

"What's in an answer?": Insights into the decision-making process during the performance of language tasks in a classroom setting

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Abstract

We present the results of an exploratory study involving 48 Brazilian high school students between the ages of 15 and 26 ($M=16.62$, $SD=1.60$). Questionnaires were administered to assess the impact of two grammar instructional strategies on learning using a pretest-posttest control-group design. The questionnaires were implemented in a web-based tool that provides measures on the degree of confidence and hesitation in the responses, which were used to study the decision-making process during the performance of language tasks.

Summary

This contribution aims to illustrate how psycholinguistic research procedures can be applied to the classroom setting. We present the results of an exploratory study involving 48 Brazilian high school students between the ages of 15 and 26 ($M=16.62$, $SD=1.60$). The students were administered questionnaires to assess the impact of two grammar instructional strategies on learning using a pretest-posttest control-group design (Abbuhl et al., 2013; Christensen et al., 2015). The questionnaires were implemented in a web-based tool (Lourenço-Gomes, 2018) that records (1) the responses, (2) any changes in responses, (3) how many times they are changed, and the time spent on (4) reading the stimuli, (5) marking the responses, and (6) submitting them before moving on to the next question. These indicators, which can reflect the degree of confidence and hesitation in the responses, were used to study the decision-making process (Dotan et al., 2018; Grimaldi et al., 2015) during the performance of language tasks. The procedures, which are low-cost and simple to implement, aim to improve monitoring and assessment of the learning process while making the results more visible to teachers and students (Hattie 2017; Maia 2022; Pilati et al. forthcoming).

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