The Effect of Pre-Task Planning Time on Second Language Oral Performance in Terms of Fluency & Accuracy on Saudis Female Preparatory Students at Princess Nora University

Hind M. AL-Qahtani
Curriculum and Instruction Department, King Saud University, Riyadh, Saudi Arabia

Abstract
The study investigates the effects of pre-task planning time on both fluency, and accuracy and fluency of the participants' oral performance. The participants' performance has been transcribed and analyzed. The experimental group was provided with 5 minutes planning time before task performance whereas the control group was given a zero-planning time .As a result , the experimental group produces accurate language and fluency language input. The results of the study indicated that participants who performed the task under time pressure spoke significantly faster that those who had no time pressure during the task and the Participants with zero – planning time produced a greater variety of vocabulary than those who planned before the task. The pre –task Planning time reduces the processing load , helps learners to get goals and organize the content , reduces pressure to speak freely with self-confidence during the performance of the oral task , enhances the accuracy of the second language learner' production , concentrates more on form which helps to improve the accuracy of their second language production , and Planning time helps them to form and edit their oral production. The findings of the study are beneficial for English teachers , English designers and materials development.

Keywords: fluency, accuracy , Zero- planning , pre-task planning , planning time .

INTRODUCTION

For more than two decades, researchers in second language acquisition (SLA) have explored the effects of the opportunity to plan for a task on adult language learners' oral performance. The studies on the interaction between planning and oral performance in a second language (L2) was initiated by Ellis (1987).

The previous researches on our concern topic revealed that task planning has the potential to facilitate language learning. The notion of focus on form also offers a rationale for investigating the role of task planning in oral production (Ellis, 2005; Ortega, 1999).

Ortega (1995a, 1999, and 2005) has reported that learner-initiated focus on form has occurred during the planning phase, which suggests positive effects of task planning on L2 learning. In planning studies, there are two primary areas of research: (a) which aspect of language benefits the most when L2 learners have an opportunity to plan for a task, and (b) what L2 learners specifically do to ease the limitation of attention to produce better output.

Second language learners feel frustrated once making a lot of mistakes when doing the task required by the teachers and they are surprised of the results although they can answer the questions of the task easily and according to the theory that human possess a limited

processing capacity and not able to accomplish the task in proper way we realized the important of the pre- task on the performance of the learners of second language

RESEARCH QUESTION
1. What are the effects of pre-task planning time of the performance of the participants in terms of fluency?
2. What are effects of Pre-Task planning time of the performance of the participants in terms of accuracy?

REVIEW OF LITERATURE
There are many researches undertake the important of planning time on the performance of the students some found that there is no significant differences between the two groups in terms of accuracy such as Crookes study (1989) and Massoud Rahimpour and Mohsen Safarie (2011)   The results of Massound and Mohesen showed that planning time had no effects on accuracy and complexity of participants' performance there is positive of PTP group fluency

Crookes (1989) in his research the Japanese learners of English were required to perform 2 monologue production tasks under two different planning conditions. Under one condition, participants had no strategic time while under the second condition they were given 10 minutes as pre-task planning time.   The results of the study show that there is statistically significant difference between 2 groups in terms of accuracy

Fostere and Skehan (1996) Operationalized planning time on 3   different tasks Personal information task, narrative task, and decision –making task .The task were performed by 3 different groups under 3 different planning conditions the control group had no planning time, one exponential group had 10 minutes to plan, and the second experimental group was also given 10 minutes and some guidance. They measured fluency by counting the number of reformulations, replacements, false starts, repetition, hesitation, and 1 second pauses accuracy was counted by means of the percentages of error-free clauses   Foster and Skehan found that 2 groups who had 10 minutes to plan , both the detailed planning and the un detailed planning paused less frequency than those who had no planning time they however got mixed results for accuracy , the un detailed planning group obtained more error –free clauses .

METHODOLOGY
Materials
The task and the materials of   the study have been taken and developed   by Alshumaimeri , Y(2010). The task was two ways , information gap activity where the students are required to exchange information or communicate with other from the starting point to the end of the required places using the two versions of maps. The streets names and the places are familiar to both participants because they have been adopted from their city, Riyadh.

Participants
The participants of the study are 4 Saudi students studying at Princess Nour University in the Preparatory Year .The level of the 4 students is fundamental level. They were   between 19 – 20   years old at the time of the data collection .All of them have learned English as a second language and their background were   simple . None of the participants had ever been to English speaking countries. They had similar level of proficiency in English.

Procedure

The 4 participants were acquired to work in pairs so we end up with 2 different participants both pairs were asked to do street map task (information gap). The first student would play the role of a tourist and the second one form the first pairs would play the role of a tourist information officer. The 2 pairs were given 2c versions of maps. The first pairs was given the map (A) and the second pairs was given the map(B).The group(A) control group had been asked to start doing the task as soon as the instruction given by the instructor without giving them the chance to make use of planning time. The other group which is group (B) experimental group had been given (5) minutes to prepare themselves and practice together as soon as the instruction given by the instructor . So, they had been reacquired to start after 5 minutes.

Data Coding

The audio taped data has been transcribed and coded . According to Skehan and Foster (1999) fluency can be measured by counting the number of repetitions false starts, , and replacements , number of pauses and hesitation and total silence According to Skehan and Foster (1999) accuracy can be measured by calculating the number of error-free clauses as a percentage of the total number of clauses.
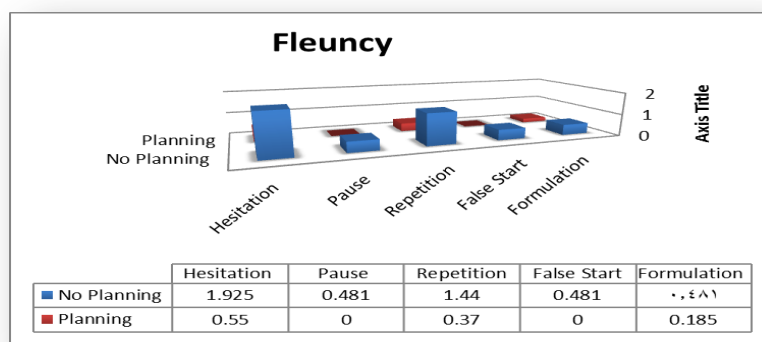
RESULTS

Discussion of the Results

The results of the study in terms of fluency and the   effect of pre-task planning time on the fluency of the participants   . The results show that there is a statistically significant improvement in terms of fluency. In per-task planning , the planners produced fewer paused, fewer repetitions, , fewer hesitation ,   zero false start zero formulation, and fewer replacement than non-planners. Non -planners produced more pauses more repetition, more hesitation, more false start , more formulation and more replacements As a result , the performance of the participants is much better in the experimental group than the control group for fluency
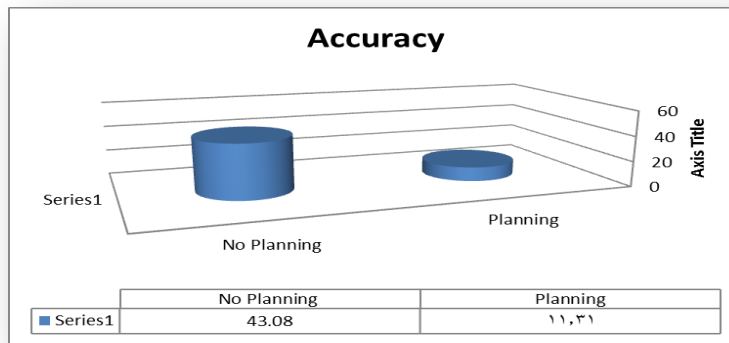

	No Planning	Planning
■ Series1	4.808	١.١٠٥
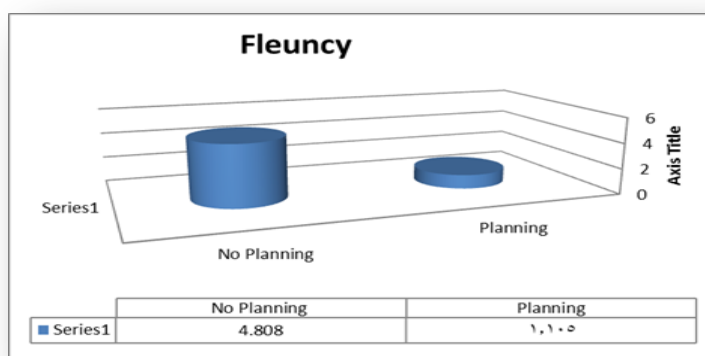
The figure (1) shows the   planning and no planning in term of fluency

	Hesitation	Pause	Repetition	False Start	Formulation
■ No Planning	1.925	0.481	1.44	0.481	٠,٤٨١
■ Planning	0.55	0	0.37	0	0.185

The Figure (2)shows mean percentages of fluency components (hesitation ,pause, repetition ,false start, and formulation) per 5 minutes
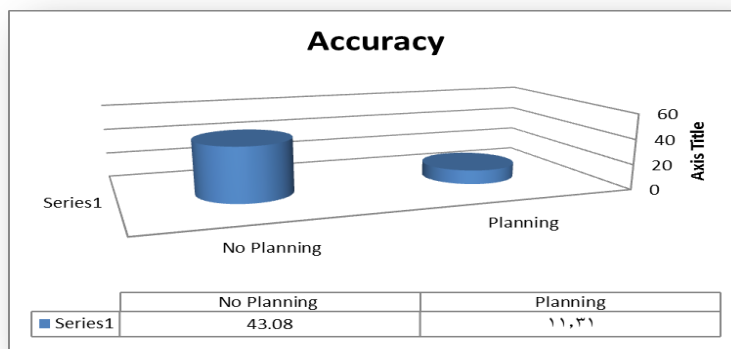
Discussion of the results

The results of the study in terms of accuracy and the effect of pre-task planning time of the participants of the participants . The results show that pre-task planning allows L2 participants to focus on form and improve the accuracy .Also, the results show that planners produced more accurate language than the unplanned condition. The results also revealed that pre-planning time increased the accuracy of learners' L2 production. The planned group was able to avoid error in performance in terms of syntax, morphology, and lexical choice , the results of the planned group reflect higher levels of control in the language as well as a conservative orientation. The Participants with zero – planning time produced a greater variety of vocabulary
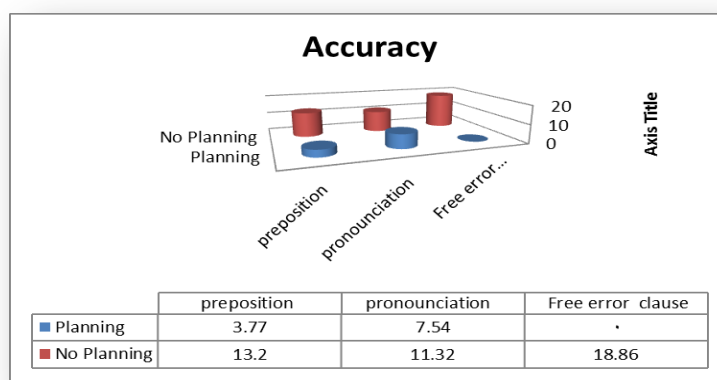

	No Planning	Planning
■ Series1	43.08	١١,٣١

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	No Planning	Planning
■ Series1	43.08	١١٫٣١

The figure(3) shows the planning and no planning in terms of accuracy

	preposition	pronounciation	Free error clause
■ Planning	3.77	7.54	٠
■ No Planning	13.2	11.32	18.86

The figure (4) shows mean percentages of error-free clauses (preposition ,pronunciation., free error clauses)

CONCLUSION

To conclude, this kind of study and the task given to the learners was given on purpose which is to measure the fluency and the accuracy of the female students studying English in the preparatory year at PNU. The information gab task helps us to examine the positive effects of the pre- task planning on oral production .The results of the study provide some supports to the previous studies in the same topic such as Foster & Skehan,1996 Mehner,1998, Yuan &Ellis,2003.We come to realize the importance of planning time and its effect on the production of the second language. We come up with the following benefits :Planning time reduces the processing load , helps learners to get goals and organize the content , reduces pressure to speak freely with self-confidence during the performance of the oral task , enhances the accuracy of the second language learner' production , concentrates more on form which helps to improve the accuracy of their second language production , and Planning time helps them to form and edit their oral production. The findings of the study will provide learners with a great   opportunity to plan before task performance which may assist learners to produce fluency and accurate language.

ACKNOWLEDGEMENT

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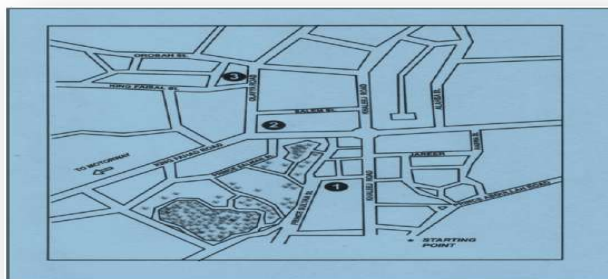
APPENDIX A : INFORMATION-GAP TASK.

Street Map Student A Work in pairs.

You are going to be two different people.

1. You are a tourist. Telephone the Tourist Information Office and ask for directions to:a) Railway Station. b) The old Castle.c) The National Museum .Mark the three places on your map. Ask him to repeat the information if you don't understand. Begin at STARTING POINT.

2. You are a Tourist Information Officer. A tourist telephones you to ask where three places are. He has a map. Use your map to describe where the places are. He is at 'STARTING POINT".

DO NOT SHOW YOUR MAP TO YOUR PARTNER.

Note:1. Sports Centre.2. King Fahd Library.3. The Shopping Centre.

APPENDIX B : INFORMATION-GAP TASK.

Street Map Student B

Work in pairs.You are going to be two different people.

1. You are a Tourist Information Officer. A tourist telephones you to ask where three places are. He has a map. Use your map to describe where the places are. He is at 'STARTING POINT'.

2. You are a tourist. Telephone the Tourist Information Office and ask for directions to: a) The Sports Centre. b) King Fahd Library. c) The Shopping Centre. Mark the three places on your map. Ask him to repeat the information if you don't understand .Begin at STARTING POINT.

DO NOT SHOW YOUR MAP TO YOUR PARTNER.

Note:1. Railway Station.2. The old Castle .3. The National Museum
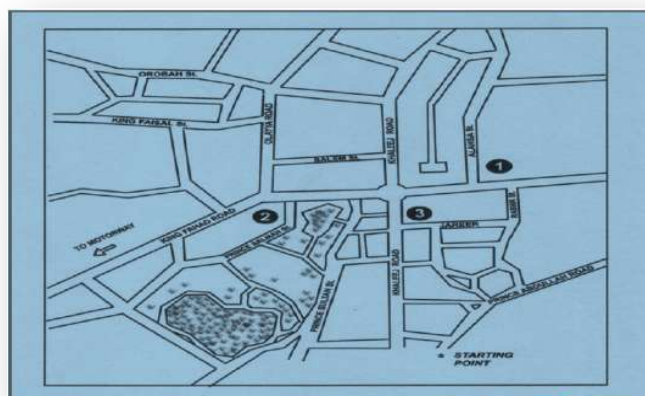
Appendix A : Transcription of learners' performance of the street map task Planning time

S1:Good morning .

S2:Good morning.

S2:..........Can I help you ?

S1:Yes, please .Is there sport center here?

S2:Yes, there is.

S1:Where is it ?

S2:From starting point, turn left then turn right go straight then turn left it is on the left.

S1:That's great .What about king Fahd library?

S2:From starting point ,turn left then turn right go straight four blocks then turn left it is on the right.

S1:....Okay, could you tell me where is the shopping center, please ?

S2:Yes, from stating point turn left then turn right go four blocks then turn left .then turn right. On Olayya road it is on the lef

S1:Is railway station near form hear?

S2:Yes, from starting point, turn left then turn right go four blocks then turn right you will see it on the left.

S1:Amm , How can I get to the old (castle)castle?

S2:From starting point ,turn left then turn right go four blocks then turn left... it is on the left.

S1:Okay and the national museum ?

S2:From starting point, turn left then turn right go straight four blocks

you will see it on the right

S1:Okay, thank you for you helping me.

S2:Any time .

S1:Good bye.

S2:Good bye.

Appendix A : Transcription of learners' performance of the street map task Planning time

S1:Hi

S2:Hi

S1:How are you today ?

S2:I'm fine and you .

S1:Fine, thank you.

S2:Can I help you?

S1 :Yes please ,how can I get the.... sport centre?

S2:Yes ,from starting point ,turn left then turn right then turn left it is on the left.

S1: Okay, what about... King Fahd library ?

 S2:From starting point, turn left then turn right go street (straight) four blocks then turn left it is on right

S1:I don't understand Can you repeat it again please ?

 S2:Yes from starting point , turn left then turn right go (Street) straight four blocks then turn   Left it is on right .

S1:....Okay... and the shopping center,....... is there a shopping centre here ?

S2:Yes there is .

S1:Where is it ?

S2:From staring point, turn left then turn right ...er go four (blocks)then turn left then turn right go street(straight) it is on the left.

S1:It is near from her.

S2:No....,it is .. it is..... far.

S1:Okay what about railway station?

S2:From starting point ,turn left then turn right go street (Straight) four blocks then turn ..right it is on the left

S1:That sounds great

S2:From starting point, turn left then turn right go street (straight)four blocks then turn left go street (straight)it is on the lef

S1:Okay thank you er but.. how can I get to the national museum ?

S2:From starting point ,turn left then turn right go four blocks it is on the right

S1:Thank you for you helping me

S2:Any time

S1:GoS1:Good bye.

S2:Gos2:Good bye

Appendix B : Transcription of learners' performance of the street map task No Planning time

No Time Planning

S 1: Good afternoon.

S2 :Good after noon .

S1:Can you help me, please?

S2:Yes ,of course.

S1:Ok .where is the sport center?

S2:It's on princess Sultan street.. on the right.

S1:Ok, and the king Fahd library.

S2:It's er ok it's ..you are when you are in king er Fahd road er it's down the street around the corner.

S1:Okay thanks then er are there er shopping center , near here?

S2:Yes, of course.

S1:Where is it ?

S2: It's er ok er in..... wait it's on .....Olayya road yah on Olayya road er.. down the street on the left.

S1:Are you sure ?

S2:Yes ,of course.

S1:Yes and the .... railyway (railway) station. where is it ?

S2: Raily way (railway) station it's.. okay when you in........... okay wait when you in k .... khald road .You will er.. go down the street and turn right go two blocks it's on the left.

S1:Okay, the other question ,please ...where is the old   cost (castle)?

S2:Okay, it's between er two street the first one is the princess Sultan street and the f the second one is King Fahd road.

S1:Okay ,and the .... national museum .

S2: National museum

S1:where is it ?

S2:Okay.. go one, two, three ,four ,five O okay five blocks go to five blocks   when you in .... khaleej road it 's on the right.

S1:Okay very very thanks for help me.

S2:You're welcome.

 S1:Thank you good- bye.

 S2: Good- bye

Appendix B : Transcription of learners' performance of the street map task No Planning time

S1:Hello

S2:Hello

S1:er how are you ?

S2:Fine thanks.

S1:Please ,can you help me ?

S2:Yes, of course.

S1:er you can ask about some place ?

S2:Yes ,yes you can.

S1: Please ,where are er where are er .. where are sport center?

S2: It's on Princess sultan er street on the left   on the right ,sorry sorry on the right yeah on the right .

S1:Okay and the second place where is King Fahd library?

S2:Okay King Fahd library okay you are now on King Fahd road er   .. er go down the street it's er on er.. wait on Olayya road second second part .....second second... second center okay yah ?

S1:Yes, I am er .. in near but I can not see ....it.

 S2:yah, it's on the right look at it.

S1:Okay that's right ,thanks

S1:Er... and second ow.. ...where is the shopping center ?

S2:Shopping centre er okay also   we are now on Olayya street look look that down the street on the left Go two blocks okay   it's here on the left yah it's on the left.

S1:Okay er.......ar are there railly station (railway station)   near here ?

S2:Railly station (railway station) , yes of course ? Yah

S2:I t's on er wait I forget   Okay wait in .... Al –Ahsa street yah on Ahasa street on the right yah .

 S1:Oh I am sorry Where is the old er castle?

S2:Old castle old castle okay er ....wait okay yah it's between two streets ,the first one is princess Sultan street and the second one is King Fahd Road. It's very it's very famous

place er you can see it because it's highest one in this road

S1:Oh ,I am sorry I can not understand ? ......Please again

S2:Okay this place in between two streets , the first one is princess Sultan street and the second one is King Fahd road.

S1:Okay ,very thanks and the the   er..national museum , where is it?

S2:National museum yes it's a good place I like to go it and er ...ammm   in the er in the Wednesday because it have very fantastic er place er   oldest things I like to go it okay it's er amm we are now okay we are now in er .... Khalej   Road yes Khalej   Road go one ,two ,three, four ,four ,yah four (blocks) it's on the right.

S1:Er are you sure?

S2: YES of course, yes

S1:okay, thanks ,very thanks for help me

S2:No, no   problem er I I I I'm very happy to help you

S1: Thanks Good bye

S2:Good bye