Cognitive and interactive aspects of task-based performance in Dutch as a second language
Michel, M.C.
List of Tables

1.1 The Triadic Componential Framework ........................................... 23
1.2 Predicted effects of task complexity and interaction based on the Cognition Hypothesis . 25
2.1 Predicted effects of task complexity and interaction of the present studies .................. 39
2.2 Experimental design of the present studies ....................................... 42
2.3 Background information for all participants of the present studies ............................ 43
3.1 Predicted effects of task condition and task complexity ..................................... 52
3.2 Manipulated factors ........................................................................... 54
3.3 Measures of accuracy, complexity, and fluency ........................................ 55
3.4 Descriptives of all measures .................................................................. 57
3.5 Results of the repeated measures MANOVA on accuracy ................................. 58
3.6 Results of the repeated measures MANOVA on complexity ............................... 60
3.7 Results of the repeated measures MANOVA on fluency ................................. 61
4.1 Previous work on cognitive task complexity and interaction ................................. 71
4.2 Predicted effects of task complexity and interaction ..................................... 75
4.3 Experimental design ............................................................................ 76
4.4 Background information for all participants ............................................. 77
4.5 Measures .............................................................................................. 79
4.6 Descriptives of the measures of linguistic complexity .................................. 80
4.7 Statistics of the measures of linguistic complexity ..................................... 81
4.8 Descriptives of the measures of accuracy ................................................ 82
4.9 Statistics of the measures of accuracy ..................................................... 83
4.10 Descriptives of the measures of fluency ................................................ 84
4.11 Statistics of the measures of fluency ..................................................... 85
4.12 Manifested effects of cognitive task complexity and interaction ......................... 86
5.1 Background information for all participants ............................................. 100
5.2 Dutch conjunctions under investigation ................................................ 102
5.3 Absolute numbers for the frequency of conjunctions for L2-learners .................. 103
5.4 Absolute numbers for the occurrence of conjunctions for L2-learners ................... 104
5.5 Descriptives on frequency and occurrence of all conjunctions ......................... 106
5.6 Statistics on frequency and occurrence of all conjunctions ............................. 106
5.7 Descriptives of specifically task relevant conjunctions for L2-learners ............... 107
5.8 Descriptives of specifically task relevant conjunctions for L1-speakers ............... 107
6.1 Summary of results of the present studies ............................................. 123
6.2 Summarizing effects of the factors ± few elements and ± monologic .................. 135
6.3 Example of task sequencing ................................................................... 142