

TRANSLATION TASKS, COLLABORATIVE PRE-TASK PLANNING FOR REPETITION AND L2 SPEECH PERFORMANCE

TAREFAS DE TRADUÇÃO, PLANEJAMENTO PRÉ-TAREFA COLABORATIVO PARA REPETIÇÃO E DESEMPENHO NA L2

Raquel D'Ely

Universidade Federal de Santa Catarina
Florianópolis, Santa Catarina, Brasil

Maria da Glória Guará-Tavares

Universidade Federal do Ceará
Fortaleza, Ceará, Brasil

ABSTRACT: The present study examined L2 speech performance of a translation task under two task implementation conditions: pre-task planning (Foster and Skehan, 1996; Sangarun, 2005; Mehnert, 1998) and collaborative pre-task planning for repetition (D'ely, 2006). Nine participants performed a translation task twice, under a pre-task planning and under a collaborative pre-task planning for repetition condition respectively. The task consisted of a one minute commercial video. L2 speech performance was measured in terms of fluency, accuracy and complexity. Results showed that performance after the collaborative pre-task planning condition yielded statistically significantly more accurate L2 speech when compared to performance under a pre-task planning condition. Results also indicate that translation tasks can be useful when aiming at leading learners' attention to formal aspects of the language.

KEYWORDS: Translation tasks; Repetition; Pre-task planning

RESUMO: O presente estudo investigou o desempenho oral em L2 de uma tarefa de tradução em duas condições de implementação de tarefas: planejamento pré-tarefa (Foster e Skehan, 1996; Sangarun, 2005; Mehnert, 1998) e planejamento colaborativo pré-tarefa para repetição (D'ely, 2006). Nove participantes realizaram uma tarefa de tradução duas vezes, sob um planejamento pré-tarefa e em um planejamento colaborativo pré-tarefa para a condição de repetição, respectivamente. A tarefa consistia em um vídeo comercial de um minuto. O desempenho oral em L2 foi medido em termos de fluência, precisão e

complexidade. Os resultados mostraram que o desempenho após a condição de planejamento pré-tarefa colaborativa produziu desempenho oral em L2 significativamente mais significativo quando comparado ao desempenho sob uma condição de planejamento pré-tarefa. Os resultados também indicam que as tarefas de tradução podem ser úteis ao visar à atenção dos alunos aos aspectos formais da linguagem.

PALAVRAS- CHAVE: Tarefas de tradução; Repetição; Planejamento pré-tarefa

INTRODUCTION

Over the last decades there has been a substantial body of research on tasks (Ellis, 2005). Within the study of tasks, two constructs that have attracted considerable attention are *pre-task planning* (Crookes, 1989; Foster and Skehan, 1996; Mehnert, 1998; Ortega, 1999; Yuan and Ellis, 2003; Guará-Tavares, 2011) and *task repetition* (Bygate, 2001b; Lynch & Maclean, 2001; Gass, Mackey, Alvarez-Torres & Fernández-García, 1999).

Tasks can be defined as pedagogical tools that resemble real life activities which lead learners to focus on form in the attempt to convey meaning to achieve a communicative outcome (Ellis, 2003; Bygate, Skehan & Swain, 2001). Pre-task planning¹ is a task implementation condition in which learners have the opportunity to plan their speech production before actual task performance (Skehan, 1998; Ellis, 2003). Pre-task planning is a means to help learners' overcome limitations in attentional resources and improve L2² performance (Ellis, 2005). Planning is a problem solving activity (D'Ely, 2006), and it seems to assist performance by triggering a range of strategic, metalinguistic and metacognitive behaviors (Ortega, 2005).

Task repetition (also known as integrative planning) is a task implementation condition in which learners have the opportunity to repeat task performance (Ellis, 1987; Gass et al., 1999; Bygate, 2001b; Lynch and MacLean, 2001; D'Ely, 2006). From a metacognitive perspective, repetition, the process that takes place by the mechanism of rehearsal, encompasses the ideas that (1) practice makes perfect, (2) familiarity improves performance and (3) organization and elaboration leads to learning (Sternberg, 2003; Anderson, 1995; Ashcraft, 1994 and Baddeley, 1990). Learners will be able to retrieve crucial information from long-term memory when performing a task (the same or a similar one), for a second time (Bygate, 2001b).

More recently Bygate and Samuda (2005) make a case for conceptualizing repetition as a form of planning coined as 'integrative planning'. As learners have the opportunity to repeat the task, the first enactment of the task serves as a form

¹ The terms 'strategic planning' and 'pre-task planning' will be used interchangeably in the present study to refer to planning which takes place before a task is performed (Ellis, 2005). Moreover, 'speaking', 'speech production' and 'speech performance' are operationalized as the ability to perform an oral narrative task (Fortkamp, 1999; D'Ely, 2006; Guará-Tavares, 2009; 2011).

² Ellis (1994) distinguishes the terms second and foreign language. As for second language learning, "the language plays an institutional and social role in the community. In contrast, foreign language learning takes place in settings where the language plays no major role in the community and is primarily learnt only in the classroom" (p. 11). Ellis (1994) also claims for the need of a neutral term, which in line with common usage, he uses the term second language. Therefore, from now on, following Ellis (1994), both second and foreign language will be referred to as L2 in the present study. Whenever necessary, the distinction between 'second' and 'foreign' learning contexts will be made.

of planning in which learners can draw upon for both (re)conceptualizing and (re)formulating the message in the second encounter (Bygate&Samuda, 2005, p. 45).

Research on task based language learning has investigated mainly narrative tasks, picture descriptions and retelling (Mehnert, 1998; Foster and Skehan, 1996; D'Ely, 2006; Guará-Tavares, 2009; 2011). However, translation tasks have been unexplored. Bearing that in mind, the present study sets out to examine the impact of pre-task planning and task repetition on L2 oral performance of a translation task.

1. REVIEW OF THE LITERATURE

1.1 STUDIES ON PRE-TASK PLANNING AND TASK REPETITION

Researchers have investigated planning from a variety of perspectives, including the different types of planning (Foster and Skehan, 1996; Sangarun, 2005); different amounts of planning time (Mehnert, 1998); the interaction between planning and different task types (Foster and Skehan, 1996), the interaction between planning and levels of proficiency (Kawauchi, 2005), and the relationship between planning and individual differences in working memory capacity (Guará-Tavares, 2011, 2013; Wen, 2014). In general, studies have shown a positive impact of planning on L2 performance. Several studies have shown that planning leads to gains in fluency (Foster and Skehan, 1996; Mehnert, 1998; Ortega, 1999;). Studies have also shown that planning enhances complexity (Crookes, 1989; Foster and Skehan, 1996; Mehnert, 1998; Ortega, 1999; Yuan and Ellis, 2003; Guará-Tavares, 2011). Finally, planning may lead to gains in accuracy, although results have been more mixed in this respect (Ellis, 1987; Mehnert, 1998; Ortega, 1999; Foster and Skehan, 1999; Guará-Tavares, 2011).

One interesting finding of the studies on the impact of planning on L2 speech performance is the evidence of trade-off effects. Foster and Skehan (1996), Mehnert (1998), and Yuan and Ellis (2003) discuss results of their studies in terms of an attentional model of learning and performance. In this sense, they emphasize that there are trade-off effects among the goals of fluency, complexity and accuracy in the context of the use of the learners' limited capacity attentional resources. In other words, these three goals of performance-fluency, accuracy and complexity- compete for learners' limited attentional resources. The trend of research results tends to show that planning leads to gains in fluency and complexity at the expense of gains in accuracy (Mehnert, 1998).

Concerning task repetition, the indication is that learners will be able to retrieve crucial information from long-term memory when performing a task (the same or a similar one), for a second time (Bygate, 2001b). Research results such as those of Gass et al. (1999), Lynch and McLean (2001), D'Ely (2006), and Wang (2014) signal to the positive impact of repetition on L2 performance. As previously mentioned, Bygate and Samuda (2005) conceptualize repetition as a form of planning coined as 'integrative

planning'. According to them, when performing a task for the second time, the first task performance works as a plan from which learners will retrieve information for (re)conceptualizing and (re)formulating the message of their second performance.

D'Ely (2006) combined these two conditions- planning and repetition- in the attempt to enhance L2 learning and performance. Besides the planning and repetition conditions, she designed a condition named planning *for* repetition. In this condition, learners performed a narrative task. Then, they had instructional sessions in which they could transcribe and reflect upon aspects of their performance that could be improved. Learners worked in pairs collaboratively and also had teacher's assistance. After the instructional sessions, learners performed the task a second time. Results showed that the planning *for* repetition condition led to significant gains in learners' L2 accuracy, lexical density and complexity. These results indicate that, under a planning *for* repetition condition, learners tend to focus on language formal aspects as well as language elaboration.

In short, from a metacognitive perspective, pre-task planning is a problem solving activity (D'Ely, 2006), and it seems to assist performance by triggering a range of strategic, metalinguistic and metacognitive behaviors (Ortega, 2005). Task repetition may be seen as the process through which learners may exert some control, guidance and regulation over what they know by integrating previous knowledge in a subsequent encounter with the same task, thus, building a path towards the proceduralization of declarative knowledge, which, in turn, may lead to qualitative changes in learners' performance (cf. Bygate, 2001b; Bygate&Samuda, 2005; Ashcraft, 1994). Finally, the planning *for* repetition condition (D'Ely, 2006) seems to allow learners to benefit from both planning and repetition in a more collaborative fashion undergoing instructional sessions and peer working.

1.2 TRANSLATION IN SECOND LANGUAGE TEACHING

According to Cook (2007), translation has been disregarded in L2 teaching for three main reasons. First, it is associated with the traditional Grammar Translation Method. Second, translation is often seen as the goal but not as a means to foster language learning. Third, communicative approaches have reinforced the idea that the vehicle of communication in the L2 classroom must be the target language. Ellis (2003, 2005) suggests that grammar teaching is crucial for achieving proficiency. Machida (2011) claims that the focus on form approach integrates traditional grammar teaching (form without context or discourse) with an analytic approach requiring context where the learners are engaged in communication.

Learners naturally try to translate in the context of language learning and assigning translation activities meets this natural tendency (Machida, 2011). Translating requires wary attention to form in the attempt to convey meaning which is in line with task based teaching and research. In translation tasks, learners may notice gaps in their interlanguage, generate hypothesis and undergo metalinguistic reflection upon the target language (Swain and Lapkin, 1995; Machida, 2011).

In addition to that, task based research has shown that learners frequently may avoid linguistic structures they do not know (Guará-Tavares, 2009, 2016). A translation task allows teachers to ask students to use *specific* linguistic items thus reducing avoidance. In order to translate specific linguistic structures they do not know, learners must search, study, ask for help and feedback so that they can use the language required for performing the task. Translation tasks may be more effective for promoting accuracy, which seems to be the most challenging language dimension to improve as a consequence of task planning.

Bearing that in mind and being the fact that translation tasks have been unexplored in the research on tasks, it seems reasonable to argue that the use of translation tasks merits scrutiny.

2. METHOD

2.1 RESEARCH QUESTION

The study was motivated by one research question:

1. Does collaborative pre-task planning for repetition lead to statistically significant differences in fluency, accuracy and complexity of L2 performance on a translation task?

2.2 CONTEXT AND PARTICIPANTS

Nine students from the fifth semester of the degree in Letters at Universidade Federal de Santa Catarina were the participants of the study, seven female and two male. Their ages ranged from 19 to 21 years old, and their participation was voluntary. At the time of data collection, they had been studying English for no more than three years and one of them had lived in an English speaking country.

2.3 THE TASK

The task of the study was to translate a one-minute video³ that consisted of a commercial of *Havaianas* slippers, a popular Brazilian brand. The commercial was in Portuguese and they were supposed to translate it into English. The video consisted of the following sentences:

- Por favor, tire os seus sapatos.
- Você está entrando em território brasileiro.

³ The video can be seen at <<https://www.youtube.com/watch?v=SsFxEp6Zcos>>

- Atravessar as nossas fronteiras é fácil, difícil mesmo é ir embora.
- Pra entrar em território brasileiro você tem que usar os dois pés.
- Não dá pra fazer pela metade, e já vou logo avisando é paixão à primeira pisada.
- Então joga logo suas havaianas no chão e saia andando por ai.
- Você vai ver, é como se estivesse andando por aqui.
- Havaianas, território brasileiro.

The selection of the video was based on its length, colorfulness and familiarity most Brazilians had with the brand and the commercial genre.

2.4 DATA COLLECTION PROCEDURES

First, participants were invited to take part in the study, they signed the consent forms and answered to a bio data questionnaire. Second, the researcher created a *Whatsapp* group including all the participants. The first meeting took place in a classroom at the university. Students watched the video they were supposed to translate afterwards. The researcher read all the instructions before the video. They were told they would see a video and then they would have 15 minutes to plan the oral translation of the video, they were supposed to plan in pairs. After watching the video, students received a handout with the script of the commercial so that they could plan their translation. After 15 minutes, students got apart and recorded their translation individually on their cell phones. They could check the handout transcriptions during performance. When they finished recording their translation they sent their production to the *Whatsapp* Group created specifically for this purpose. After recording of the translation, participants answered a post task questionnaire the objective of which was to assess their perceptions and difficulties on the task they had just performed.

The second meeting took place two days later. Participants and researcher got together again at a private classroom. The researcher instructed them to listen to their own performance, and then transcribe it. They got in pairs again to analyze their performance together and try to find things that had called their attention, things that could be improved, and they also gave suggestions on their peer's performance. Finally, an open discussion took place in which they could share aspects of their performance, difficulties and perceptions of the translation.

The third meeting took place two days later and participants watched similar commercial videos in Portuguese and in English, they discussed the commercial genre and they reflected upon the task from a genre perspective. They clarified doubts concerning vocabulary and grammar.

The fourth meeting happened two days later and participants read their performance transcriptions again and they discussed ways in which they could improve. The researcher also showed them two samples of the same commercial that had been translated by two fluent speakers of English and one carried performed by a native speaker. After that, participants were instructed to read

their translation transcription again and to make any changes they thought would be necessary.

Finally, in the fifth meeting, the researcher reviews issues that have been previously discussed and asked participants to plan for two minutes and repeat their task performance a second time. They could keep their previous modified translation in their hands during the recording. After planning for two minutes, students recorded their speech and sent it to the *Whatsapp* group. After the second task performance, participants answered to a post task questionnaire in order to assess their perceptions and difficulties on the whole planning and repetition of task performance.

2.5 DATA ANALYSIS

2.5.1 SPEECH PERFORMANCE MEASURES

L2 speech performance was analyzed in terms of fluency, accuracy, and complexity. These measures have been extensively in task based research (Foster; Skehan, 1996; Mehnert, 1998; Ortega, 1999; Skehan; Foster, 1995, 2005; Yuan; Ellis, 2003; Guará-Tavares, 2009, 2011, 2016, among others). The measures were operationalized as follows:

- Fluency - as in Fortkamp (2000), D'Ely (2006) and Guara-Tavares (2009), speech rate unpruned was calculated by dividing the total number of semantic units (complete and partial words) produced by the total time in seconds (including pause time), the resulting figure was multiplied by 60 to express the number of semantic units per minute.
- Accuracy - according to Skehan (1996, 1998), accuracy is related to 'a learner's belief in norms' and, thus, concerns form in the sense of error-free performance. It was operationalized in terms of percentage of error-free clauses. It was calculated by identifying the number of error-free clauses, which was then divided by the total number of clauses produced, and the resulting figure was multiplied by 100 (Foster; Skehan, 1996; Mehnert, 1998).
- Complexity - according to Foster and Skehan (1996), subordination is considered a satisfactory measure to assess complexity, which was measured by an index of subordination reflected by the number of clauses per c-unit. It was calculated by dividing the total number of clauses (dependent and independent) by the total number of c-units. The higher the index of subordination obtained the higher the complexity of the speech was.

2.5.2 STATISTICAL ANALYSIS

The study adopted a within subject design⁴. Learners performed the task twice. The first time, under a pre-task planning condition, and the second time, under a collaborative pre-task planning for repetition condition. The speech data was submitted to statistical treatment. The first step was to carry out the descriptive statistics. Descriptive statistics provide the minimum, the maximum, and the mean values of general results in each of the measures previously mentioned, as well as the standard deviation for each performance, the first under a pre-task planning condition, and second under the collaborative pre-task planning for repetition condition. In the next step, the normal distribution of each group on all variables was tested by examining asymmetry and kurtosis.

The next step was to verify whether the collaborative pre-task planning for repetition led to significant differences in performance when compared to the pre-task planning condition, and a pair-sampled *t*-test was used for this purpose. The paired sample *t*-test, sometimes called the dependent sample *t*-test, is a statistical procedure used to determine whether the mean difference between two sets of observations is zero. In a paired sample *t*-test, each subject or entity is measured twice, resulting in *pairs* of observations. Common applications of the paired sample *t*-test include case-control studies or repeated-measures within subject designs. In this study, the pair-sampled *t*-test was used to compare learners' performance in the two task implementation conditions (pre-task planning and pre-task planning for repetition), in other words, the test was used to compare the same subjects' performances (within subjects) in two different moments. A pair-sampled *t*-test can be used when the normal distribution is normal. The *p* level for achieving statistical significance is $p < 0.05$.

3. RESULTS AND DISCUSSION

The following tables will display the results. Table 1 shows the descriptive statistics, the histograms show the normal distribution of the measures, and Table 2 shows the *t*-test.

	Minimum	Maximum	Mean	Standard deviation	Asymmetry		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Fluência 1	101	166	136,44	20,360	-,211	,717	-,362	1,400
Fluência 2	93	184	144,44	27,167	-,594	,717	,537	1,400
Acurácia 1	,27	1,00	,6089	,27634	,131	,717	-1,864	1,400
Acurácia 2	,10	,54	,3333	,13134	-,300	,717	,225	1,400
Complexidade 1	1,45	1,80	1,6089	,12098	,753	,717	-,233	1,400

⁴ All the tables and Histograms are originated from the Statistical Package for Social Sciences (SPSS).

Complexidade 2	1,41	1,90	1,5644	,15915	1,278	,717	1,328	1,400
----------------	------	------	--------	--------	-------	------	-------	-------

Table 1- Descriptive Statistics form first and second performance.⁵

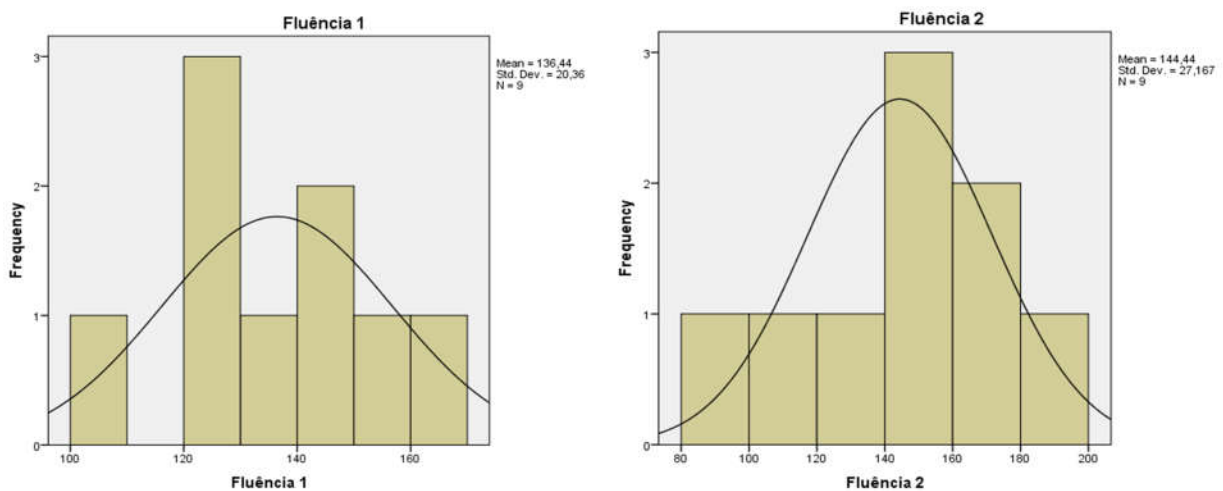
As can be seen in Table 1, the means for the second performance were higher than in the first one in fluency measures of L2 speech. It is important to highlight that accuracy is calculated for the percentage of error free clauses, thus, a lower accuracy mean indicates fewer errors. Consequently, a lower mean in accuracy indicates better performance. As far as complexity is concerned, the mean was also lower indicating less complex L2 speech for the second performance. Consequently, the second performance displayed better fluency and accuracy but lower complexity of L2 speech. The t-test will show which differences actually achieved significance.

Concerning asymmetry, it is possible to evaluate the distribution of the data set in comparison with the normal one. Negative asymmetries correspond to higher values, with the slope of the curve being more to the left, representing mean values higher than median and fashion. Positive asymmetries indicate lower values, with the mean being lower than the median and the fashion. The variable Accuracy 1 was the most symmetrical, having a value close to 0 (0.131). The most asymmetric variable was Complexity 2, with a value of 1.278.

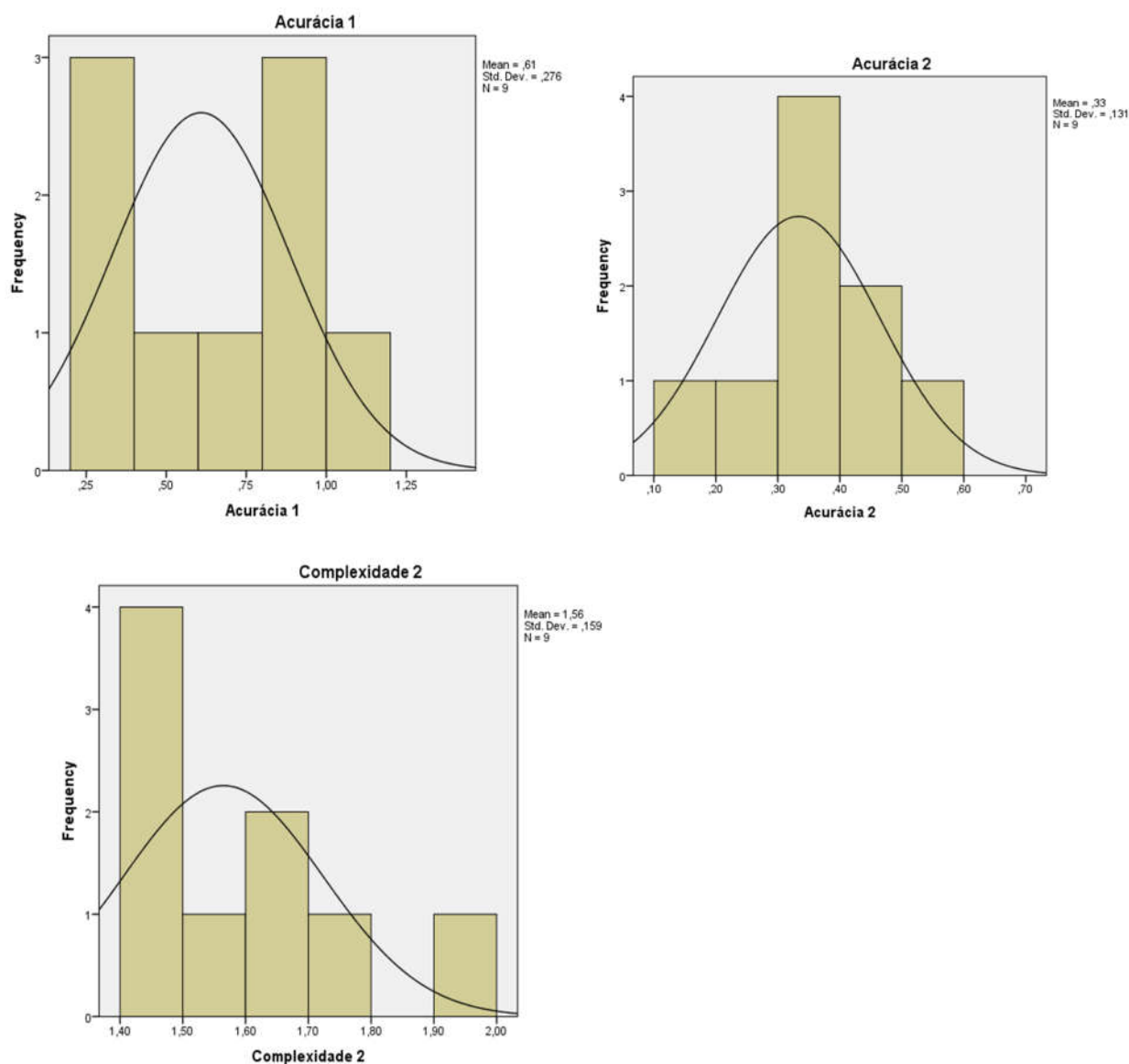
Kurtosis evaluates the degree of flatness of a curve. The variables Fluency 1 (-0.362), Accuracy 1 (-1.864), Accuracy 2 (0.225) and Complexity 1 (-0.233) presented a formation called leptokurtic, that is, kurtosis values lower than 0.263. The other variables have a formation called platikurtic, with values higher than 0.263, being Fluency 2 (0.537) and Complexity 2 (1,328).

Histograms show the frequency distribution. Also included in the histograms is the normal curve.

FREQUENCY DISTRIBUTION



⁵ Fluency- speech rate unpruned; accuracy- percentage of error free clauses; complexity- number of clauses per c-unit



After showing the measures normal distribution, Table 2 shows the results of the pair-sampled *t*-test.

		PairedDifferences					T	df	Sig. (2-tailed) <i>p</i>
		Mean	Standard Deviation	Standard error mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Fluency 1 - Fluency 2	-8,000	19,615	6,538	-23,077	7,077	-1,224	8	,256
Pair 2	Accuracy 1 - Accuracy 2	,27556	,21932	,07311	,10697	,44414	3,769	8	,005

Pair 3	Complexity 1 - Complexity 2	,04444	,19762	,06587	-,10746	,19635	,675	8	,519
--------	--------------------------------	--------	--------	--------	---------	--------	------	---	------

Table 2- PairedSamples Test.⁶

As can be seen in Table 2, the only performance measure which achieved statistical significance was L2 speech accuracy. In other words, when participants performed the translation task a second time, under a planning for repetition condition, they significantly improved accuracy of L2 speech performance. Fluency and complexity differences did not reach statistical significance. One important issue merits to be highlighted concerning these findings. Previous task based research has shown that pre-task planning tends to lead to gains in fluency and complexity at the expense of accuracy (Foster & Skehan, 1996; Mehnert, 1998; Yuan & Ellis, 2003). D'Ely (2006) showed that the planning *for* repetition condition led to significant gains in learners' L2 accuracy, lexical density and complexity. In these previous studies, narrative and picture descriptive tasks were used.

Results of the present study indicate that when performing a *translation* task a second time under a planning for repetition condition, it is accuracy that learners mostly attended to and that implies a focus on form. In face of these results, one question deserves to be asked: Why does a translation task performed a second time, under a planning for repetition condition, leads to a predominant focus on form? First, it seems reasonable to argue that since the planning for repetition condition gives learners the opportunity to reflect upon performance, correct mistakes, listen to fluent and native speakers performance, discuss with peers and have teacher's assistance, the condition itself leads to a focus on form. Second, in narrative tasks of previous research, learners were free to produce whatever they wanted in order to perform the tasks. It allows more freedom to focus on speaking faster, producing more complex and elaborated language or on language norms. The translation task required participants requires learners to produce specific lexical items and linguistic structures. This might have led learners to focus more on producing accurate language since they were not completely free on what to produce.

4. FINAL REMARKS

The present study set out to exam L2 speech performance of a translation task under two task implementation conditions: pre-task planning (Foster and Skehan, 1996; Sangarun, 2005; Mehnert, 1998) and collaborative pre-task planning for repetition (D'ely, 2006). Nine participants, all university students, performed a translation task twice, under a pre-task planning and under a collaborative pre-task planning for repetition condition respectively. The study

⁶ Fluency- speech rate unpruned; Accuracy- percentage of error free clauses; complexity- number of clauses per c-unit. $p < 0.05$

was motivated by one research question: Does collaborative pre-task planning for repetition lead to statistically significant differences in fluency, accuracy and complexity of L2 performance on a translation task? The statistical analysis showed that the collaborative planning for repetition condition led to significant gains only in accuracy of L2 speech.

Learners' attentional resources are limited and previous research results tend to show there are trade off effects among the goals of fluency, accuracy and complexity (Ellis, 1987; Mehnert, 1998; Ortega, 1999; Foster and Skehan, 1999; Guará-Tavares, 2011). Pre-task planning condition leads to gains in fluency and complexity at the expense of accuracy (Mehnert, 1998). Collaborative planning for repetition tends to lead to gains in accuracy, lexical density and complexity at the expense of fluency. Results of the present study indicated that when performing a translation task, learners mostly attend to formal aspects (accuracy) of the language at the expense of fluency and complexity.

As for pedagogical implications of the present study, it seems reasonable to argue that translation tasks should be used in the L2 classroom when the goal is promoting accuracy of L2 speech. However, the present study is limited in the number of participants and no strong claims can be made. Further research is needed in order to attest the usefulness of translation tasks for accuracy of L2 speech. This study is to be seen as a modest first step which brought empirical evidence for using translation tasks in the L2 classroom. The benefits of translation tasks acknowledged here must be further scrutinized.

REFERENCES

- ASHCRAFT, M. (1994). *Human memory and cognition*. New York: Harper Collins.
- BYGATE, M. (2001a). Speaking. In *The Cambridge Guide to Teaching English to Speakers of Other Languages*, (pp. 14-20). Ed. Carter, R. & Nunan, D. Chapter 2. Cambridge: Cambridge University Press.
- BYGATE, M. (2001b). Effects of task repetition on the structure and control of oral language. In M. Bygate, P. Skehan, & M. Swain (Eds.), *Researching pedagogic tasks: Second language learning and testing* (pp. __-__). City: Longman.
- BYGATE, M. , samuda, V. (2005) *Integrative planning through the use of task repetition.* / Planning and task performance in a second language. ed. / R. Ellis. 11. ed. Amsterdam : John Benjamins, 2005, p. 37-74 (Language learning and language teaching).
- COOK, G. (2007). A thing of the future: translation in language learning. *International Journal of Applied Linguistics* 17.3, 396401

- D'ELY, R. (2006). *A focus on learners' metacognitive processes: The impact of strategic planning, repetition, strategic planning plus repetition, and strategic planning for repetition on L2 oral performance*. Unpublished Ph.D. dissertation, Federal University of Santa Catarina, Florianópolis, Santa Catarina, Brazil.
- ELLIS, R. (2003). *Task-based language teaching and learning*. Oxford: Oxford University Press.
- ELLIS, R. (2005). Planning and task-based performance: Theory and research. In R. Ellis (Ed.), *Planning and task performance in a second language* (pp.03-34). Amsterdam and Philadelphia: John Benjamins.
- FORTKAMP, M. B. M. (2000). *Working memory capacity and L2 speech production: An exploratory study*. Unpublished Ph.D. dissertation, Federal University of Santa Catarina, Florianópolis, Santa Catarina, Brazil.
- FORTKAMP, M. B. M. (2003). Working memory capacity and fluency, accuracy, complexity, and lexical density in L2 speech production. *Fragmentos*, 24, 69-104.
- FOSTER, P. & Skehan, P. (1996). The influence of planning and task type on second language performance. *Studies in Second Language Acquisition*, 18, 299-323.
- FOSTER, P., & Skehan, P. (1999). The influence of source of planning and focus of planning on task-based performance. *Language Teaching Research*, 3, 215-247.
- GASS, S; Mackey, M; Alvarez-Torres, M. J. & Fernández-Gracia, M. (1999). The effects of task repetition on linguistic output. *Language Learning* 49:4, 549-581.
- GUARÁ-TAVARES, M. G. (2009). The relationship among pre-task planning, working memory capacity, and L2 speech performance. *Linguagem & Ensino*, Pelotas, v.12, n.1, p. 165-194, jan./jun. 2009
- GUARÁ-TAVARES, M. G. (2011). Pre-task planning, Working memory, capacity and L2 Speech Performance. *Organon. Porto Alegre*, No 51 pp 245-266
- GUARÁ-TAVARES, M. G. (2016). Learners' processes during pre-task planning and Working Memory Capacity. *Ilha do Desterro*, V 69, 1. pp:79-94.
- LYNCH, T. & MACLEAN, J. (2001). A case of exercising: Effects of immediate task repetition on learners' performance. In Bygate, M.; Skehan, P. & Swain, M. (Eds). *Researching Pedagogic Tasks Second Language Learning, Teaching and Testing*. *Applied Linguistics and Language Study*. London: Longman.

MACHIDA, S. (2011). Translation in teaching a foreign (second) language: A methodological Perspective. ISSN 1798-4769 Journal of Language Teaching and Research, Vol. 2, No. 4, pp. 740-746, July 2011 © 2011 ACADEMY PUBLISHER Manufactured in Finland. doi:10.4304/jltr.2.4.740-746

MEHNERT, U. (1998). The effects of different lengths of time for planning on second language performance. *Studies in Second Language Acquisition*, 20, 83-108.

ORTEGA, L. (1999). Planning and focus on form in L2 oral performance. *Studies in Second Language Acquisition*, 21, 109-148.

ORTEGA, L. (2005). What do learners plan? Learner-driven attention to form during pretask planning. In R. Ellis (Ed.), *Planning and task performance in a second language* (pp. 77-110). Amsterdam and Philadelphia: John Benjamins.

SANGARUN, J. (2005). The effects of focusing on meaning and form in strategic planning. In R. Ellis (Ed.), *Planning and task performance in a second language* (pp. 111-142). Amsterdam and Philadelphia: John Benjamins.

SWAIN, M. (1985). Three functions of output in second language learning. In G. Cook & B. Seidlhofer (Eds.), *Principles and practice in Applied Linguistics: Studies in honour of H. G. Widdowson* (pp. 125-144). Oxford: Oxford University Press.

SWAIN, M., LAPKIN, S. (1995). Problems in output and the cognitive processes they generate: A step towards second language learning. *Applied Linguistics* 16.3, 370-391.

YUAN, F., & ELLIS, R. (2003). The effects of pre-task planning and on-line planning on fluency, complexity and accuracy in L2 monologic oral production. *Applied Linguistics*, 24, 1-27.

Raquel D'Ely

RaquelDEly@gmail.com

Maria da Glória Guará-Tavares

LoboGuara123@gmail.com

Recebido em: 22/9/2017

Aceito em: 20/2/2018

Publicado em Abril de 2018