Other Research Outputs (please specify)	
No. of outputs arising directly from this research project	4	2	0	0	Type	No.
					Nil	Nil

14. Public Access Of Completion Report
(Please specify the information, if any, that cannot be provided for public access and give the reasons.)

Information that Cannot Be Provided for Public Access	Reasons