

***How do task repetition and pre-task focus on form instruction influence child EFL learners' collaborative dictogloss performance?***

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The language learning opportunities offered by face-to-face collaborative L2 writing tasks have been demonstrated to be moderated by a number of task-related factors, such as task type or group formation method (Zhang & Plonsky, 2020). However, task repetition (TR) and the provision of pre-task focus on form instruction (FFI) have been much less studied. Moreover, scant attention has been devoted to how child learners fare in these tasks, as they are presumed to be less equipped than adults for developing a metalinguistic explanation of grammar (Gorman & Ellis, 2019). In the present study, fifty-nine low proficiency EFL children (L1 Spanish, ages 11-12) carried out two dictoglosses with one-week interval in between in a counterbalanced order: one targeting the 3rd person singular -s (3S) and another targeting the 3rd person singular possessive determiners (POSS). In a quasi-experimental design, the learners were divided into two groups: a collaborative dictogloss (Collab, n = 28) and a Pre-task FFI + collaborative dictogloss group (FFI+Collab, n = 31). Dyads' oral interaction during task performance was recorded, transcribed and codified for Language Related Episodes (LREs), which were classified according to their focus, outcome, depth of engagement and L1 use. Besides, the task time and turns were also quantified. The results showed that TR did not have a significant influence on task time and focus on form, but FFI did. In fact, regardless of the dictogloss day, FFI+Collab spent more time on the task and generated significantly more LREs on 3S and lexis than Collab. Although both conditions were similar in their LRE resolution (with the majority being correctly resolved), FFI+Collab produced significantly more elaborate LREs than Collab. Finally, the former employed the L1 significantly more than the latter in their metalinguistic discussions. Based on these findings, some pedagogical and research conclusions will also be discussed.