

APPENDIX 3: Sample Task Complexity Assessment and Implementation Framework (TCAIF)

Task Design Template

Task 1: Describe a Daily Routine (Simple Task)

- **Task Name:** Describe a Daily Routine
- **Description:** Students describe their typical day from morning to evening.

Resource-Directing Dimensions:

- **Temporal Reference:** Here-and-Now
- **Number of Elements:** Few Elements
- **Nature of Content:** Concrete
- **Environment Stability:** Static
- **Cognitive Demands:** Simple Reasoning

Resource-Dispersing Dimensions:

- **Interaction Requirement:** One-Way
 - **Response Variety:** Closed
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Task 2: Plan a Weekend Trip (Moderate Task)

- **Task Name:** Plan a Weekend Trip
- **Description:** In pairs, students plan a weekend trip, discussing destinations, activities, and logistics.

Resource-Directing Dimensions:

- **Temporal Reference:** There-and-Then
- **Number of Elements:** Several Elements
- **Nature of Content:** Concrete
- **Environment Stability:** Static
- **Cognitive Demands:** Moderate Reasoning

Resource-Dispersing Dimensions:

- **Interaction Requirement:** Two-Way
 - **Response Variety:** Open
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Task 3: Debate a Social Issue (Complex Task)

- **Task Name:** Debate a Social Issue
- **Description:** In groups, students debate a controversial social issue, presenting arguments and counterarguments.

Resource-Directing Dimensions:

- **Temporal Reference:** There-and-Then
- **Number of Elements:** Many Elements
- **Nature of Content:** Abstract
- **Environment Stability:** Dynamic
- **Cognitive Demands:** Complex Reasoning

Resource-Dispersing Dimensions:

- **Interaction Requirement:** Two-Way
 - **Response Variety:** Open
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Data Collection Template

Student Name: John Doe

Task: Describe a Daily Routine

Fluency Rating:

- **Rate of Speech:** Moderate
- **Pauses and Hesitations:** Few
- **Flow of Conversation:** Smooth

Accuracy Rating:

- **Grammatical Correctness:** High
- **Pronunciation:** Clear
- **Vocabulary Use:** Appropriate

Complexity Rating:

- **Syntactic Complexity:** Basic
- **Lexical Richness:** Moderate
- **Use of Complex Structures:** Minimal

Self-Assessment Comments: "I felt comfortable describing my routine. I didn't need to think too much about vocabulary."

Teacher Observations: "John was able to describe his routine fluently with minor grammatical errors. He used simple sentences mostly."

Peer Assessment Comments: "John's description was clear and easy to understand. He used familiar words and structures."

Student Name: Jane Smith

Task: Plan a Weekend Trip

Fluency Rating:

- **Rate of Speech:** Moderate
- **Pauses and Hesitations:** Some
- **Flow of Conversation:** Generally smooth

Accuracy Rating:

- **Grammatical Correctness:** Moderate
- **Pronunciation:** Mostly clear
- **Vocabulary Use:** Varied

Complexity Rating:

- **Syntactic Complexity:** Moderate
- **Lexical Richness:** High
- **Use of Complex Structures:** Some

Self-Assessment Comments: "I enjoyed planning the trip, but I hesitated sometimes when thinking about vocabulary."

Teacher Observations: "Jane actively participated in the planning discussion. She used more varied vocabulary but had some hesitation and minor grammatical errors."

Peer Assessment Comments: "Jane had good ideas and explained them well. She sometimes paused to find the right words."

Student Name: Mark Lee

Task: Debate a Social Issue

Fluency Rating:

- **Rate of Speech:** High
- **Pauses and Hesitations:** Few
- **Flow of Conversation:** Very smooth

Accuracy Rating:

- **Grammatical Correctness:** High
- **Pronunciation:** Clear
- **Vocabulary Use:** Advanced

Complexity Rating:

- **Syntactic Complexity:** High
- **Lexical Richness:** Very high
- **Use of Complex Structures:** Frequent

Self-Assessment Comments: "I felt confident during the debate. I was able to express my ideas clearly and use a wide range of vocabulary."

Teacher Observations: "Mark excelled in the debate. He used complex sentences and advanced vocabulary with minimal errors."

Peer Assessment Comments: "Mark's arguments were strong and well-articulated. He used sophisticated language and complex structures."

Assessment Criteria

Fluency:

- **Rate of Speech:** Speed and smoothness of speech.
- **Pauses and Hesitations:** Frequency and impact on communication.
- **Flow of Conversation:** Continuity and ease of conversation.

Accuracy:

- **Grammatical Correctness:** Correct use of grammar rules.
- **Pronunciation:** Clarity and correctness of pronunciation.
- **Vocabulary Use:** Appropriateness and variety of vocabulary.

Complexity:

- **Syntactic Complexity:** Use of complex sentence structures.
 - **Lexical Richness:** Variety and sophistication of vocabulary.
 - **Use of Complex Structures:** Frequency of advanced grammatical structures.
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Reflection and Adjustment

Reflection on Task 1: Describe a Daily Routine

Observations: Most students performed well, demonstrating fluency and accuracy with basic vocabulary and structures. However, complexity was generally low.

Adjustments: Introduce tasks that gradually increase syntactic complexity and encourage the use of more varied vocabulary.

Reflection on Task 2: Plan a Weekend Trip

Observations: Students engaged more with the task, using a wider range of vocabulary and more complex sentences. Some hesitation and grammatical errors were noted.

Adjustments: Provide additional practice with planning and descriptive tasks, focusing on reducing hesitation and improving grammatical accuracy.

Reflection on Task 3: Debate a Social Issue

Observations: Students demonstrated high levels of fluency, accuracy, and complexity. The debate format encouraged the use of advanced language structures.

Adjustments: Continue with debate and discussion tasks, incorporating feedback to further refine fluency and accuracy. Consider individual support for students struggling with specific language aspects.

Implementation Template

Task Design Template

- **Task Name:** _____
- **Description:** _____

Resource-Directing Dimensions:

- **Temporal Reference:** _____
- **Number of Elements:** _____
- **Nature of Content:** _____
- **Environment Stability:** _____
- **Cognitive Demands:** _____

Resource-Dispersing Dimensions:

- **Interaction Requirement:** _____
 - **Response Variety:** _____
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Data Collection Template

- **Student Name:** _____
- **Task:** _____

Fluency Rating:

- **Rate of Speech:** _____

- Pauses and Hesitations: _____
- Flow of Conversation: _____

Accuracy Rating:

- Grammatical Correctness: _____
- Pronunciation: _____
- Vocabulary Use: _____

Complexity Rating:

- Syntactic Complexity: _____
- Lexical Richness: _____
- Use of Complex Structures: _____

Self-Assessment Comments: _____ Teacher Observations: _____ Peer Assessment Comments: _____