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# Affective Variables in Simple vs. Complex Tasks: A Study of Iranian EFL Learners' Perceptions

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## ABSTRACT

The purpose of the present paper was to examine EFL learners' perceptions of affective variables in performing oral tasks with varying degrees of complexity. The data for the study were collected via a post-task questionnaire from a total of 20 upper-intermediate learners after they performed a set of twelve oral narrative tasks which differed along with the six complexity dimensions of *number of elements*, *contextual support*, *reasoning demand*, *planning time*, *task demand*, and *topic familiarity*. The overall results of data analysis revealed that learners' affective factors including *motivation*, *difficulty*, *stress*, *ability*, and *interest* were affected by task complexity variables. This was reflected by the highest rates of difficulty and stress for the task without reasoning demand and the highest rates of perceived ability to complete the task, interest, and motivation in the tasks with contextual support. A combination of contextual support, prior knowledge, and planning time was found to have greater benefits on motivation levels, interest and perceived ability to complete tasks. The findings highlight the need to consider learners' features, beliefs, and attitudes as a complexity variable for task grading and sequencing in syllabus design and materials development.

**Keywords:** *Affective variables, learners' perception, oral tasks, TBLT, task complexity*

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## 1. Introduction

English plays an important role in the world's communication today. Therefore, language learning is a need in modern life. But in the language teaching practice worldwide there has been always controversial issues concerning how the obstacles in the way of acquiring a new language should be removed in order to enhance language development. An indispensable aspect of language learning and teaching research and practice has been the role of affective variables. Learners' affective factors including anxiety, lack of confidence, and stress have been found to contribute to learners' inhibitions in using the language. This finding appears to suggest the need to investigate ways in which pedagogical practices could help reduce learners' anxiety, stress and perceptions of difficulty, thus encouraging learners to communicate in English.

On the other hand, task-based language teaching is considered as an alternative to traditional teaching methods because it favors a methodology in which functional communicative language use is aimed at and strived for (Brumfit, 1984; Ellis, 2003; Willis, 1996). The characteristic features that best define TBLT are similar to those of Skehan's (1998) which emphasizes that the type of language that is being learned will involve 'real world' situations, which can prepare learners to communicate in out of classroom situations. Secondly, that this method is learner-centered, which allows learners the freedom to use the target language. Thirdly, tasks are meant to be meaning-focused rather than form-focused. And lastly, tasks are goal oriented in that the learners are motivated to work towards a distinct outcome to signify successful completion of the task (Willis, 1996: 38).

Both affective factors and task complexity variables have been examined in the language learning and teaching literature, but there are very few studies on the impact of complexity variables on affective variables as perceived by the learners. For example, Robinson, (2001) described a framework for assessing task variables and concentrated on different aspects of task complexity to see how they might influence affective factors. Thus, working within the framework proposed by

Robinson (2001), the present work is an attempt to investigate the way task complexity factors of oral narrative tasks affect affective variables in the Iranian EFL situation.

## 2. Literature Review

### *2.1 Task Complexity*

In task-based language teaching, task complexity is a basic criterion for task grading and sequencing. In the TBLT literature, two somewhat competing hypotheses exist regarding the relationship between the cognitive complexity of tasks and language performance, Robinson's Cognition Hypothesis (Robinson, 2001, 2003, 2005, 2007, 2010) and Skehan's Trade-off Hypothesis (Skehan, 1996, 1998; Skehan & Foster, 2001). The present study considers the complexity variables suggested in Cognition Hypothesis.

According to Robinson (2001, 2005, 2007), task complexity refers to the cognitive task features which can be manipulated either to increase or decrease cognitive demands placed on the learners when they perform a task. Based on Cognition Hypothesis (see Table 1), task complexity encompasses two key dimensions, resource-directing and resource-dispersing. The resource-directing dimensions make conceptual demands whilst the resource-dispersing dimensions make procedural demands on learners. Robinson (2001, 2003, and 2005) argues that increasing task complexity with respect to resource-directing factors enhances complexity and accuracy but reduces fluency.

*Table 1: Task complexity dimensions examined in the study (Robinson, 2001, 2005, 2007)*

| Resource-directing Dimension | Resource-dispersing Dimension |
|---|---|
| Number of Elements | Planning Time |
| Contextual Support | Task Demand |
| Reasoning Demand | Prior Knowledge |

Previous studies on task complexity have largely addressed the three aspects of learners' performance, i.e., accuracy, fluency, and lexical and syntactic complexity, in different task types (for a review of research see Ellis, 2003; Skehan, 1998; Robinson, 2001). There are few studies which have investigated task complexity from the learners' point of view. Having the above explanations in mind, the present study tries to look at the issue from a different perspective. Concentrating on the oral modality of language production, the study focuses on the way task complexity dimensions are perceived by EFL learners in the performance of narrative speaking tasks, i.e., a pedagogic task type commonly used by language teachers in EFL courses.

### *2.2 Affective Variables*

The term 'affect' refers to feelings and emotions and the affective domain is the emotional aspect of human being. Two kinds of affective variables have been considered in EFL, namely, learners' individual factors, including motivation, anxiety, self-esteem, etc., and relational factors among learners including teaching method, learning environment, interaction, etc. As Arnold (2000) puts it, neither the cognitive development nor the affective development has the last word and neither can be separated from another. According to Ellis (1994), Dewaele, Witney, Saito, and Dewaele (2017), and Henter (2014), learners' affective factors are important in accounting for individual differences in learning outcomes. Whereas learners' beliefs about learning are less likely to change, their affective variables are more likely to change, influencing the process of language development. Krashen (1982) suggested 'affective filter hypothesis' to explain language learning. According to one of the components of this hypothesis, affective filter is the psychological obstacle which prevents learners from absorbing comprehensible input completely. In other words, affective variables function as a filter that is a barrier in the way of language development. The positive affective variables like motivation, self-confidence and self-esteem facilitate learning, while negative affective variables hinder it. Thus, according to the 'affective filter hypothesis', attempt should be made to lower the negative factors and strengthen the positive ones in order to create a more favorable condition for language learning which would result in a better language development. The affective variables included in the present study are motivation, ability, stress, difficulty, and interest.

Motivation, as Brown (2001, p. 34), argues is 'the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit.' According to Oxford (1992), research on motivation shows that it directly affects how often a learner uses foreign language strategies, how much input s/he receives; how high his/her general proficiency level becomes; and how long s/he preserves and maintains EFL skills after language study is over. Self-confidence is another important factor. Brown (2001, p. 23), phrases this factor as

"I can do" principle, i.e., learners' belief in his/her own ability to accomplish the learning task. Another affective factor is anxiety or stress. According to Krashen (1981, p. 23), the learners who feel at ease in the classroom and like their teacher may grasp more intake and be more willing to communicate via the foreign language. Interest refers to the positive attitudes of the learner toward learning, teacher and language (Brown, 2001). Learners with a higher interest have a greater tendency to make efforts to find out and use a variety of learning strategies. Like motivation, interest encourages the learner to participate more in the class activities. Anxiety or stress is a negative affective variable which obstructs the learning process. According to Brown (2001), this factor is associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry. Moderate anxiety can cause learner's concentrated attention on learning, while too much stress can negatively affect learners and cause poor performance. The perceived difficulty of a task is also an important affective factor. It refers to the amount of task difficulty experienced by the learner while doing a particular task.

## 3. The Present Study

### *3.1. Research Questions*

The present study addressed the following research question: What is the effect of task complexity factors on learners' affective variables in performing oral narrative tasks?

### *3.2. Participants*

The participants of the study were 20 female upper-intermediate language learners, studying English as a foreign language at a language institute in Iran. The native language of the learners was Persian and their ages ranged between 18 and 25. The learners participated in the study as part of the course assessment in their respective course.

### *3.3. Procedure*

Before the experiment, the participants were informed that the tasks would be considered as part of their course grade. Before performing the tasks, every participant was provided with a copy of the post-task questionnaire (see Appendix) which was adapted from Robinson (2001, p.15). It was administered to the learners after each task to assess their overall perceptions of the affective factors. The questionnaire was already reported as a valid and reliable instrument (Robinson, 2001). Following Robinson (2001), the questionnaire used a 9-point Likert scale. The participants were asked whether they thought the task was difficult, whether they felt stressed performing the task, whether they were confident they were able to do the task well, whether they thought the task was interesting, and whether they wanted to do more tasks similar to the given task. The participants were asked to circle each item at the end of each task. They had to circle only one number for each item with the numbers ranging from 1 to 9. Each participant had to circle the number that best represents the degree to which they agree with either one of the statements on the two ends of the range of numbers.

After distributing the questionnaire and providing the participants with sufficient explanation on how to answer the questionnaire, every individual participant of the study was provided with a series of twelve oral tasks in three subsequent sessions. In other words, in each of the three sessions of the study the participants were required to perform four tasks in the form of two simple vs complex pairs. Tasks #1-4, Tasks #5-8, Tasks#9-12 were administered in sessions one, two, and three, respectively. Table 2 shows the features of the tasks employed in the present study.

*Table 2: Complexity variability of Tasks # 1-12 employed in the study*

| Complexity Variable | Simple | Complex |
|---|---|---|
| Number of Elements | *Less Number of Element* (Task#1) | *More Number of Elements* (Task#2) |
| Contextual Support | *Here-and now* (Task#3) | *There-and-then* (Task#4) |
| Reasoning Demand | *With Reasoning Demand* (Task#5) | *Without Reasoning Demand* (Task#6) |
| Planning Time | *Planned* (Task#7) | *Unplanned* (Task#8) |
| Task Demand | *Single Task* (Task#9) | *Multiple Task* (Task#10) |
| Topic Familiarity | *Familiar Topic* (Task#11) | *Unfamiliar Topic* (Task#12) |

As Table 2 displays, twelve oral tasks, including four pairs of simple vs. complex versions of speaking tasks which differed along with six complexity variables, were used. As the learners participated in the study as part of the course assessment, the oral performance of every individual participant in Tasks #1-12 was used for assigning scores for their respective course. And the post-task questionnaire was collected and analyzed with regard to the research question the study set to address.

## 4. Results

Table 3 shows the descriptive statistics of the learners' perceptions based on the affective variables. The variables were (i) the level of difficulty learners experience while completing each task, (ii) the learners' ratings of stress caused by

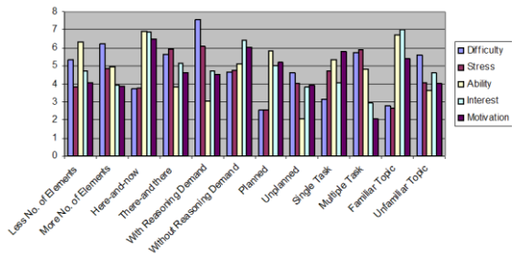
each task, (iii) their perceived ability in completing the tasks well, (iv) their interest in each task, and (v) their motivation to attempt similar tasks. In Table 3, the affective variables are coded as difficulty, stress, ability, interest, and motivation, respectively.

*Table 3: Mean and standard deviation for learners' perception of affective factors in Tasks # 1-12*

| Complexity Dimension | Difficulty | | Stress | | Ability | | Interest | | Motivation | |
|---|---|---|---|---|---|---|---|---|---|---|
| Less Number of Element (Task#1) | M 5.36 | SD 3.52 | M 3.85 | SD 2.12 | M 6.32 | SD 2.06 | M 4.69 | SD 3.51 | M 4.05 | SD 2.16 |
| More Number of Elements (Task#2) | M 6.23 | SD 3.12 | M 4.84 | SD 2.31 | M 4.94 | SD 2.37 | M 3.91 | SD 1.90 | M 3.89 | SD 2.31 |
| Here-and-now (Task#3) | M 3.75 | SD 2.88 | M 3.79 | SD 2.10 | M 6.93 | SD 2.41 | M 6.89 | SD 2.00 | M 6.48 | SD 3.06 |
| There-and-then (Task#4) | M 5.65 | SD 2.11 | M 5.95 | SD 2.41 | M 3.84 | SD 2.07 | M 5.15 | SD 3.01 | M 4.60 | SD 2.05 |
| With Reasoning Demand (Task#5) | M 7.58 | SD 3.17 | M 6.09 | SD 3.01 | M 3.05 | SD 3.13 | M 4.70 | SD 2.70 | M 4.50 | SD 1.97 |
| Without Reasoning Demand (Task#6) | M 4.64 | SD 2.05 | M 4.74 | SD 2.63 | M 5.10 | SD 2.72 | M 6.43 | SD 2.54 | M 6.06 | SD 1.79 |
| Planned (Task#7) | M 2.54 | SD 2.63 | M 2.53 | SD 2.49 | M 5.84 | SD 3.19 | M 5.02 | SD 2.59 | M 5.19 | SD 2.76 |
| Unplanned (Task#8) | M 4.62 | SD 3.51 | M 4.04 | SD 2.42 | M 2.04 | SD 2.86 | M 3.85 | SD 2.80 | M 3.04 | SD 2.58 |
| Single Task (Task#9) | M 3.14 | SD 2.05 | M 4.72 | SD 3.05 | M 5.36 | SD 2.05 | M 4.07 | SD 2.79 | M 5.79 | SD 3.12 |
| Multiple Task (Task#10) | M 5.73 | SD 2.03 | M 5.89 | SD 3.01 | M 4.82 | SD 2.08 | M 2.95 | SD 3.13 | M 2.05 | SD 2.17 |
| Familiar Topic (Task#11) | M 2.78 | SD 2.71 | M 2.65 | SD 2.22 | M 6.71 | SD 2.71 | M 7.03 | SD 1.94 | M 5.42 | SD 2.57 |
| Unfamiliar Topic (Task#12) | M 5.60 | SD 3.11 | M 4.06 | SD 2.31 | M 3.65 | SD 2.69 | M 4.59 | SD 1.89 | M 4.01 | SD 3.13 |

Figure 1 clearly demonstrates the comparison of the means for difficulty, stress, ability, interest, and motivation in the oral tasks # 1-12.

*Figure 1: The comparison of the means for learners' affective variables in the Tasks # 1-12*




As Figure 1 shows, three task features, namely, reasoning demand, a lack of contextual support, and a higher task demand contributed to the participants' perception of the highest task difficulty scores. The lowest amounts of difficulty were observed in the performance conditions of planned task, familiar task, and single task. The participants reported the experience of the most stressful conditions in the performance of the task with reasoning demand, the multiple task, and the task with no contextual support. On the other hand, they found the task with a familiar topic, the planned task, and the task with the contextual support the least stressful ones. Learners' perceptions of their abilities to complete the tasks well also suggest that they were the least confident of their abilities when doing the task with an unfamiliar topic. It was also found that the participants were more confident in performing the task with a contextual support. Finally, learners reported that contextual support led to a greater interest and motivation. They showed the lowest interest and motivation in the writing task with a higher task demand, the tasks with more elements, and the tasks without planning time.

## 5. Discussion and Conclusions

The results of the study indicated that learners' affective factors appear to be affected by task complexity variables. This is reflected by the highest rates of difficulty and stress for the task without reasoning demand and the highest rates of perceived ability to complete the task, interest, and motivation in the tasks with contextual support. The results are in line with the findings of the research by Saranraj and Meenakshi (2016), Jin, de Bot, and Keijzer (2017), Kim and Kang (2016) and Liu (2017) who investigated the role of affective variables in L2 development. All in all, it was found that complexity dimensions were perceived by the learners as difficulty factors. This is perhaps why Skehan and Foster (2001) used task complexity interchangeably with task difficulty to refer to the amount of attention a task demands from participants, though Robinson (2007) makes the distinction between task difficulty (i.e., influenced by learner factors) and task complexity (i.e., influenced by task inherent factors). These results of the study also point to the beneficial effects of planning time and topic familiarity on decreasing task difficulty and stress. In addition, the findings show that a combination of contextual support, prior knowledge, and planning time could have greater benefits on motivation levels, interest and perceived ability to complete tasks. Although several studies (e.g., Bell & McCallum, 2012; Michel, Kuiken, and Vedder, 2007; Pica and Doughty, 1998; Gass and Varonis, 1985) have investigated the effects of task conditions on L2 learning, they do not investigate the effects of task complexity on learners' affective factors. Thus, the current study provides valuable insights by providing some evidence of the beneficial effects of different dimensions of task complexity on learners' affective factors in EFL situation.

Task difficulty is indeed a matter a learners' perception more than the prerogative of professional raters; and what is demanding for one individual learner is not necessarily so for another. In this regard, some researchers, such as Elder, Iwashita and McNamara (2002), questioned the real value of generalizations made about task difficulty; they demanded that tasks should 'be treated with extreme caution and that the findings of SLA research should be

revisited with this caveat in mind' (p. 364). Bachman (2002) also cautioned against the consequences of building on deterministic and speculative postulates where difficulty is gauged against a hypothetical learner. For example, in a review of Skehan's (1998) scheme of task difficulty, Bachman (2002) called for a revision of the conceptualization of task demands. Bachman (2002) noted that Skehan (1998) treated task demands as detached variables that can be isolated for empirical testing. Bachman claimed that communicative stress and task complexity are fundamentally individual characteristics. He argued that task demands are 'functions of the interactions between a given test-taker and a given test task [and so the] empirical estimates of task difficulty are not estimates of separate entity, "difficulty", but are themselves artifacts of the interaction between the test-taker's ability and the characteristics of the task' (Bachman, 2002, p. 464).

Results of the study would then have pedagogical implications on teaching practices, task selection, and task implementation. As Robinson (2003) argues, the major problem in task-based language teaching is determining criteria for grading and sequencing tasks; therefore, data-based empirical research is needed to determine the criteria affecting task difficulty. In line with this suggestion, the findings of the present study can be used to pave the way for more empirical studies on the selecting, grading, and sequencing of oral tasks. The study indicated that complexity variables could have differential effects on learners' affective factors. Thus, complexity factors must be taken into consideration when selecting, designing or adapting speaking tasks for use in the EFL classroom.

As in all classroom studies, the researcher was confronted with the sample size limitation, and thus, as always, further research with larger sample sizes is needed to make stronger generalizations. Replication of the study across different proficiency levels and investigating the contribution of individual differences to the way complexity factors influences affective variables are suggested.

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## Appendix : Post-task Questionnaire #1 (adopted from Robinson, 2001, p. 15)

**Post-task Questionnaire #1** (adopted from Robinson, 2001, p. 15)

***Instruction:*** *After performing each task, read the statements related to that task and indicate your extent of agreement or disagreement by circling one of the numbers from one to nine.*

**Task#1**

| | | |
|---|---|---|
| - I thought this task was *hard.* | 1 2 3 4 5 6 7 8 9 | I thought this task was *easy.* |
| - I felt *stressed* doing this task. | 1 2 3 4 5 6 7 8 9 | I felt *relaxed* doing this task. |
| - I did *not* do this task *well.* | 1 2 3 4 5 6 7 8 9 | I did this task *well.* |
| - This task was *not interesting.* | 1 2 3 4 5 6 7 8 9 | This task was *interesting.* |
| - I *don't want* to do *more* tasks like this | 1 2 3 4 5 6 7 8 9 | I *want to do more* tasks like this. |

**Task#2**

| | | |
|---|---|---|
| - I thought this task was *hard.* | 1 2 3 4 5 6 7 8 9 | I thought this task was *easy.* |
| - I felt *stressed* doing this task. | 1 2 3 4 5 6 7 8 9 | I felt *relaxed* doing this task. |
| - I did *not* do this task *well* . | 1 2 3 4 5 6 7 8 9 | I did this task *well.* |
| - This task was *not interesting.* | 1 2 3 4 5 6 7 8 9 | This task was *interesting.* |
| - I *don't want* to do *more* tasks like this. | 1 2 3 4 5 6 7 8 9 | I *want to do more* tasks like this. |

**Task#3**

| | | |
|---|---|---|
| - I thought this task was *hard.* | 1 2 3 4 5 6 7 8 9 | I thought this task was *easy.* |
| - I felt *stressed* doing this task. | 1 2 3 4 5 6 7 8 9 | I felt *relaxed* doing this task. |
| - I did *not* do this task *well.* | 1 2 3 4 5 6 7 8 9 | I did this task *well.* |
| - This task was *not interesting.* | 1 2 3 4 5 6 7 8 9 | This task was *interesting.* |
| - I *don't want* to do *more* tasks like this. | 1 2 3 4 5 6 7 8 9 | I *want to do more* tasks like this. |

**Task#4**

| | | |
|---|---|---|
| - I thought this task was *hard.* | 1 2 3 4 5 6 7 8 9 | I thought this task was *easy.* |
| - I felt *stressed* doing this task. | 1 2 3 4 5 6 7 8 9 | I felt *relaxed* doing this task. |
| - I did *not* do this task *well.* | 1 2 3 4 5 6 7 8 9 | I did this task *well.*/ |
| - This task was *not interesting.* | 1 2 3 4 5 6 7 8 9 | This task was *interesting.* |
| - I *don't want* to do *more* tasks like this. | 1 2 3 4 5 6 7 8 9 | I *want to do more* tasks like this. |

**Task#5**

| | | |
|---|---|---|
| - I thought this task was *hard.* | 1 2 3 4 5 6 7 8 9 | I thought this task was *easy.* |
| - I felt *stressed* doing this task. | 1 2 3 4 5 6 7 8 9 | I felt *relaxed* doing this task. |
| - I did *not* do this task *well.* | 1 2 3 4 5 6 7 8 9 | I did this task *well.* |
| - This task was *not interesting.* | 1 2 3 4 5 6 7 8 9 | This task was *interesting.* |
| - I *don't want* to do *more* tasks like this. | 1 2 3 4 5 6 7 8 9 | I *want to do more* tasks like this. |

**Task#6**

| | | |
|---|---|---|
| - I thought this task was *hard.* | 1 2 3 4 5 6 7 8 9 | I thought this task was *easy.* |
| - I felt *stressed* doing this task. | 1 2 3 4 5 6 7 8 9 | I felt *relaxed* doing this task. |
| - I did *not* do this task *well.* | 1 2 3 4 5 6 7 8 9 | I did this task *well.* |
| - This task was *not interesting.* | 1 2 3 4 5 6 7 8 9 | This task was *interesting.* |
| - I *don't want* to do *more* tasks like this. | 1 2 3 4 5 6 7 8 9 | I *want to do more* tasks like this. |

**Task#7**

| | | |
|---|---|---|
| - I thought this task was *hard.* | 1 2 3 4 5 6 7 8 9 | I thought this task was *easy.* |
| - I felt *stressed* doing this task. | 1 2 3 4 5 6 7 8 9 | I felt *relaxed* doing this task. |
| - I did *not* do this task *well.* | 1 2 3 4 5 6 7 8 9 | I did this task *well.* |
| - This task was *not interesting.* | 1 2 3 4 5 6 7 8 9 | This task was *interesting.* |
| - I *don't want* to do *more* tasks like this. | 1 2 3 4 5 6 7 8 9 | I *want to do more* tasks like this. |

**Task#8**

| | | |
|---|---|---|
| - I thought this task was *hard.* | 1 2 3 4 5 6 7 8 9 | I thought this task was *easy.* |
| - I felt *stressed* doing this task. | 1 2 3 4 5 6 7 8 9 | I felt *relaxed* doing this task. |
| - I did *not* do this task *well* . | 1 2 3 4 5 6 7 8 9 | I did this task *well.* |
| - This task was *not interesting.* | 1 2 3 4 5 6 7 8 9 | This task was *interesting.* |
| - I *don't want* to do *more* tasks like this. | 1 2 3 4 5 6 7 8 9 | I *want to do more* tasks like this. |

**Task#9**

| | | |
|---|---|---|
| - I thought this task was *hard.* | 1 2 3 4 5 6 7 8 9 | I thought this task was *easy.* |
| - I felt *stressed* doing this task. | 1 2 3 4 5 6 7 8 9 | I felt *relaxed* doing this task. |
| - I did *not* do this task *well* . | 1 2 3 4 5 6 7 8 9 | I did this task *well.* |
| - This task was *not interesting.* | 1 2 3 4 5 6 7 8 9 | This task was *interesting.* |
| - I *don't want* to do *more* tasks like this. | 1 2 3 4 5 6 7 8 9 | I *want to do more* tasks like this. |

**Task#10**

| | | |
|---|---|---|
| - I thought this task was *hard.* | 1 2 3 4 5 6 7 8 9 | I thought this task was *easy.* |
| - I felt *stressed* doing this task. | 1 2 3 4 5 6 7 8 9 | I felt *relaxed* doing this task. |
| - I did *not* do this task *well* . | 1 2 3 4 5 6 7 8 9 | I did this task *well.* |
| - This task was *not interesting.* | 1 2 3 4 5 6 7 8 9 | This task was *interesting.* |
| - I *don't want* to do *more* tasks like this. | 1 2 3 4 5 6 7 8 9 | I *want to do more* tasks like this. |

**Task#11**

| | | |
|---|---|---|
| - I thought this task was *hard.* | 1 2 3 4 5 6 7 8 9 | I thought this task was *easy.* |
| - I felt *stressed* doing this task. | 1 2 3 4 5 6 7 8 9 | I felt *relaxed* doing this task. |
| - I did *not* do this task *well* . | 1 2 3 4 5 6 7 8 9 | I did this task *well.* |
| - This task was *not interesting.* | 1 2 3 4 5 6 7 8 9 | This task was *interesting.* |
| - I *don't want* to do *more* tasks like this. | 1 2 3 4 5 6 7 8 9 | I *want to do more* tasks like this. |

**Task#12**

| | | |
|---|---|---|
| - I thought this task was *hard.* | 1 2 3 4 5 6 7 8 9 | I thought this task was *easy.* |
| - I felt *stressed* doing this task. | 1 2 3 4 5 6 7 8 9 | I felt *relaxed* doing this task. |
| - I did *not* do this task *well* . | 1 2 3 4 5 6 7 8 9 | I did this task *well.* |
| - This task was *not interesting.* | 1 2 3 4 5 6 7 8 9 | This task was *interesting.* |
| - I *don't want* to do *more* tasks like this. | 1 2 3 4 5 6 7 8 9 | I *want to do more* tasks like this. |