

## عنوان مقاله:

Exploring the Role of Cognitive and Procedural Task Complexity in EFL Learners' Attention to L<sub>2</sub> System and Form-focused Self-repairs

## محل انتشار:

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## خلاصه مقاله:

In L<sub>2</sub> development, the cognitive complexity of tasks plays a crucial role in task performance and language features produced. However, there have only been few studies addressing the impact of task complexity on EFL learners' attention to L<sub>2</sub> system and form-focused self-repairs (FFS). This study explores the role of increasing cognitive task complexity in EFL learners' form-focused attention (FFA) to L<sub>2</sub> system (i.e. grammar, lexis, and phonology) and FFS and the effect of increasing procedural task complexity on EFL learners' FFA to L<sub>2</sub> system and FFS. The participants comprised one hundred EFL junior students of TEFL. The sample was chosen from the cohort of EFL students at Islamic Azad and state universities in Isfahan and Shahrekod. The participants performed under task conditions of -/+ casual reasoning and -/+ planning time. After each stage, each participant filled in a Likert-type scale to examine his/her attention to different aspects of L<sub>2</sub> system. Finally, Wilcoxon Signed Rank Test was used to compare the learners' instances of self-repairs at un-increased and increased task complexity occasions. Repeated-Measures ANOVA was used to examine the data. Results showed an overall effect of task complexity on EFL learners' attention to L<sub>2</sub> system and FFA behavior across task types.

## کلمات کلیدی:

task complexity, cognitive task complexity, procedural task complexity, form-focused attention, form-focused self-repair

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