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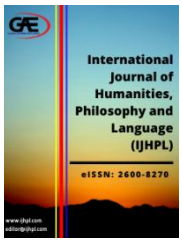

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GLOBAL ACADEMIC EXCELLENCE

THE EFFECT OF TASK REPETITION ON ORAL FLUENCY AND ACCURACY IN SECOND-YEAR STUDENTS AT UFLS, UDN

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Abstract:

This study investigates the effect of task repetition on oral fluency and accuracy in second-year students at the Faculty of English, University of Foreign Language Studies (UFLS), the University of Danang. Recognizing that developing oral fluency and accuracy in speaking remains a challenge for L2 learners, particularly second-year students, this research aimed to determine if repeating oral tasks would lead to significant improvements in these areas. A control experiment was conducted with a sample of 24 second-year students who engaged in a series of oral tasks designed to assess both fluency and accuracy. The study compared a task repetition (TR) group with a control group. Oral fluency was measured as speech rate (meaningful syllables per minute), and oral accuracy was measured as the percentage of error-free clauses. The analysis of the data revealed a statistically significant positive effect of task repetition on the accuracy of the TR group in the second trial of the task. It also suggested that learners in TR group had greater accuracy compared to ones in control group. These results indicate that repeating the task facilitated a reduction in errors and an increase in the production of error-free clauses. However, the study did not find a statistically significant effect of task repetition on speech rate. The study concludes that task repetition can enhance accuracy in monologic speaking tasks, but its influence on fluency, as measured by speech rate, was not statistically supported in this context.

Keywords:

Task Repetition, Oral Fluency, Oral Accuracy, Task-Based Language Learning, L2 Language Learning

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Introduction

Speaking skill as a second language has increased significantly in the past few years, yet 'the ability to speak English fluently and accurately remains a goal for the majority of the English language learner.' (Rahayu et al., 2020). This is also the target for many English-majored students, particularly students at Faculty of English, the University of Foreign Language Studies to achieve. Thus, developing an approach that can improve ones' oral fluency and accuracy will help them master English speaking skill. The effect of task repetition is often identified through cognitive processing theories. When learners perform a task, their cognitive resources are heavily engaged in conceptualizing, formulating and articulating the message linguistically, which leads to limitations in accuracy and fluency due to the limited attentional capacity (Skehan, 2009). However, upon repeating the task, learners now benefit from having already processed the message content, helping them free up cognitive resources. Despite the growing body of research on TBLT and TBLL, there is a significant gap in understanding the specific benefits of task repetition in enhancing oral fluency and accuracy in performing descriptive tasks in certain materials. This results in whether there are any specific conditions for consistent accuracy and fluency gains with repetition for learners. To address this, the current study aims to investigate the effect of task repetition on oral fluency and accuracy in sophomore students of ULFS.

Literature Review

Definition of Task

Branden (2016) indicate that task or pedagogic task in terms of language learning is considered to an activity working towards a goal and requiring to use language meaningfully. Another definition by Patanasorn (2010) show that individuals use language with the intention of attaining personal, social, or professional goal, resulting in the language used needs to have meaning. Samuda and Bygate (2008) quotes: "A task is a holistic activity which engages language use in order to achieve some non-linguistic outcome while meeting a linguistic". The shared idea in these definitions seems to align with the explanation of what 'a task' is by Skehan (1998). In his study, the theory of task is determined following criteria: the primary focus of meaning, a definite goal, outcome-evaluated activities, the existence of real-word relationship (Skehan, 1998). The consensus among authors on the concept of 'task' is evident. The criterion of meaning-driven results in task performance seems to be accepted by most of the researchers (Bygate et al., 2001; Ellis, 2003a; Nunan, 2004). The task outcome is also one of the major points among the discussion of task, which they think that the outcome should be non-linguistic (Ellis, 2003b; Long & Porter, 1985). Although the task – real life relationship remains controversial, it does not affect the definition of task in current study as task will be remained strictly in the classroom environment. All previous reasons lead to the term 'task' in current study defined as learning or teaching activities utilized in classroom environment aiming to reach a non-linguistic goal, where students can use language with meaning and thus, their learning could be improved.

Accuracy and Fluency in terms of Task-based Research

Accuracy within the CAF framework generally refers to the ability of a language learner to produce language that conforms to the norms of the target language and avoid errors in their performance. (Ellis, 2003b; Lennon, 1990; Skehan, 1996). In Ellis's work (2009), accuracy is defined as "the ability to avoid error in performance, possibly reflecting higher levels of control in the language as well as a conservative orientation, that is, avoidance of challenging structures

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that might provoke error". Accuracy is measured by the proportion of errors produced in varied task conditions as indices of learners' attention to form (Lambert & Kormos, 2014). They also mention two approaches that are commonly applied to calculations of the errors: the ratios of errors in a text to production units such as words, clauses and sentences; and the proportion of error-free production units. Ahmadian (2011, pp. 274–275) used the measure of his previous research (Ahmadian & Tavakoli, 2011) on the same topic. He pointed out that accuracy is calculated by the percentage of the clauses that were not erroneous (error-free clauses) and the percentage of all verbs which were used correctly in terms of tense, aspect, modality and subject-verb agreement.

Fluency, in the current literature, refers to the L2 learners' ability to process language with "native-like rapidity" (Lennon, 1990, p. 390), or particularly as characterized by the perceptions of the ease, eloquence, and smoothness of speech or writing (Chambers, 1997). Ellis (2009) mentioned fluency as "the capacity to use language in real time, to emphasize meanings, possibly drawing on more lexicalized systems. Speech rate is one of the most common measures used in task-based research in terms of fluency. It is often calculated as ratios of syllables produced to the duration to produce such. Ahmadian (2011) refers his measures of fluency as numbers of syllables produced per minutes, calculated by the number of syllables and divided by the number of seconds used to complete the task and multiplied by 60, and number of meaningful syllables per minutes, with the same procedure but the repeated, reformulated, or replaced syllables, words, and phrases be excluded.

Task Repetition

Bygate and Samuda (2005, p. 43) defined it as the approach involving asking L2 learners to repeat the same or slightly altered tasks at intervals of one or two weeks. Ellis (2005) was of the same opinion as she quotes 'task repetition is a kind of planning that refers to the repetition of the same or slightly altered task'. Task repetition is arguably 'a kind of planning' (Ellis, 2005) and 'has the potential to lead to integration of knowledge and performance', which could "facilitate changes, particularly in the phases of conceptualization and formulation in the production process" (Bygate & Samuda, 2005). During task, two phases of task repetition is theorized as a first execution of task, involving the organization of cognitive content, structural grammar, and lexical units, thus, producing the multifaced, cognitive layout for the articulation phase (Bygate & Samuda, 2005). Then, in the second execution of task, as they mention, learners now can correct the conceptualization and formulation process of their first performance. Task repetition is proved to provide L2 learners opportunities for language learning process, therefore, allows them to improve their use of target language, particularly for the appropriateness and the linguistic structure of the language (Cook, 1994). Bygate (2001) mentions that task repetition helps learners shift their attention to linguistic forms in their second task performance as the task content can be more familiar gradually (Bygate, 1996), leading to the more attentional resource are available that learners can use to focus on their forms, words selections, appropriate grammatical structure or mistakes in their first performance.

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The Study

Research Question

- How does task repetition lead to the improvement of L2 learners' oral fluency and accuracy when performing a new task?
- How does task repetition lead to the improvement of L2 learners' oral fluency and accuracy in the second trials of task repetition (TR) group?

Methodology

Research Design

The research adopted experiment design. With the aim to investigate the effects of the task repetition on L2 learners' oral fluency and accuracy, the research design included a control experiment conducted on learners of Faculty of English at UFLS.

Participants

The experiments conducted on 24 second-year students at the Faculty of English, UFLS. The participant included Vietnamese native speakers, using English as the second language for learning. 24 participants in this study were students participating in the English skills course in the university. A one-way ANOVA test was conducted on the participants' oral task performance, specifically on task 1 to realize the homogeneity of control and experimental group in the context of level of proficiency. The results of homogeneity of variances, which is shown in Table 1, indicated that there were no significant differences between both groups in accuracy (error-free clauses $F(1,22) = .271$; $p = .608$) and fluency measures (speech rate $F(1,22) = .155$; $p = .697$). The significance level (alpha) for all statistical analyses was established at .05, indicating a 95% confidence level for the research findings.

Table 1: The Homogeneity of The Participants

	Control n = 12		TR n = 12		F(1,22)	p
Measure	**M**	**SD**	**M**	**SD**		
Accuracy						
The Percentage of Error-free Clauses	.70	.13	.67	.16	.271	.608
Fluency						
Speech Rate	154.7	31.1	149.1	39.5	.155	.697

Research Instrument

The instruments employed in this study are topic-related, monologic speaking tasks in the form of a cue card, which replicates the IELTS Speaking Task. Three tasks were chosen and given to all groups in the experiments, which were used for the 3-week intervals of the research. The study also used a recorder-like device to record the speaking of all participants. The monologic description task was picked due to several reasons. First, the familiarity of description tasks was evident in the context of learning speaking skills at UFLS as they were already lectured in their course textbook. Hence, the task training for participants is not necessary for validity of this research. Second, the monologic task was proved to be more controllable for measuring fluency and accuracy as it requires the simpler pragmatic needs for preparation (Tavakoli, 2016). In addition, monologue task type does not require the interaction between students or

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students and other interlocutors. This made monologues more accessible for the methodology in investigating the effect of task-based activities on L2 learners' oral fluency and accuracy.

Finally, monologic description task was aligned with the practical needs of L2 learners (Crowther et al., 2015), particularly amongst second-year English-majored students at Faculty of English, UFLS since most of the students learn language for the purpose of attending English test like IELTS for their graduation requisite. This is more appropriate with the intention of the current study compared to picture-description task type, which are widely used in numerous previous research on the effect of task repetition (Bygate, 2001, Ellis & Yuan, 2005; Foster & Skehan, 1996; Gass et al., 1999; Tavakoli & Foster, 2011; Tavakoli & Skehan, 2005). Moreover, the description task was integrated into the curriculum of the UFLS reflecting the real-word language use that are often mentioned in theories related to task-based activities or approaches (Ellis, 2003b; Long & Porter, 1985; Nunan, 2004; Oxford, 2006).

Research Procedure

The control group, consisting of 12 students, was assigned a task on a specific topic. The students will be required to answer the question (referred to as Task 1) in approximately 2 minutes. All the speeches will be recorded and transcribed for analysis. A week later, they were given a question of a different topic (referred to as Task 2) and followed the same procedure: answering the question, recording their responses, and providing full transcripts. After another week, the group received a question of another topic (referred to as Task 3) and proceeded similarly. The experimental group, including 12 students, was assigned a particular topic question (Topic 1). All the speeches were recorded and fully transcribed for analysis. After one week, the experimental group were asked to repeat Task 1, and their responses were recorded and fully transcribed. After repeating Task 1, the group was given a new question, Task 2, and the same procedure was followed. After another week, they were required to repeat Task 2, perform the same process, and get a new question, Task 3, on which the same procedure will be followed.

Measurements Of The Dependent Variables

The percentage of error-free clauses and speech rate were used, following the same measurements of Ahmadian (2011) and Almadian & Tavakoli (2011).

- Accuracy: The percentage of error-free clauses. The percentage is calculated by the number of error-free clauses divided by the total number of clauses multiplied by 100.
- Fluency: speech rate. the number of meaningful syllables per minute, considering both amount of speech and length of pauses. It is calculated by the number of syllables produced without repeated, reformulated or rephrased syllables, sentences, phrases and words, divided by the time taken to complete speech and multiplied by 60.

Results

Oral Accuracy and Fluency Performance when Performing a New Task

The TR Group's Oral Accuracy in Comparison to Control Group's

Regarding accuracy in the task performance, an independent samples t-test revealed a statistically significant difference in accuracy between the control group and the task repetition (TR) group ($t(22) = -2.97$, $p = .007$). Specifically, the TR group ($M = .82$, $SD = .17$) demonstrated significantly higher accuracy compared to the control group ($M = .66$, $SD = .16$).

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Thus, it is concluded that the effect of task repetition on the oral accuracy of the participants was evident, and the TR group was more accurate in the task performance. Table 2 includes the statistics details.

Table 2: Difference in Accuracy between Control and TR Groups when Performing a New Task

Measure	Control		TR		t(22)	p
	M	SD	M	SD		
Percentage of Error-free Clauses	.66	.16	.82	.17	-2.9	.007

The TR Group's Oral Fluency in Comparison to Control Group's

In terms of fluency, although the descriptive statistics of the TR group showed that it could outperform control group in fluency, the independent t-test shown in Table 3 indicated that the difference between control and TR groups for speech rate ($t(22) = .358$, $p = .724 > .05$) was statistically not significant. In conclusion, the result revealed that there were no differences in fluency between control group ($M = 164.2$, $SD = 34.2$) and the TR group ($M = 159.2$, $SD = 38.04$), and the task repetition did not lead to more fluent language when performing tasks.

Table 3: Difference in Fluency between Control and TR Groups when Performing a New Task

Measures	Control		TR		t(22)	p
	M	SD	M	SD		
Speech Rate	164.2	34.2	159.2	38.04	.358	.724

Oral Accuracy and Fluency when Performing Repeated Task in Different Trials

The TR Group's Oral Accuracy in the Second Trials of Task 1 and Task 2

In Table 4, the paired samples t-test revealed a significant difference in accuracy between two trials of Task 1. With the $t(11) = -4.55$; $p = .001 < .05$ and the test showed a negative mean difference, the percentage of error-free clauses in the second trial of Task 1 ($M = 0.81$, $SD = .14$) outperformed the first execution ($M = .64$, $SD = .13$) in terms of percentage of error-free clauses (Table 5). Therefore, it is concluded that the TR group was able to elicit more accurate language when performing Task 1 again.

Table 4: Results of Paired Samples Test of Task 1 Performance in terms of Accuracy

Pair	M	SD	t(11)	p
Task 1 - 1st – 2nd Trial	-.167	.12	-4.554	.001

Table 5: Percentage of Error-free Clauses of Task 1 Performance in First and Second Trials

Error-free Clauses %	M	SD
Task 1 - 1st Trial	.64	.13
Task 1 - 2nd Trial	.81	.14

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Table 6 shows the results of paired samples t-test on the measures of accuracy in performing Task 2 repeatedly. The results indicated that there was a significant difference between the first and second trials of Task 2 performance for the percentage of error-free clauses ($t = -5.395$, $p < .001$). With a negative mean difference in the paired samples test ($M = -.128$, $SD = .14$), the percentage of error-free clauses of Task 2 performance in the second trial ($M = .83$, $SD = .24$) exceeded that of the same group in the first trial ($M = .71$, $SD = .19$), shown in Table 7. Thus, the statistics showed that the TR group could produce more accurate language when repeating Task 2, or specifically, the effect of task repetition on oral accuracy of the participants in performing Task 2 was considerable.

Table 6: Results of Pair Samples Test of Task 2 Performance in terms of Accuracy

Pair	M	SD	t(11)	p
Task 2 - 1st – 2nd Trial	-.128	.14	-5.395	.000

Table 7: Percentage of Error-free Clauses of Task 2 Performance in first and second trials

Error-free Clauses %	M	SD
Task 2 - 1st Trial	.71	.19
Task 2 - 2nd Trial	.83	.24

The TR Group's Oral Fluency in the Second Trials of Task 1 and Task 2

Regarding the oral fluency in the performance of Task 1 in two trials, the results of paired samples test showed that there was no significant difference between the first and second trials of Task 1 performance for speech rate ($t(11) = -.942$, $p = .366 > .005$) (Table 8). Although the difference was insignificant, shown in Table 9, the speech rate of the second performance of task 1 ($M = 153.1$, $SD = 39.1$) did outweigh the speech rate in the first trial ($M = 149.1$, $SD = 39.5$). In conclusion, the effect of task repetition on participants' oral fluency when performing Task 1 again after one week was irrelevant, or the repetition of Task 1 did not lead to more fluent language production of the participants.

Table 8: Results of Pair Samples Test of Task 1 Performance in terms of Fluency

Pair	M	SD	t(11)	p
Task 1 - 1st – 2nd Trial	-4.06	14.94	-.942	.366

Table 9: Speech Rate of Task 1 Performance in First and Second Trials

Speech Rate	M	SD
Task 1 - 1st Trial	149.1	39.5
Task 1 - 2nd Trial	153.1	39.1

In terms of fluency in Task 2 performance in two trials, the statistics of paired samples test revealed no significant difference between first and second trial of the Task 2 performance for speech rate ($t(11) = 1.01$, $p = .331$) (Table 10). The speech rate between two trials in this performance emerged a different picture compared to the performance of Task 1 since in the first trial of Task 2, participants showed that they were able to produce more fluent language in comparison to the second performance, with a mean speech rate of 168.5 in the first performance and 154.4 in the second performance (Table 11). It is thus concluded that the

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effect of task repetition on participants' oral fluency was insignificant, and the repetition of Task 2 did not affect participants to elicit more fluent language.

Table 10: Results of Paired Samples Test of Task 2 Performance in terms of Fluency

Pair	M	SD	t(11)	p
Task 2 - 1st – 2nd trial	14.04	14.77	1.01	.331

Table 11: Speech Rate of Task 2 Performance in the First and Second Trials

Speech Rate	M	SD
Task 2 - 1st Trial	168.5	39.8
Task 2 - 2nd Trial	154.4	33.4

Discussion

The Effect of Task Repetition on L2 Learners' Oral Accuracy and Fluency when Performing a New Task

The results of the analysis suggested that the TR group was able to produce more accurate output than the one produced by the control group in the performance of a new task. It was possible that the effect of task repetition did transfer when speakers were required to perform new tasks. There were some explanations for this situation. One of them was that L2 learners could build on their cognitive frameworks, grammatical structures, or sets of vocabulary based on what they had experienced in the first encounter of task, leading to the possibility of producing more accurate language in their second trial. This seemed to be aligned with Bygate's findings (2001). He also suggested that the basis of how task repetition can assist leaners' performance simply comes from the fact that learners were able to keep in their memory part of the conceptualization, formulation and articulation work in the first enactment of the task and use it on the second performance. Another possibility could be that task repetition provided the opportunity of enhanced monitoring that allows learners to be more aware of their errors made in the first attempt of speaking. The second attempt, thus, provides the opportunity to test hypotheses about correct language use and potentially avoid making errors made in the first place.

The descriptive analysis of the study revealed that task repetition did not assist learners to produce more fluent language as the difference between control and TR group in oral fluency was not significant. There were possible reasons for this phenomenon. One possible explanation was that although leaners were potentially beneficial from task repetition in the way that it could enhance their oral performance, the effect of repetition did not necessarily transfer to all areas of performance that in this situation, learners did not benefit from the impact of task repetition on their oral fluency. This finding is in consistent with Ahmadian's (2011). Another possibility was that due to the fact that the fluency gains of L2 learners through task repetition was not found in the current study, it suggested that the benefits of task repetition on oral fluency might require more than one or two repetitions or a longer interval for gains to become considerable. For instance, in the study of Ahmadian (2011), he conducted a "massed task repetition" with six months interval to examine its effect, and the results of that study revealed that the experimental group outperformed control group in fluency. Lambert et al

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(2017) also suggested that task repetition could effectively enhance speech fluency on different measures. However, these measures might show changes in different rounds of repetition.

The Effect of Task Repetition on L2 Learners' Oral Accuracy when Performing Repeated Tasks

The current study found a positive effect of task repetition on the oral accuracy in second-year English-majoring university students in UFLS, which aligns with findings from studies (Bygate, 1996; Lynch & Maclean, 2001; Ahmadian, 2011; Ahmadian & Tavakoli, 2011; Sample & Michel, 2015; Kim & Tracy-Ventura, 2013; Fukuta, 2016; Bozorgian & Kanani, 2017; Anh & My, 2024; Nguyen et al., 2023). And there are several possible explanations for the results. One prominent reason is that in the first performance of a task, learners primarily focus on conceptualizing the meaning and formulating the message, relating to Levelt's model of speech production that the current study were using. Learners during this occasion are more likely to focus on the planning of the message that they are going to say. However, this initial cognitive load might limit their attention available for monitoring their linguistic accuracy. This phenomenon aligned with the situation that Bygate (1996) mentioned. He believed that because learners often rely on their automatic cognitive abilities when conceptualizing and formulating language in their first try, they are more prone to producing less accurate language. But in the second attempt, learners are now able to produce language output with better accuracy due to the fact that they are more cognitively familiar with the content or the structure of the task, and they are more prepared as they know beforehand what vocabulary they should use, what grammatical structure would be suitable for the topic of the task (Bygate & Samuda, 2005), and their planning time are less compared to the first performance (Bozorgian & Kanani, 2017). The freeing up of attentional resources now allows learners to shift their focus towards the linguistic form, including grammar and word choice, leading to improved accuracy in the second performance.

Case Studies of Accuracy Performance

Two participants, namely Participant 1 and Participant 2, were selected for the analysis of case studies, which helped the researcher to explore possible explanations for the findings. There were two reasons these two cases were chosen. First, due to the limited space of the thesis, the investigation in all cases would be impossible to follow, leading to the lengthy and unnecessarily wordy explanations. Second, these two participants were able to represent the two different situations of task repetition that were used to give some possible explanations for the study as Participant 1 represented an increase in accuracy when conducting task repetition of the same content, while Participant 2 showed a mixed result in accuracy during the task repetition of the same task, but different stories, resembling the purposive sampling.

Here are the transcripts of the participants selected to provide a more detailed analysis of the explanations. In the transcript for the first performance of one participant (namely Participant 1), the participant made some grammatical mistakes and poor word choice.

Extract 1: Participant 1's first performance of Task 1

So, one of the most enjoyable shopping ***experience*** *that I* ***have*** *was during uh* ***a*** *trip to Tokyo last spring. I usually go when I* ***travels*** *and I love to explore new* ***store*** *and find unique* ***item*** *that are not available in my home uh country. This particular experience took place in uh Shibuya, a vibrant shopping district uh known for trendy fashions and cutting edge technology. You know, I was there with my best friends, who share my enthusiasm for shopping. We had*

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*planned this day in advance and **setting** aside a few **hour** to explore some well-known store, including um a massive **multip story** department store, and a few independent boutique. I actually ended up buying a stylish leather jacket from a **Japanese design brands,** as well as um some limited edition sneaker that I've been searching for.*

*I also **pick up** a few **souvenir** and specialty to um bring back to my homes. And I suppose that the one that **make** this experience truly memorable was not just the incredible variety of the product, but uh it also about the atmosphere. Well, the store **were** beautifully designed and the staff what exceptionally um polite and helpful. There was a exciting buzz in the air that I can feel is very overwhelming. The fact that I was shopping uh in a city and I **has dreaming** up uh of visiting make me feel more special. Plus sharing **this experiences** with my best friend who has a great eye for fashion can even make it more enjoyable. So, I love these shopping trips because **it's combined** my passion for fashion and it's also with the excitement of being in the news, exotic and dynamic environment. It wasn't just uh about purchasing things, it was about the experience itself from discovering hidden gems to immersing yourself in a different culture. So, that is what **make** my trip and also my shopping experience it unforgettable.*

It can be easily seen that he[3] often made grammatical mistakes, most of them are using wrong tenses as he was required to describe a shopping experience that he enjoyed. The correct tense to use in this situation was mainly simple past and other tenses depending on the content of the message that he wanted to deliver. However, he was confused whether he should use simple past sentences or other tenses like present perfect (e.g., ***I also pick up)***.

Another problem he encountered during the first performance was that he unintentionally mispronounced and missed final sounds, mostly /s/ sound, in some certain words (e.g., ***travels, experiences, were***), causing many mistakes in his first attempt. Additionally, he also used some incorrect words to elicit his ideas (e.g., ***multip story department store, design brands)***.

However, he was able to correct some of his mistakes in his second trials of the task, which can be seen in Extract 2.

Extract 2: Participant 1's second performance of Task 1

*So, uh one of the most enjoyable shopping experiences I have had was during a trip to Tokyo last spring. I usually go shopping when I travel as I love to explore um new stores and find unique items that are not available in my home country. And this particular experience uh took place in Shibuya, a vibrant shopping district known for its trendy fashions and uh cutting edge technology. I was there with my best friend who shared my enthusiasm enthusiasm for shopping. We had planned this day in advance and **setting** aside a few hours to explore well-known stores um including a massive multiple story department store and uh a few independent boutiques. I actually ended up buying a solid leather jacket from a Japanese designer local brand as well as some limited leather **jacket and sneaker** that I have been searching for. Additionally, I picked up some few souvenirs and specialties um to bring back to my hometown. And what made this experience truly memorable was **just not um** the incredible variety of the product, but **it also about** the atmosphere. The store was beautifully designed, and the staff were exceptionally polite and helpful, and there was an exciting buzz in the air. The fact that I was shopping in a **city has** that I have always been dreaming of visiting made it even more special. And I do believe that sharing these experiences with my best friend who has a great eye for fashion and it uh makes it more enjoyable for me. I love this shopping trip because it*

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combines my passion for fashion with the excitement of um being in a new and dynamic environment. It wasn't just about buying some things; it was about the experience itself. From discovering hidden gems to immerging yourself in a different culture, and that is what made it unforgettable.

Table 12: Participant 1's Accuracy Performance of Task 1

	Total Clauses	Error-free Clauses	Error-free Clauses %
1st Performance	35	23	65.7
2nd Performance	32	27	84.4

In his second attempt, most of the mistakes he made during the first performance were fixed. He seems to have paid attention to the grammatical points he should use depending on the situation instead of confusingly using them. (e.g., "*shopping experience that I have*" → *'shopping experience that I have had'*). He also noticed his tendency to miss the final sounds, particularly /s/ sound at the end of the sentence, and fixed in his second trial (e.g., *'travels'* → *'travel'; 'a Japanese designs brands'* → *'a Japanese designer brand'*). His overall performance was improved as he was more conscious about his problems, and he repaired them in the second try. This finding is in line with Swain's (1985) as he quoted "under certain circumstances, output promotes noticing".

Another reason for his improvement in oral accuracy is that he basically retold the same content of his first trial with some additional information in the second performance, which relieved him from the burden of planning a new story or a new set of vocabulary. This happened because of the nature of the task. The monologic descriptive task used in the current study was designed to replicate the IELTS Speaking Task 2 as mentioned in the previous section. Although the task was pinpointed to a certain topic, there were many ways to complete the task requirements depending on the speakers' experience. This led to the fact that participants could describe a story in the first trial, but telling a different story in the next performance. When conducting the experiment, the researcher already told them that they were encouraged to repeat or retell the same story that they told in their first performance. However, if they wished to deliver a different message, it would also be acceptable. In this situation, participant 1 decided to retell his original story from the first performance. With increased attentional resources available during the second attempt, he was better positioned to monitor his language production more effectively, allowing him to identify and potentially self-correct errors in his grammar and vocabulary. This opportunity proved to be effective since his performance in the second attempt outweighed his first.

When transferring to another task (Task 2), he showed that his performance was also improved, consistent with his performance in Task 1.

Extract 3: Participant 1's first performance of Task 2

One of my favorite electronic gadgets would be my iPad, which I have ***had it*** *for around three years. And since the day I got it, I have used this on a daily basis, and it has been* ***a*** *indispensable part of my daily routine. I use my iPad for a variety of purposes. It often* ***serve*** *as a* ***way to for*** *entertainment, such as watching movies, browsing social* ***medias*** *and reading ebooks. Um, Additionally, it is extremely useful to uh work and study. I often take notes, organize my tasks and even edit documents on it, which is very convenient. I believe so. And the Apple Pencil, yeah****, is*** *add even a more functionality. It* ***allow*** *me to sketch, annotate PDFs*

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and create digital artwork. And the reason why I use my pass so often is down to its convenience and versatility. Unlike a laptop, it is lightweight and easy to carry around. And yes, ***it's offer*** *a large enough screen for comfortable readings and multitasking. The battery life is impressive as well. It often lasts for around 8* ***hour*** *without needing a recharge. Also,* ***the smooth*** *performance and* ***user friendly*** *interface make it more enjoyable to use. Uh, whenever I'm working, studying or just relaxing, spending a little time to let my hair down, my iPad often* ***come*** *in handy, which is why I rely on it so much.*

It is noticeable that there were some similar mistakes that he had made in the performance of Task 1. The prominent problem he experienced is his tendency to misuse or miss the /s/ sound at the end of certain words. Another problem that happened in this execution of Task 2 was that he frequently added unnecessary words (e.g., *'it's offer', 'have had it', 'the smooth'*). However, these problems were repaired in his second attempt, which can be seen in the Extract 4.

Extract 4: Participant 1's second performance of Task 2

One of my favorite electronic gadgets is my iPad, which I have owned for around three years, and since the day I got it, I have used it almost daily and it's been an indispensable part of my daily routine. I rely on my iPad for a wide range of ***activity****, and it is an excellent source of entertainment, allowing me to watch movie, browse social media and read ebooks effortlessly. Um, additionally, it plays a crucial role in my work and study. I frequently take notes, manage my tag and edit documents with ease. And the Apple pencil further* ***enhance*** *its functionality, enabling me to sketch, annotate PDF file and create digital artwork with precision. What makes my iPad so essential is its parable, convenience and versatility. Unlike a bulky laptop, it is light wake and portable and its large screen provides a comfortable experience for reading and multitasking. The impressive battery life* ***ensure*** *uh that I can use it for an extend this period without worrying to recharge it. Moreover, its smooth performance and intuitive user interface* ***make a very interaction*** *seamless and enjoyable. Whenever I am working, studying, or just simply unwinding my mind, my iPad is always by my side um and it's also a useful tool in my daily life.*

In the second attempt, his performance was significantly improved as he was able to correct some of his problems, one of which was his tendency to add words that were unnecessary and grammatically incorrect. However, he still missed the /s/ sound in certain words and made a mistake by putting words in wrong order, which happened once in his speech.

Table 13: Participant 1's Accuracy Performance of Task 2

	Total Clauses	Error-free Clauses	Error-free Clauses %
1st Performance	25	15	60
2nd Performance	22	18	81.8

An opposite illustration of the same results was provided through the case of Participant 2 as can be seen in the transcripts of his performance.

Extract 5: Participant 2's first performance of Task 1

So, I would like to talk about a shopping experience I had last year when I visited a large uh shopping mall in my city. The mall is called Mega Market and it's a popular destination for both ***local*** *and tourists because it offers a wide variety of stores, restaurants, and and*

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entertainment options. ***On this particular day****, I went there with my friends because we were looking to buy some clothes for uh a an upcoming event.*

We had been searching for something special, and this mall has a number of high-end brands as well as trendy boutiques, so we were confident we'd find something great. I spent a few hours browsing through different shops, trying on, you know, various outfits, so I ended ***up with*** *buying the beautiful dress from a boutique that specializes in contemporary fashion. The dress was perfect for the occasion, and I love how it* ***fits in the uh unique design.***

My friends also bought a few items, including shoes and accessories, so we all we were all delighted with our purchases. What made this uh shopping experience especially enjoyable was the atmosphere of the mall. It wasn't too crowded, so we had plenty of space to explore.

Additionally, the customer service in the store was excellent. The staff were friendly, helpful, and gave a great suggestion for styling the dress. We also took a break at one of the cafes in the mall where we chatted and, you know, enjoyed some coffee, ***making*** *a fun outing, as well as a successful shopping trip.*

Overall, I really enjoyed that shopping experience because it was not just about buying something, but also bout about spending quality time with friends, discovering new styles, and being able to enjoy the whole process in a relaxed and com comfortable environment.

In this performance of Task 1 by Participant 2, it can be seen that his common error was that he often added or missed some items when producing his speech (e.g., *'local', 'ended up with buying', 'fits in the unique design'*). These problems were quite similar to what Participant 1 had encountered in his performance, although the number of errors was less dense compared to Participant 1's.

Extract 6: Participant 2's second performance of Task 1

So now I'm going to talk about a favorite shopping experience that I have it I had ***that was*** *when I visited a local independent bookstore during a weekend trip. The store had a cozy* ***welcome*** *atmosphere, with* ***stop lighting****, um,* ***lighting comfort, comfortable*** *reading books and the smell of the coffee in the air as well. As I wandered through the aisles, I came across a small section dedicated to local authors, and the books were curated thoughtfully and* ***ended up*** *chatting with the owner, who recommended a few novels based on my interest. It felt more like a conversation with a friend than uh a typical shopping trip. The personal touch combined with the unique selection of books made it an experience I won't forget. Plus, I left a few with a few new reads that I wouldn't have found in a larger chain store.*

Table 14: Participant 2's Accuracy Performance of Task 1

	Total Clauses	Error-free Clauses	Error-free Clauses %
1st Performance	29	24	82.7
2nd Performance	15	11	73.3

Participant 2's second performance, on the other hand, showed that it was more error-dense than his performance in the first trial even though the numbers of errors in two performances were basically the same. Because he decided to tell a different story in the second attempt, he risked his familiarity with the content of the message, as well as the preparedness he had from

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the previous task performance. This explained the reason why his result declined statistically yet the errors he made remained. It is possible that the familiarity of the content has a significant relationship with the accuracy of speakers during task repetition. This finding is aligned with Gass et al (1999) as said that learners are more likely to attend more to linguistic resources thanks to the increased familiarity of the content from the speaking task repetition.

As can be seen from Extract 7, the descriptive statistics in the performance of Task 2 were also aligned with the findings in the performance of Task 1.

Extract 7: Participant 2's first performance of Task 2

*Um now I'm going to describe **a um electronic devices** that uh I use daily and that is my smartphone. Uh it's really, you know, essential for almost everything I do. It's a really reliable tool for staying connected, whether for messaging, emailing or video calls. Beyond communication, it's my go-to for navigating, checking the weather, managing **task** and even **read the news.** I also use it for entertainment like streaming music or shows, uh, you know, surfing and browsing social media and the internet, and also playing games on my smartphone. The convenience of having a mini computer in my pockets **makes** an indispensable device for both productivity and leisure. Plus, the camera is really fantastic for capturing moments on the go, and it's also the companion with me on whatever and whatever I do, um, on my daily basis.*
Common errors that appeared in the extract were his confusion of when he should use singular or plural words in certain situations. Another mistake was that he forgot expressing in parallelism, or parallel grammatical structures (e.g., *'checking ..., managing ..., and even read'*)

Extract 8: Participant 2's second performance of Task 2

*So, I'm going to talk about um an electronic device that I use often and that's my laptop. It's an essential tool for work, communication and entertainment with a fast processor, ample storage and a high-resolution display. It allows me to multitask efficiently. Um, whether I'm browsing the internet, writing documents or managing emails, or **do everything** at the same time.*

*And um, I also use it for virtual meetings, uh, streaming videos, and also occasional gaming sometimes. And the portability of my laptop makes it **convenience** for both home and travel, allowing me to stay productive anywhere. Additionally, with various software **application**, I can organize my schedule, um, collaborate with others and learn new skills.*

***It's** combination of power, speed and versatility makes an in makes it in indispensable part of my daily life, helping me stay connected and efficient in both professional and personal **task**.*
Besides the same errors in using singular or plural form he made in the first attempt, he also failed to put article in some words (e.g., *'it's combination of ...'*).

Table 15: Participant 2's Accuracy Performance of Task 2

	Total Clauses	Error-free Clauses	Error-free Clauses %
1st Performance	12	9	75
2nd Performance	12	7	58.3

Another reason for a reduction in the proportion of error-free clauses in this task performance is that although the first performance of the task allowed him to identify useful vocabulary and grammatical structures, and create a cognitive framework, his decision to tell another story in

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the subsequent performance made him lose the opportunity to correct his errors in the first performance as they were likely to be different in each attempt. This, therefore, made him less aware of his linguistic weaknesses.

The Effect of Task Repetition on L2 Learners' Oral Fluency when Performing Repeated Tasks

Although the positive outcomes in L2 learners' accuracy were found during the task repetition, a different situation emerged regarding the oral fluency measures. The results of descriptive analysis indicated that task repetition did not enhance L2 learners' oral fluency in the task production. This finding, however, was inconsistent with findings of other studies that also investigated the effect of task repetition on the fluency of EFL students. (Ahmadian, 2011; Bygate, 2001; Finardi, 2008; Hunter, 2017; Kim & Tracy-Ventura, 2013). There were possible explanations for these results.

One possible explanation was that the attentional resources learners obtained from the opportunity of task repetition might be used for other aspects of the performance. This explanation followed the 'trade-off hypothesis' (Skehan, 2004, 2009), in which he suggested that by repeating the same task, one aspect of the performance might be greater than others at the expense of other aspects. For example, there were many findings indicating that task repetition could result in greater complexity and fluency at the expense of accuracy (Gass et al., 1999; Patanasorn, 2010). Fluency, in task-based research, is often associated with the meaning of the content, while accuracy is often related to a focus on linguistic form. When performing a task, learners often face competition between dimensions due to the limited attentional capacity. This is what Skehan (2009) noted as "conflict between form and meaning". In the case of current study, the oral accuracy of L2 learners was proved to gain during task repetition. This can arguably imply that participants, when performing the repeated task prioritized more control, accurate output for better fluency.

Another reason to explain this situation is that the type of task used in this study could have influenced the outcome of analysis. One of the most common task types chosen as the instrument for the research on task repetition is narrative task, which appeared in many studies, including Bygate's (1996). These narratives were often in the form of animated short videos. Another common task type that was frequently used in the field was picture description task (Finardi, 2008). These task types were selected because the content of the task is usually fixed, and no matter how speakers express the content, the main message in the story or video will not differ significantly between the first and subsequent performances. However, in the current study, a topic-related, descriptive task was used as the instrument of the study, which was designed to mirror IELTS Speaking Task 2 format. And because of that, the content of the first and second performance might differ. As mentioned before, although the topic and the requirements of the task did not change across the performance, speakers can still tell a completely different story, which still fits the requirements of the task. The benefits of task repetition as mentioned earlier can help learners shift their focus from message content (fluency) to more accurate and appropriate formulations (accuracy). However, when learners decided to change their message content, they had to use their attentional resources to produce meaningful content and at the same time correct their errors in their first performance. This leads to ineffective use of the opportunity of first performance since speakers cannot benefit from the initial linguistic choice and the ability to monitor and self-correct their errors. Thus, studies using narrative or picture description tasks as their research instruments were able to

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show consistent results, yet it was not the same case in the current study since the results of analysis can differ significantly depending on whether speakers retell the story in the first performance, or they decide to deliver a new experience.

Implications

The findings of task repetition led to more accurate, but not fluent language for L2 learners offers insight into learners' processing priorities and the effect of task repetition for different aspects of oral performance. Firstly, the analysis strongly advocates for Skehan's (1998) Trade-off hypothesis, focusing on the competition for attentional resources in L2 production. The recorded improvement in accuracy along with a lack of fluency gains suggests that learners may have allocated their limited attentional resources towards monitoring their output for correctness during the repeated task, potentially at the expense of the speed and smoothness of their speech. This aligns with the notion that focusing on one aspect of performance, particularly accuracy, can sometimes come at the cost of another, namely fluency.

Secondly, the accuracy gains indicate that task repetition in the context of current study facilitated a greater focus on linguistic form rather than meaning. Learners are more likely to use the opportunity of task repetition to pay more attention and correct errors in their grammar and vocabulary. This is due to the nature of the task selected for the study. The message content of the task (meaning) can easily be replaced in the second performance, depending on the learners' personal choice. Therefore, it is more convenient for learners to focus more on their form (accuracy) rather than the meaning or the content (fluency).

Finally, the lack of fluency gains might propose that task repetition, in this particular context, was insufficient to promote the automatization of language processes necessary for fluent speech. While repetition can lead to increased familiarity with content, it does not always translate into more automatic retrieval and production of language, which is crucial for fluency. Furthermore, the improvement in accuracy can be attributed to increased self-monitoring during the second task performance. With the benefits of having performed the task once, learners were able to be aware of their linguistic shortcomings and thus, focus more on self-correcting in the subsequent attempt.

Limitations

There are several potential limitations in the current study, considering its findings that task repetition led to greater accuracy, but not fluency in L2 learners' performance.

First, the current study, similar to other studies on task repetition, suffers from a small sample size, which limits the generalizability of the findings (Ahmadian, 2011; Bei, 2013; Bongsun, 2017; Sample & Michel, 2015). This leads to a significant limitation in making broader claims about all L2 learners.

Secondly, the study might have examined a limited number of task repetitions (e.g., one or two repetitions), which may not have been sufficient to observe significant gains in fluency and accuracy. In fact, it was one of the reasons that affected the improvement in fluency as mentioned previously. Finally, the long-term investigation of the effect of task repetition may be needed to ensure fluency gains in the study. It is possible that fluency gains may have emerged over a longer period with more sustained repetition or follow-up activities.

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Conclusion

The findings of the study revealed a significant enhancement in L2 learners' oral accuracy through task repetition without a corresponding improvement in oral fluency. This outcome aligns with the trade-off hypothesis, suggesting that the cognitive resource of learners during task repetition may have been preferentially allocated towards monitoring and improving the formal aspects of their language, thereby leading to greater accuracy but constraining their ability to speak more fluently. The observed increase in accuracy with task repetition, as confirmed by the independent samples t-test, underscores the potential of this pedagogical technique for fostering the development of correct language use. Learners were able to use the opportunity to repeat the monologic description task to attend to and refine their grammatical and lexical choices, leading to a statistically significant improvement in accuracy compared to the control group. However, the lack of significant gains in fluency suggests that task repetition alone, within this study, was not sufficient to promote the automatization of language production necessary for smoother, faster speech. This could be attributed to several factors, some of which may represent limitations of the current research. In addition, the nature of the monologic description task might have inherently encouraged a focus on careful formulation rather than spontaneous output, potentially prioritizing accuracy over fluency during repetition. In conclusion, while this thesis provides empirical support for the positive impact of task repetition on L2 oral accuracy in the context of a monologic description task, it also highlights that task repetition alone may not be a panacea for improving oral fluency. Future research should consider investigating the interplay between task repetition and other pedagogical interventions, such as explicit fluency-focused instruction, varied task types, and strategies to build learner confidence, to achieve a more comprehensive development of both accuracy and fluency in L2 oral production. The limitations of this study, including the specific task type, the time interval between repetitions and the number of repetitions, should also be addressed in future investigations to further our understanding of the complex relationship between task repetition and the multifaceted nature of L2 oral performance.

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