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THE EFFECTS OF REPETITION OF DIFFERENT TASK TYPES ON THE FLUENCY, COMPLEXITY AND ACCURACY OF TURKISH EFL LEARNERS' ORAL PRODUCTION

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ABSTRACT

"Underlying most current research in SLA is the assumption that some level of attention to form is needed for language acquisition to take place" (Radwan, 2005, p.70). It can be done through task design (Fotos & Ellis, 1991), pre-task and post-task activities (Doughty, 1991) and consciousness-raising activities (Willis, 1996). The main purpose of this study is to investigate the effects of repetition of different task types on fluency, accuracy and complexity of participants. Three task types (personal task, narrative task and decision-making task) were used in this research and the effects of repetition of these three task types on the development of participants' oral production were studied. This study was conducted with 60 EFL students (males and females) who were studying ELT and Medicine at Ataturk University and ELL in Manchester Language School. .To examine the effects of repetition of different task types on fluency, accuracy, and complexity of learners, participants' performances on the first attempt and second attempt of the same task were recorded and scored. In order to answer research questions the data were submitted to statistical analysis including paired t-test. The findings of the study indicate that greatest level of improvement on fluency obtained through repeating the narrative task and development in accuracy of participants gained through the repeating of personal task.

Key Words: Task, Task types, Task repetition, Fluency, Accuracy, Complexity.

1. Introduction

Second language acquisition researchers, curriculum designers, teacher trainers and language teachers have been interested in utilizing task-based language teaching (TBLT) all over the world in the past 20 years. To a great extent, it was developed in reaction to empirical account of teacher-centred, form-oriented second language classroom practice (Long& Norris, 2000).

Task-based Language Teaching presents the notion of "task" as a core unit of planning and teaching. So, it is vital to know what a 'task' exactly consists of. Tasks have been defined in various ways. Willis (1996) defines task as an activity where the target language is used by the learner for a communicative purpose in order to achieve an outcome. In this definition, the concept of meaning is included in 'outcome'. Similarly for Nunan (2006) tasks have a non-linguistic outcome. He defines task as:
A piece of classroom work that involves learners in comprehending, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, middle and an end (p.17).

Bygate (1996) mentioned that situations such as task familiarity and task repetition are useful elements for learning L2. Later, Yule added interlocutor experience as a situation which is beneficial for doing task (Yule et al., 1992). Maybe the most useful way in this respect is that of pre-task planning. Ellis (1987), for example, suggested that planning time in doing a task developed accuracy of oral production, whereas unplanned discourse led to more lexical performance. Similarly, Crookes (1989) reports that planning time developed complexity of language production, but not accuracy. Likewise, Foster and Skehan (1996) argued the different impact of planning on task performance. They reported that the opportunity to plan (giving 10 minutes in pre-task planning) directed to greater fluency, greater complexity and more accuracy.

Researchers have different perspectives on characteristic and usefulness of different tasks. They claim that some tasks are more beneficial for interaction than others. Long offers that close task are more useful than open tasks and that two-way information gap tasks are more useful than one-way tasks.

Numbers of proposals have been claimed by researchers on the effects of task repetition on oral production of learners. For example, "we might expect performance to be more fluent in terms of pausing and speed of words per minute. This is because all things being equal we would expect that doing the task a second time would involve less planning work. Also it is likely to have a different form: because the task has already been formulated previously, we can expect fewer false starts and self-corrections". (Bygate, 1996, p. 138).

2. Literature Review

2.1. Task Repetition

Discovering situations which a task is done such as task repetition can be useful for L2 learning. Task repetition is mainly a kind of planning (Ellis, 2005, 2008) that refers to 'repetition of the same or slightly altered task – whether the whole tasks, or parts of a task' (Bygate & Samuda, 2005, p. 43). Task repetition is said to lead to more fluency and complexity (Bygate, 2001). Probably because when learners already know:

What they are going to talk or write about they have more processing space available for formulating the language needed to express their ideas with the result that the quantity of the output will be enhanced and also the fluency and complexity (Ellis, 2003, pp. 246–47).

Bygate's research on task repetition is one of the prominent studies in task repetition which explored the effects of exact repetition of a task on language production. In this study a participant was asked to watch a video cartoon and then to narrate it. Bygate reported that this form of repetition has a striking improvement in both fluency and accuracy (Bygate, 1996). Later, Bygate (2001) compared the performances of 48 learners on a narrative and an interview on two occasions with a 10-week interval. He found that task repetition had a significant effect on fluency and complexity of learners' performances.

Another study carried out by Gass et al.'s (1999). They tried to find out the impact of the impact of repeating (both same and slightly different task) on linguistic output of L2 learners of Spanish. Gass et al. (1999) found that task repetition had an effect on the overall proficiency, partial accuracy in the use of estar, and lexical complexity.

Similarly, Lynch and Maclean had conducted another interesting study on task repetition (2000, 2001) in the context of English for specific purposes. They explored that task repetition had a positive impact on both accuracy and fluency in language production of learners.

2.2. Task Type

Researchers have different views on characteristic of task. They claim that some tasks are more beneficial for interaction than others. Skehan and Foster (1997) and Skehan and Foster (1996) showed that different task types have various impact on oral production of learners. They revealed that some tasks directed to more accurate and fluent but less complex language, others produce more complex and accurate language, while yet others created more complex but less accurate language.

Skehan (1992, 1996) recommends that tasks are different depending on their language demands ; their cognitive demands; and the communicative pressure. Foster and Skehan took advantage of this basis in their works and (1996) focused on a personal task, a narrative and a decision-making task. They stated that the personal task created less complexity than the narrative and decision-making tasks. Also, lowest level of accuracy can be gained through narrative task. Similarly, greatest amount of fluency can be gained through the personal task, with the other two tasks type being similar in this respect. Such research is exploring that different tasks have different impact on oral production of learners.

Accordingly, Robinson introduced additional classification for tasks. According to Robinson (2001), tasks can be classified according to *task complexity*, which contains cognitive demands of the task, *task difficulty* which is based on learner's factors such as aptitude, motivation, etc., and *task conditions* which involve the demands of the task. He claimed that these three different structures of tasks have a different impact on learners' performance. According to Robinson (2001), narratives tasks are more complex than picture description tasks. In a narrative task, learners have to organize information in their mind then retain this on formation while processing the story they are going to narrate. In a picture description task, learners have visual support and they can select what they want to describe first. So, they can avoid what they do not know, in so doing they don't penalize memory as much as in a narrative task.

2.3. Research Questions

The following research questions were addressed in this study:

Question 1: Does repetition of different task types have any impact on the fluency (false start, reformulation, repetition) of learners?

Question 2: Does repetition of different task types have any impact on the accuracy of leaners?

Question 3: Does repetition of different task types have any impact on the complexity of learners?

3. Methodology

3.1. Participants

This study was conducted with 60 EFL students (males and females) who were studying ELT and medicine at Ataturk University and ELL in Manchester Language School. They were 20-25 years old and at intermediate level.

3.2. Material

Following Skehan and Foster ,three task types were used in this study (1999): Personal tasks (based on information that was well known to participants and that was so supposed to decrease the cognitive load of the task involved), narratives task (which were supported by visual material, but which required some degree of organization of material to tell a story effectively), and decision-making tasks (which required the ability to relate a set of reasons to a set of decisions that had to be made).

These three types of tasks were chosen for a number of reasons. First similar tasks have been used in other studies (e.g. Foster & Skehan, 1996; Skehan & Foster, 1997; Skehan & Foster, 1999; Foster, 2000 cited in Foster, 2001) and therefore it would be easier to compare the results of these studies with the results that were gained in other similar studies. Second, all of these tasks are monologic rather than dialogic, so they provide a basis for measuring performance of learner that are not affected by interactional variables. Finally, we wished to insure that the task was reasonably demanding on the participants and previous researches indicate that this can be achieved by these types of task.

Additionally, there are some reasons for choosing narrative task. Bygate (1999) claims that the narrative task invites "linguistically denser talk" (p.206), we expect that it make development in L2 production. The usefulness of using the narrative task in l2 research is advised by Kawauchy (2005). Her point is that such monological tasks as narration are cognitively demanding because the learners cannot ask help from their conversational partners. Referring to Ortaga (1999), Kawauchi emphasizes the fact that the narrative task effectively limits the range of individual variation in language use. (p.148)

As a personal task the following topic was used:
Sending somebody back to turn off the oven (Foster & Skehan, 1996).
It is the afternoon, you are at the university, and you have an important examination in fifteen minutes. You suddenly think that you haven't turned off the oven after cooking your lunch.
There is no time for you to go home. Explain to a friend who wants to help
- How to get to your house
- How to get into the house and get to the kitchen
- How to turn the oven off

For the second type of task, i.e. decision-making the following topic was chosen: You are going to be taken to a deserted island to live there for a month. You can only take three pieces of equipment with you. Tell us what you would like to take with you and give reasons for your choice and justify the decision. Decision-making tasks tend to involve the mobilization of sets of values to enable decisions to be made about conversational problems.

Finally, for the Narrative task, a lot of sources were examined in detail including course books and supplementary materials for teaching English and pictorial stories to find picture appropriate for the study. We tried to find those picture narratives which were clear enough and had an appropriate length, and also suitable to the level of participants i.e. weren't too difficult for the learners at intermediate proficiency level, and were culturally familiar for the participants. Then, a picture from "Beginning composition through picture" by Heaton was chosen as narrative task.

3.3. Procedures

Each participant came out of the class individually and went to a separate room with the researcher. They were required to narrate each of the tasks in turn. There was no time limitation; they were given enough time to look at the pictures or think about the given tasks before they started narration.

When all of the participants finished their first performance, the second phase of the study began. After one week participants were required to do the same task again. The same process was repeated for the second time. Students hadn't been informed about the repetition of the task to reduce the practice effect.

3.4. Accuracy Measure

Although for general measures of accuracy, the percentage of error free clauses is frequently selected by researchers, Bygate (2001) recommends that calculating the number of errors per unit is the best way to measure accuracy since it does not obscure the actual occurrences of errors, as is the case with counting error-free units. Thus, in this research the incidence of errors per t-unit was selected to calculate the accuracy of participants.

3.5. Fluency Measure

Following Bygate (2001) fluency was measured according to temporal measure of three disfluencies, i.e., false start define as "number of utterances abandoned before completion", repetition define as "number of immediate and verbatim repetition of a word or phrase" and reformulation define as" number of repeated with some modification either to syntax, morphology, or word order".

3.6. Complexity Measure

Complexity was measured in terms of number of words per t-unit (Bygate, 2001; Daller, van Hout, & TreffersDaller, 2003). T-unit is defined as "a finite clause together with any subordinate clauses dependent on it" (Bygate, 2001, p. 35).

4. Data Analyses

The first research question in this study was concerned on the effect of repetition of three task types on the fluency (repetition, reformulation and false starts) of L2 production. A paired t-test was applied to answer this question.

Table 1

Paired Samples Statistics (Narrative task)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Prefluencyreform	1.20	20	1.43	.32
	Postfluencyreform	.85	20	1.04	.23

Table 2.

Paired Samples Statistics (decision-making)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Prefluencyreform	.45	20	.68	.15
	Postfluencyreform	.35	20	.58	.13

As the descriptive data in Table 1 shows during the first performance of narrative task the mean score fluency (reformulation) of participants was 1.20 but in the second performance it decreased to .85. As well as the mean scores fluency (reformulation) of participants in performing decision-making task (shown in table 2) decreased from .45 in the first performance to .35 in the second performance. So, the participants made fluent production in performing decision-making and narrative task in their second performance.

But as the table 4 indicates, the existing significant value for fluency (reformulation) in decision-making task (p=.54) is higher than the significant level (.05). In other words, there is no significant difference between the first and second performance of participants in performing decision-making task. Therefore, there is no significant effect of repetition of decision -making task on fluency (reformulation) of the participants. Similarly, as shown in table 5, since the significant level (.05) is lower than existing value for fluency (reformulation) of personal task (.55), there is no significant difference between the first and second performance of participants, therefore, there is no significant effect of repetition of personal task on fluency (reformulation) of the subjects.

Table 3.
Paired Samples Statistics (Personal task)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre fluency reform	.65	20	1.04	.23
	Post fluencyreform	.85	20	1.22	.27

Table 4.
Paired Samples Test (decision-making)

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	prefluencyreform – postfluencyreform	.100	.71	.16	-.23	.43	.62	19	.54

Table 5.
Paired Samples Test (Personal task)

	Paired Differences	t	Df	Sig. (2-

					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			tailed)
Pair 1	prefluencyreform – postfluencyreform	-.20	1.47	.32	-.88	.48	-.60	19	.55

Table 6.
Paired Samples Test (Narrative task)

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	Df	Sig. tailed)
Pair 1	prefluencyreform – postfluencyreform	.350	1.42	.31	-.31	1.01	1.09	19	.28

Conversely, the mean score fluency (reformulation) of participants in personal task increased from .65 in the first performance to .85 in the second performance. As noted before, in the case of fluency measure which is a disfluency measure, the smaller the score the better the result is. Furthermore, as shown in table 6the significant value for fluency (reformulation) on narrative task was (.28), which shows no significant impact of repetition of narrative task on improving fluency (reformulation) since it is higher than (.05).

In general there wasn't a significance difference on the fluency (reformulation) of subjects performing three task types in the case of repeated performance.

Table 7.
Paired Samples Statistics (Narrative task)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Prefluencyfalse	.15	20	.36	.08
	Postfluencyfalse	.15	20	.36	.08

Table 8.
Paired Samples Statistics (decision-making)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	prefluencyfalse	.05	20	.22	.05
	postfluencyfalse	.05	20	.22	.05

Table 9.
Paired Samples Statistics (Personal task)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Prefluencyfalse	.35	20	.74	.16
	Postfluencyfalse	.30	20	.57	.12

As shown in table 7 and 8, the mean scores for fluency (false start) of participants in decision-making task and narrative task were the same in both performances. The mean score fluency (false start) of participants on decision-making task was .05 in both performance and did not change during the second performances as well as the mean scores fluency (false start) of participants in narrative task was .15 in both performances and did not change during the second performance too. Moreover, as the tables 10 and 12 indicates, the existing values for fluency (false start) in decision-making task and narrative task are the same i.e. (1.00), which are higher than the significant value (.05). That is to say that there is no significant impact of repetition of these two task types on fluency (false start) of participants. Thus, repeating narrative and decision-making task didn't have a vital impact on participants' fluency in the case of false start.

On the contrary, the mean score for fluency (false start) of participants (as shown in table 9) on personal task decreased in the second performance. In the first performance the mean score of fluency (false start) of participants was .35, but in the second performance it has decreased to .30. So, participants made fluent production in their second performance in performing personal task.

But, as shown in table 11, since the significant level (.05) is lower than existing value for fluency (false start) in personal task, (.80), there is no significant difference between the first and second performance of participants, therefore there is no significant effect of repetition of personal task on fluency (false start) of participants.

Table 10. Paired Samples Test (decision-making)

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1 prefluencyfalse – postfluencyfalse	.000	.32	.07	-.15	.15	.000	19	1.00

Table 11. *Paired Samples Test (Personal task)*

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1 prefluencyfalse – postfluencyfalse	.050	.88	.19	-.36	.46	.25	19	.80

Table 12.

Paired Samples Test (Narrative task)

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1 prefluencyfalse – postfluencyfalse	.000	.45	.10	-.21	.21	.000	19	1.00

In general, there wasn't a significant difference on the fluency (false start) of subjects performing three task types in the case of repeated performance.

Table 13.
Paired Samples Statistics (decision-making)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Prefluencyrepeat	1.15	20	1.53	.34
	Postfluencyrepeat	.45	20	.75	.17

Table 14.
Paired Samples Statistics (Personal task)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	prefluencyrepeat	1.65	20	2.66	.59
	postfluencyrepeat	1.35	20	1.66	.37

Tables 13, 14 and 15 show the mean score fluency (repetition) of three task types of participants in their first and second performance. As table 13 indicates the mean score of fluency (repetition) of participants in decision-making task in the first performance was 1.15, but it reduced to .45 in the second performance. As noted before, the result will be better if we gain lower measures. Also, the mean score of fluency (repetition) of participants in the personal task reduced from 1.65 in the first performance to 1.35 in the second performance.

Table 15.
Paired Samples Statistics (Narrative task)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Prefluencyrepeat	2.30	20	3.72	.83
	Postfluencyrepeat	1.25	20	2.40	.53

A paired t- test was run to find out whether the difference between the task types is meaningful. As the result in tables 16 and 17 show, the difference between the participants' fluency (repetition) on both tasks, decision-making task and personal task, weren't significant. The significant value of fluency (repetition) in the decision-making task was .09 as well as the significant value of fluency (repetition) in the

personal task was .57, which are higher than the significant level (.05). Thus, the results suggest that although reworking the task had a striking impact on the learners' speech fluency, task type didn't exert significant effect.

In addition, there is a significant decrease in the mean score of fluency (repetition) of participants in narrative task. As table 15 displays, the mean score of fluency (repetition) of participants in the first performance was 2.30, but it has declined to 1.25 in the second performance. Also, as the table18 shows, the differences between the participants' fluency (repetition) in the narrative task was significant (.05). It can be concluded that performing the narrative task for the second time had a significant effect on the participants' fluency (repetition).

Table 16.

Paired Samples Test (decision-making task)

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	prefluencyrepeat - postfluencyrepeat	.70	1.75	.39	-.11	1.51	1.78	19	.09

Table 17.

Paired Samples Test (Personal task)

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	prefluencyrepeat - postfluencyrepeat	.300	2.34	.52	-.79	1.39	.57	19	.57

Table 18.
Paired Samples Test (Narrative task)

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	prefluencyrepeat - postfluencyrepeat	1.05	2.25	.50	-.007	2.10	2.07	19	.051

Finally, reworking the decision-making task and personal task did not have a major impact on fluency (repetition) of subjects, but reworking narrative task has a vital effect on the fluency (repetition) of participants.

Table 19.
Paired Samples Statistics (decision-making)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	preaccuracy	1.30	20	1.59	.35
	Postacuuracy	.85	20	.87	.19

Table 20.
Paired Samples Statistics (Personal task)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	preaccuracy	2.00	20	2.00	.44
	postacuuracy	1.00	20	1.02	.22

Table 21.
Paired Samples Statistics (Narrative task)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Preaccuracy	1.75	20	1.58	.35
	Postacuuracy	1.05	20	1.23	.27

In order to find out if task types have any impact on the accuracy gain through task repetition a similar paired t-test was run.

Drawing on the mean scores of accuracy reported in table 19, a reduction can be seen in the second performance of participants in decision-making task, from 1.30 in the first performance to .85 in the second performance. Also, an improvement can be seen in the mean score of the accuracy of participants in narrative task. As shown in the table 21, the participants mean score in narrative task was 1.75 in the first performance, but during second performance it has decreased and become 1.05.

But, the result obtained from the paired t-test presented in table 22 and 24 doesn't show any significant effect for accuracy measures in both decision-making and narrative task.

The significant value of accuracy in the decision-making task was .186 as well as the significant value of fluency in the narrative task was .100, which both of them are higher than the significant level (.05). Thus, reworking two task types, decision-making task and personal task, didn't have a major impact on participants' accuracy.
In this study, the main effect of task repetition on accuracy is seen in the repetition of personal task. According to table 20, the mean score of accuracy of participants in the personal task reduced significantly. In the first performance it has been 2.00, but it has reduced to 1.00 in the second performance. Also, as the table 23 shows, the differences between the participants' accuracy in the personal task were significant (.01), since it is lower than significant value (0.05), so it means that performing the personal task for the second time had a significant effect on the improvement of the participants' accuracy.

Table 22.
Paired Samples Test (decision-making)

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	preaccuracy – postacuuracy	.45	1.46	.32	-.23	1.13	1.37	19	.18

Table 23.
Paired Samples Test (Personal task)

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	preaccuracy - postacuuracy	1.00	1.65	.37	.22	1.77	2.70	19	.01

Finally repeating the decision-making task and narrative task have not major impact on accuracy of participants, but reworking personal task has a vital effect on the accuracy of participants.

Table 24.
Paired Samples Statistics (decision-making)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Precomplexity	33.10	20	9.20	2.05
	Postcomplexity	26.25	20	8.08	1.80

Table 25.
Paired Samples Statistics (Personal task)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Precomplexity	43.65	20	21.45	4.79
	Postcomplexity	44.65	20	22.24	4.97

Table 26.
Paired Samples Statistics (Narrative task)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Precomplexity	47.85	20	25.40	5.68
	Postcomplexity	50.05	20	24.72	5.52

The last research question in this study investigated the effect of repetition of task types on the complexity of participants. As the descriptive data in table 24 indicates, there has been a reduction in the complexity level of participants in the second performance in the decision-making task. The complexity means score of participants in the decision-making task in the first performance was 33.10, but in the second performance it has reduced to 26.25. As the result of paired t-test in table 27 indicates the difference between the participants complexity in two performance of decision-making task was significant (.003), since it is lower than critical value (.05). It means that repeating decision-making task decreased complexity level of participants and lowest level of complexity can be gained through the repetition of decision-making task.

Table 27.
Paired Samples Test (decision-making)

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	precomplexity - postcomplexity	6.85	8.92	1.99	2.67	11.02	3.43	19	.003

Table 28.
Paired Samples Test (Personal task)

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	precomplexity – postcomplexity	-1.000	12.56	2.80	-6.87	4.87	-.35	19	.72

Table 29.
Paired Samples Test (Narrative task)

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	precomplexity – postcomplexity	-2.20	13.14	2.93	-8.35	3.95	-.74	19	.46

But, as shown in the table 25 and table 26, mean score of participants in the personal task increased from 43.65 in the first performance to 44.25 in the second performance as well as there has been an improvement in the complexity level of participants in the narrative task. The complexity means score of participants in narrative task increased from 47.85 in the first production and reached to 50.05 during the second production. However, the result obtained from the paired t-test presented in table 28 and 29, personal task (.72) and narrative task (.46) doesn't show any significant effect on improving complexity of the participants since the existing significant value of two task types are higher than the significant level (.05). So, it can be concluded that although reworking the task did have a striking impact on the learners' complexity , task type didn't exert significant effects.

In order to enrich the analysis, the extracts from the transcripts of two participants of narrative task and personal task were selected to illustrate the effects of repetition of these task types on L2 speech performances. The pauses were not measured and are signaled with (…) in the excerpts.

First Performance Narrative Task
There is a bus that left at the station and someone missed missed the bus. Then a woman went away away from his child child. child sit on the bag bag and crying. A police, having a funny funny face, going going to the child. There is is a group, they are speaking each other ….other and drinking tea, at the same time, at at ….the same time, they speak with …..servant. Finally time is nine,….. time is nearly nine.

Second Performance Narrative Task

There is a bus that has left from station. And I see a man hurries up to catch the train. There is a group that speaking with each other and they speak with servant too. And a child is crying, probably he lost his mother. A policeman, who looks very funny, tries to help him. Time is nearly nine a.m.

As can be seen in the transcript, in the first performance participant made a lot of hesitations and repetitions since as was mentioned by Bygate, he was trying to scan his memory for the language which was appropriate to the task. As it takes time to find a suitable language for the task, he was somehow nervous and anxious as he was performing the task. But, on the second performance of the same task, since he was familiar with the tsk and he had more time to shift his attention from content to choose suitable language for the task, he was so relax and that is why he made no repetition and hesitation. As mentioned earlier in the case of fluency the less the repetition, the fluent the utterances. Also as can be realized the first performance of participant was more complex but in the second performance as he tried to make a meaningful and accurate utterances, he lost complexity at the expense of fluency.

Subsequently as the data analysis of result indicated earlier repetition of narrative task for the second time improves learners' fluency in the case of repetition.

First Performance Personal Task

I have just forgotten to turn off the oven and I am at the university, so in 15 minutes I have an examination, so I do not have any time to go back my home. Ee If you are free, can you go my home and turn off the oven. If you want there is an elec there is key inside of electric box. When you got on the bus in front of the university, which is number is G3, you can got off from the bus in front of the shopping mall and opposite of the shopping mall, there was a blue building. My flat was the 3rd floor, and then when you took the key from the electric box, when you entered the flat, the kitchen is the second door at the right side, and when you entered the kitchen, you will see the oven, there is a bottom at the bottom of the oven, when you pushed the bottom, you can turn off the oven. Thank you.

Second performance Personal Task

Hello my friend I am in the university now and in 15 minutes, I have an exam. I have an important exam. But I suddenly remember that I didn't turn off my oven oven in the kitchen, so if you have a time can you go go to my home to take off the oven for me. At first, get on the bus in front of the university campus, which is G3 buses and you can get on get off the bus in front of the shopping mall and then my home is opposite of the shopping mall, which is a blue building and then you enter the building.

My floor, my home is in the second floor. When you come into my door, you will see electricity box, when you open it, you will see my house key. When you open the door, the kitchen door is the second door of the right side. Enter the kitchen, you will see the oven. There is a bottom at the bottom of the oven, when you push it the bott the oven will turn off. Thank you for all things.

As can be seen in the first performance, participants made a lot of errors since he focused most of her attention on conveying meaning. As a result she lost concentrating on grammatical aspect of her utterances. She was so confused on tenses of her utterances. As can be seen, she sometimes made future sentences and sometimes past sentences and she made incorrect declarative sentences as well. As mentioned by Skehan's (Skehan, 1998; Skehan & Foster, 2001, 2005) human beings have limited information processing capacity and that different components of language production and comprehension compete for such limited capacities. A central choice in this regard is between attention to form and attention to meaning. But as can be seen in the second performance, the participant was more accurate. She made more correct grammatical utterances than her first performance.

She made accurate sentences using future tense and declarative sentences. Since she was familiar with the content of the task, she gave her attention in making accurate language.

5. Conclusion

The findings of the study indicate a significant impact of repetition of three task types on fluency and accuracy of participants. The result reveals that greatest level of improvement on fluency obtained through repeating the narrative task and development in accuracy of participants gained through the repeating of personal task. "Hence the notion of 'discourse competence' – the capacity to process certain types of discourse more easily than others- does appear to have some empirically identifiable psychological reality" (Bygate, 2001, p. 43).

The results of this research also suggests that experiencing a task for a second time a number of processes may take place: information can be developed, reorganized, and consolidated; attention can be paid to different aspects of the language. Repeated encounters do not involve the learners in doing the 'same' thing, but rather in working differently on the same material. Repetition gives opportunity for learners and well as teachers to organize their future language practices.

The current study has suggestions for both pedagogy and research. In the case of pedagogical, the results of this study propose that repetition can make an ideal balance between attention to form and attention to meaning. The finding of this study can be useful for language teachers and curricular designers. Since the findings of study show that greatest level of improvement on fluency obtained through repeating the narrative task and development in accuracy of participants gained through the repeating of personal task, teachers can notice the positive effect of this task types and they can include this task types in their daily teaching programs.

In the case of research methodology, as the result of study shows, classification of analysis can be extended beyond the measure of fluency, accuracy and complexity. Discoursal features, lexical selection, collocations of the speech can also be investigated.

Changing the interval between task repetitions or giving other different task types might have on impact the performance of the participants. A further research can be done by selecting different task types or by changing the interval of performing repetition of task.

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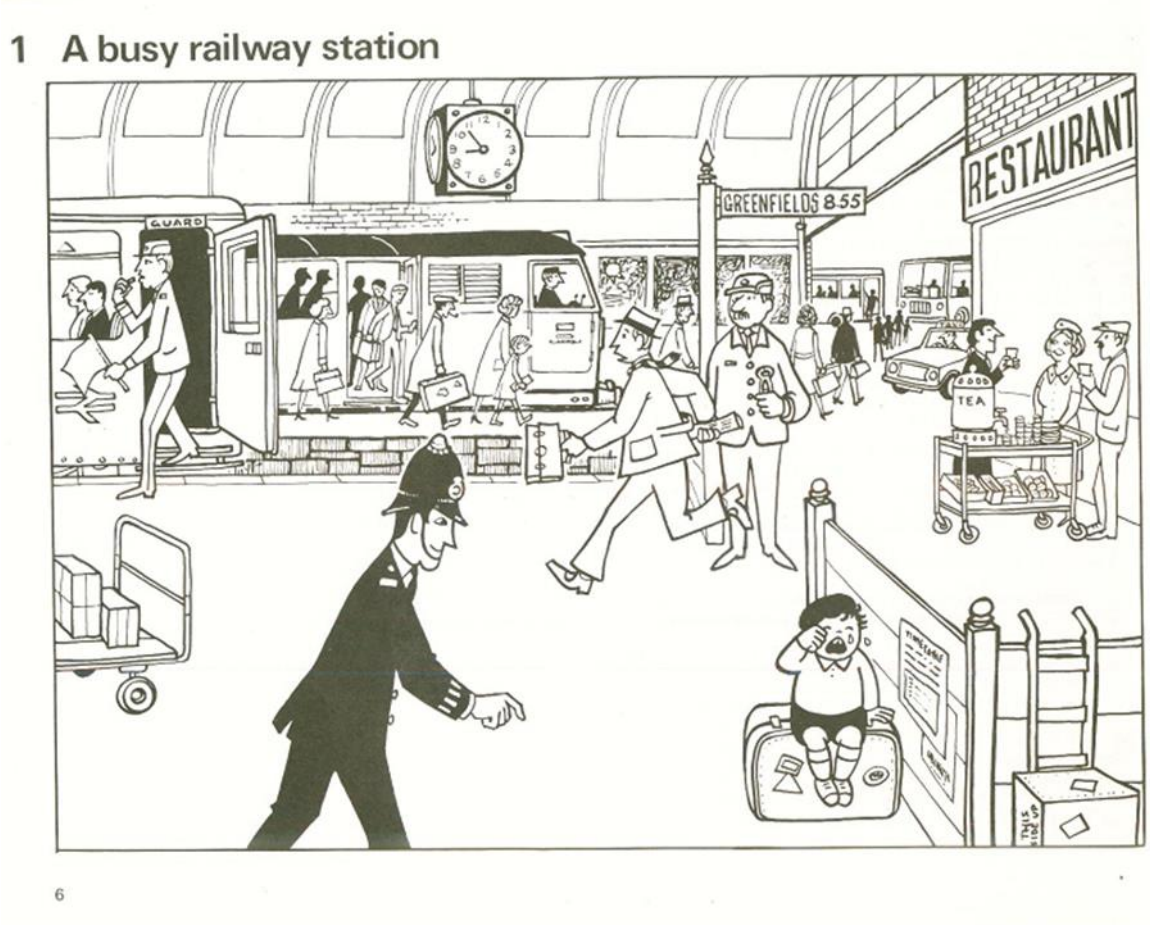
APPENDIX

Narrative Task



Chosen from "Beginning composition through picture" by Heaton