

## The Effect of Task Repetition on Iranian Pre-Intermediate EFL Learners' Writing Production in TBLT

**Sanaz Afshar\***

Ph.D Candidate in TEFL  
Department of Foreign Languages  
Shiraz Branch, Islamic Azad University  
Shiraz, Iran

Email: sanazafshar003@gmail.com

**Firooz Sadighi**

Professor of English Language and Linguistics  
Department of Foreign Languages  
Shiraz Branch, Islamic Azad University  
Shiraz, Iran

Email: firoozsadighi@yahoo.com

**Abstract.** This study investigated the effect of task repetition on the written language production in TBLT, focusing on the Iranian EFL learners' performance at the pre-intermediate. The participants of the study, whose proficiency level was proved by the institute entrance exam, were 40 students selected from the Bastan Language Institute, Shiraz, Iran. The academic board of the institute designed and validated the test. It included different parts: interview, pronunciation, translation, and reading test. They were divided into two groups of control and experimental. A pretest, including a test of writing based on the American English File 1 book, was administered to both groups. The control group was treated with the regular program while the experimental group received the task repetition instruction. Then, there was the posttest (the same as the pretest) for both groups. The data of the present study were analyzed using the SPSS software version 20. Descriptive statistics, the test of Normality, and paired samples t-tests were run to analyze the obtained data. The results of the study showed the positive effect of task repetition using TBLT in the language learners' written language production. EFL teachers, EFL learners, and syllabus designers can benefit from the results of this paper.

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\*Corresponding author

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## 1. Introduction

As stated in the Oxford dictionary (2006), a task is viewed as an outcome-oriented instructional segment or as a behavioral framework for research or classroom learning including, a piece of work, an everyday activity, a job responsibility, or a general activity for learners.

According to Feez (1998), the critical assumptions of the task-based instruction are as follows:

- The focus is on the process rather than the product.
- Based elements are purposeful activities and tasks that emphasize communication and meaning.
- Learners learn a language to interact communicatively and purposefully while engaged in the activities and tasks, which can be either the ones that learners might need to achieve in real life or those that have pedagogical purpose specific to the classroom.
- Activities and tasks of the task-based syllabus are sequenced according to difficulty.
- The difficulty of tasks depends on a range of factors, including the previous experience of the learner, the complexity of the task, the language required to undertake the task, and the degree of support available.

Task-based syllabuses are related to analytic approaches. Two types of approaches, “synthetic approaches” and “analytic approaches,” were suggested by Wilkins (1976). In synthetic approaches, different parts of language are taught separately and step by step. Thus acquisition is a process of gradual accumulation. On the other hand, “analytic approaches” are organized in terms of purposes for which people are learning a language” (Wilkins, 1976, p.13).

Considering the pedagogical task, Richards (1986) mentioned:

“An activity or action is carried out as a result of processing or understanding language (i.e., as a response). For example, drawing a map while listening to a tape, listening to instruction, and performing

the command may be referring to as a task. The task may or may not involve the production of language. The task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative since it provides a purpose for a classroom activity that goes beyond the practice of language for its own sake.” (Richards, 1986, p. 289).

Nunan (2004) separated the real-world or target tasks that refer to the use of language in the real world and pedagogical tasks that occur in the classroom environment.

Robertson and Nunn (2006, p. 437) introduced six stages for the task-based syllabus, according to Nunan (2004):

- Schema building.
- Controlled practice embedded in a context.
- Authentic receptive skills work.
- A focus on forms (lexical / or grammatical).
- Free practice (communicative activities).
- The communicative’ task itself.

### **1.1 Statement of the problem**

Written language production has always been a challenging task for both teachers and students. According to Turgeon and Lafay (2015), producing language and its comprehension are difficult and complicated cognitive skills that cannot be studied in isolation. Even its assessment procedures cannot be done in isolation. This relationship of language and its skills should be considered concerning the possible influence of attention, working memory, and executive functions on linguistic abilities. In this regard, related processes should be considered, especially regarding working memory. The task bears great importance as utilizing experimental and well-controlled tasks, which can be an influential tool for teaching and learning a language, especially the written production of a second or foreign language.

Considering the task and the psycholinguistic aspect of language

teaching and learning, it can be said that producing a written part of a language like other aspects and skills of a language can be viewed in the scope of TBLT. Choosing the right lexical items, right structure, and syntax, and thus producing a right sentence in order to transfer the right meaning and idea can be achieved not only by teaching but also by practicing the right form in the form of task or following the TBLT methods for the written language production.

Considering the related literature reviewed, there were not many examples of studying written language production among Iranian pre-intermediate students using TBLT methods. Evaluating written language production at this level is complicated by different researchers in different situations. In order to fill this gap, this article tries to evaluate if the task repetition task has an effect on the written language production in TBLT and if it can help EFL learners to overcome this challenging issue. In other words, the researchers try to assess the effectiveness of task repetition on language production (written) of the Iranian pre-intermediate EFL learners considering TBLT.

### **1.2 Objectives of the study**

Taking into account what was discussed in the previous parts, the purpose of this study is to find the effectiveness of task repetition on the Iranian Pre-intermediate EFL learners' writing production in TBLT. The researchers of this survey assess such effectiveness and its applicability in the process of teaching and learning in the form of task repetition. In order to fulfill such objectives, the researchers first examine the effectiveness of task repetition and then check the learning results concerning the TBLT procedure in the EFL classes of the present study. The following research question is posed, geared towards our goal.

### **1.3 Research question**

Does task repetition have any effect on the written language production in TBLT on Iranian pre-intermediate EFL learners?

### **1.4 Theoretical framework**

Task-Based Language Teaching (TBLT) first located in generalized sociocultural theories of learning, but it caused misunderstandings and

criticisms such as lack of controlling the structure of tasks that led to unpredictable outcomes, being useful just for experienced teachers, and being unsuitable for exam preparation (Robertson, 2014). Then the TBLT was placed in the Expansive Learning Theory.

The Expansive Learning Theory deals with learning on a cycle or spiral and also with intercultural knowledge as fundamental to language learning. The TBLT, also, can be defined in the scope of interactive Activity Systems. The activity theory evolves from Vygotsky (1978) and Leont'ev (1978, 1981) theories and thus conceptualized learning as an interaction of several elements. This theory mediates through the cultural context of the learning environment (Robertson, 2014).

#### **1.4.1 Theoretical foundations of TBLT**

What follows are some of the essential theoretical premises of TBLT, according to Richards & Rodgers (2001, p. 227-229, retrieved from <https://www.myenglishpages.com/blog/task-based-language-teaching-tblt/>).

##### **1.4.1.1 Theory of language**

- Language is primarily a means of making meaning: TBLT considers meaning as a central focal point in language teaching. The approach is concerned with the outcome of tasks.
- Multiple models of language inform task-based instruction: Structural, functional, and interactional models influence TBLT adherents.
- Lexical units are central in language use and language learning: TBLT considers vocabulary items to include not only individual words but also phrases, sentence frames, collocations, and prefabricated routines.
- “Conversation” is the central focus of language and the keystone of language acquisition: Learners are required to produce and understand communicative messages. That is, exchanging information is crucial to language acquisition.

##### **1.4.1.2 Theory of learning**

Tasks provide both the input and output processing necessary for language acquisition: If Krashen stresses the importance of comprehensible input, TBLT advocates have argued that comprehensible output is also

of equal importance.

- Task activity and achievement are motivational: Tasks appeal to learners' learning styles and may involve physical activity, collaboration, and partnership.
- Learning difficulty can be negotiated and fine-tuned for a particular pedagogical purpose: Tasks may be designed in such a way that they meet learners' level of proficiency. That is, providing the appropriate target input is crucial to facilitate language acquisition.

As is evident from the above theoretical premises, the notion of a task is central to the TBLT. Advantages of TBLT are as follows:

- Implicit learning
- Incidental learning
- Meaningful learning

### **1.4.3 Typical procedure of Task**

#### **1.4.3.1 Pre-task**

At this stage, the topic is introduced through activities such as (retrieved from <https://www.myenglishpages.com/blog/task-based-language-teaching-tblt/> )

- Prior knowledge activation
- Brainstorming
- Visual Aids
- Games
- Discussions
- Vocabulary activities
- Reading

#### **1.4.3.2 Task activity (cycle)**

The teacher gives clear instructions about the task.

- The learners do the task in pairs or groups, using their own linguistic and nonlinguistic resources.
- The teacher's role at this stage is to monitor, support, and encourage

the learners.

- The teacher does not have to intervene to correct accuracy mistakes.
- The emphasis is more on meaningful communication, fluency, and confidence-building than on accuracy.
- The learners draft or rehearse what they want to say or write.
- They report briefly to the whole class to compare findings.

#### **1.4.3.3 Post-task**

This stage provides an opportunity for learners to compare their products with a similar product by a native/ fluent speaker.

- The learners listen to a recording by a native/ fluent speaker.
- A comparison between the two versions constitutes a chance for learners to learn from their mistakes.
- Based on the analysis of the learners' products, more work on specific language points may follow.

## **2. Review of Related Literature**

Van de Guchte, Braaksma, Rijlaarsdam, and Bimmel (2016), in their study, investigated the effects of task repetition after having directed learners' attention to form during the main task. Their results showed that on written accuracy and metalinguistic knowledge, the R (Repetition) condition outperformed the NR (Non-Repetition) condition on both structures. No significant differences between conditions were found on oral accuracy and fluency.

Lambert, Kormos, and Minn (2016), in their study, examined the relationship between the repetition of oral monologue tasks and immediate gains in L2 fluency. Results revealed that immediate aural-oral same task repetition was related to gains in oral fluency regardless of proficiency level or task type. Overall gains in speech rate were the largest across the first three performances of each task type but continued until the fifth performance. More specifically, however, clause-final pauses decreased until the second performance, mid-clause pauses decreased up to the fourth, and self-repairs decreased only after the fourth performance,

indicating that task repetition may have been differentially related to specific stages in the speech production process.

Fukuta (2015), in a paper, examined learners' attention shifts during repeated task engagement by methodological triangulation. The result partially supported the form-focused effects of task repetition: Learners focused more on the syntactic encoding process and less on the conceptualizing process at the second task enactment when they engaged in the same task twice. Possible theoretical and pedagogical implications are discussed.

Pao-Ling Liao and Kuo-en Fu (2014), developed a three-phase integrative task-based course for achieving communicative effectiveness in two aspects. One aspect was to combine E-simulation with Face book online chat in a computerized environment. The results of this study showed that task repetition enhanced the performance of learners regarding syntactic variety and lexical complexity. Task repetition had more positive effects on the changed-partner group than it had on the same-partner group.

Indrarathne (2014), in a study, discussed the results of a case study of written narrative task repetition in which the participant displayed increased performance in accuracy, fluency, and complexity of her written language production, in particular inaccuracy. The findings revealed that learners were likely to transfer their knowledge of discourse features related to a task when it is performed repeatedly.

Manchn (2014) reviewed and explained the distinctive nature of task repetition (TR) in the environment of L2 writing and the potential language learning benefits that might derive from implementing various forms of TR. The argument is constructed based on three building blocks: (i) an analysis of the concept of TR as currently conceptualized and researched in the TBLT theoretical and empirical literature, and a review of the empirical literature on nature and observed effects of TR in the oral modality; (ii) a discussion of the nature and potential effects of TR in the written modality, and, based on the two previous building blocks, (iii) a reflection on implications for refinements in TBLT theorizing and the expansion of empirical research agendas.

Murad (2009) investigated the effect of a task-based language teach-



ing program on developing speaking skills of Palestinian secondary students and their attitudes towards English. Based on the results of the study, it is recommended that EFL teachers adopt the TBLT principles and procedures in their classroom practices.

Valizadeh, Sadeghi, and Ghaderi (2018) probed into the effect of task repetition under four conditions on the three dimensions of oral production (accuracy, complexity, and fluency) and grammatical knowledge gain of learners of English as a Foreign Language (EFL). The findings indicated significant differences in the performance of the groups from the pre-test to the post-test in terms of accuracy (ratio of error-free clauses) and complexity (syntactic and lexical) dimensions of oral production as well as gains in grammatical knowledge; however, they failed to show significant effects for fluency development across distinct time intervals. The paper discussed further findings and implications.

Bayat (2018), in his study, explored the effects of task repetition (TR), unguided strategic planning (USP), and pressured on-line planning (POP) on the accuracy of Iranian EFL learners' written production. The findings of the study revealed that repeating the task contributed to the EFL students' improvement in accuracy. In a similar vein, giving students the opportunity for on-line planning resulted in a similar effect on accuracy in their output; whereas, no statistically significant enhancement in accuracy was observed in the strategic planning group.

Ahmadi, Ghaemi, Birjandi (2016), in their study, investigated the effects of different output-based task repetition conditions on EFL learners' speech act production. The results suggested that output-based task repetition could not enhance EFL learners' speech act production ability unless learners would be provided with input before the second performance of the task. Also, when explicit and implicit instructional methods were integrated with output-based task repetition, the explicit approach was more effective than its implicit counterpart.

Amiryousefi (2016) in his paper measured the differential effects of two types of task repetition on the complexity, accuracy, and fluency in computer-mediated L2 written production with a focus on computer anxiety, examined the effects of task repetition versus procedural rep-

etition on the complexity, accuracy, and fluency (henceforth CAF) in low-intermediate English as a foreign language (EFL) learners' task-based, computer-mediated L2 written production. The results revealed the following the beneficial effects of both tasks on the participants' L2 written production, the differential effects of task repetition on the participants' writing CAF when compared with procedural repetition, and no statistically significant relationship between computer anxiety and the participants' development of CAF in task-based, computer-mediated L2 written production. Implications are discussed, and avenues for future research are outlined.

Azizzadeh and Dobakhti (2015) in their paper aimed to examine the effect of task repetition, as one of the task implementation variables, on Iranian high-intermediate English as a foreign language (EFL) learners' historical writing performance. The results of independent samples t-tests showed that the experimental group significantly outperformed the control one regarding complexity on the two post-test phases ( $p < .05$ ); however, the results were not significant in the case of accuracy. The findings have important pedagogical implications for EFL learners and teachers, as well as useful future research directions in EFL writing for the researchers.

Baleghizadeh and Asadi (2013), in a study, compared the relative effect of task repetition and task recycling on Iranian EFL (English as a foreign language) learners' oral performance in terms of CAF. To this end, eight intermediate EFL learners, randomly selected from 30 students in two classes of 15, took part in this study. The participants in both task repetition and task recycling groups were assigned to perform a total of eight tasks. The results revealed a significant effect of task repetition on all three measures of performance, while task recycling did not prove to have a significant effect except for fluency. On the level of between-group differences, task repetition was found to be dominant outweighing task recycling in all three measures of oral performance. Task repetition is hence advised to be incorporated in teaching English, particularly in EFL contexts, as a viable tool to hone learners' oral performance on CAF.

Ahmadian (2013), in his study, reported on a study that aimed to

investigate the way working memory capacity regulates the effects of task repetition on L2 oral production. Results revealed that on the second occasion of task performance, participants with greater WMC produced more fluent and accurate language.

Rahimpour, Mehrang, and Hosseini (2011), in their study *Effects of Task Design on EFL Learners' Written Language Performance*, examined how written task performance is affected by task structure. Findings of the statistical analysis revealed that structured tasks produced more fluent and sophisticated performances, while accuracy remained unaffected. Results could have practical implications for language teaching, research, and syllabus design.

### **3. Methodology**

#### **3.1 Research design**

The design of the study was developed through the identification of the variables of the study. The main objective of the study was to investigate the effect of task repetition on the written language production in TBLT with the focus on Iranian pre-intermediate EFL learners. Thus the variables task repetition and written language production were the variables of the study. Considering the nature of the study and types of instruments, this study is descriptive, comparative, and quantitative and has a pre-test and a post-test control group design. This design was chosen as assessing the effect of task repetition on the written language production was possible through assessing the presence or absence of an intervention. The results of before and after the intervention (task repetition), in the form of pre-and post-tests, can show the effectiveness of the mentioned intervention.

#### **3.2 Participants of the study**

The participants of the study consisted of 40 female students of the English language at the Bastan Language Institute, Shiraz, Iran. There was the same number of students at the beginning of the study, and all of them participated in this study (both pretests and posttests). Their age range was between 20-25 years old. All these students were majoring in other fields other than English at their university. The participants

studied the English language in the institute. They were all possible students at pre-intermediate level. The researchers did not have access to more participants because other institutes except the above institute did not agree to provide the researchers with pre-intermediate students. Besides, there were no male students at the pre-intermediate level in the Bastan Language Institute. Thus, the participants of this study were 40 female students at the pre-intermediate level. Their level was proved by the institute entrance exam, designed and validated by the scientific board of the institute. It consisted of different parts: interview, pronunciation, translation, and reading comprehension test. According to the information provided by the institute, all these 40 students were at the pre-intermediate level, and they were divided into two groups of control and experimental. The researchers could not assess the validity of the exam for placing the students at the pre-intermediate level, which was done by the Bastan Language Institute, because the institute did not provide the researchers with the process and results of the placing test.

### **3.3 Instrumentations**

In order to fulfill the objectives of the present study, the following instruments were used:

#### **3.3.1 American english file 1**

American English File 1, the second edition, was the book used for the aim of this study. The pretest and posttest of this study were based on this book. This book is the first level of its series written by Latham-Koeing, Oxenden, and Seligson (2013) published by Oxford University Press, the United Kingdom. This book includes 12 central units; each consists of 3 sub-units. The first four units of this book were used for the aim of this study.

#### **3.3.2 Writing test**

A test that was used for both pretest and posttest (two tests were the same) consisted of a passage chosen from the book, American English File 1, considering the points mentioned in the book. The passage consisted of 15 items related to features introduced in the lessons. These 15 wrong items needed to be rewritten by the language learners. As this test has been chosen from the book itself, there was no need to check the

reliability and validity. The results of these tests were analyzed using the SPSS software version 20 in order to provide the answer to the research question.

### **3.4 Data collection procedure**

The present study was conducted during the fall term at the Bastan Language Institute, Shiraz, Iran. The head of the institute provided us with a written letter approving the performance of the pre-and post-tests and the interim treatment sessions. The language learners of the pre-intermediate level in the fall term were divided into the control group and experimental group, each of which with 20 language learners. The control group followed the regular teaching program, while the experimental group was treated with task repetition.

There were 15 90-minute sessions for both groups. The pretest was held in the first session. The learners of both groups participated in the pretest exam consisted of the passage with 15 mistakes that needed to be rewritten. Then the tests were collected, and the results were entered into SPSS software, version 20, and the results were calculated and reported. From the second session, the teaching was started. The first four units of this book were used to be taught to the students of the pre-intermediate level and for the aim of this study.

The control group followed the regular teaching program, while the experimental group was treated with task repetition. For the experimental group, the point of the pretest and posttest exam was repeated in each session. In the 15th session, both the control group and the experimental group participated in the posttest, which was the same as the pretest. The results of all these tests were analyzed using SPSS software version 20 in order to provide the answers to the research questions.

### **3.5 Data analysis**

In this research, the investigation of “the effect of task repetition on written language production in TBLT with the focus on Iranian pre-intermediate EFL learners” was based on three separate evaluations. First, the descriptive statistics of two groups (control and experimental) before and after treatment were calculated. Then Kolmogorov-Smirnov and Shapiro-Wilk tests were done in order to check the normality of

the data. The results of these tests showed that variables had a normal distribution, and thus, parametric tests were used.

Then the Paired Sample Test was run to compare the scores of pretest and posttests of the two groups. After a thorough analysis of the source materials of this study and applying the proper descriptive and inferential statistical measurements, the results will be presented in the next section.

## 4. Results and Discussion

The following parts explain the results of data analyses and their pertinent discussion.

### 4.1 Results

What follows are the findings regarding the research question and the variables under investigation.

#### 4.1.1 Descriptive statistics

In this part, the descriptive statistics of the pre-and post-tests for both control and experimental groups are presented in table 1.

**Table 1:** Descriptive Statistics

	Pretest Experimental Group	Posttest Experimental Group	Pretest Control Group	Posttest Control Group
Mean	5.05	12.15	7.15	7.15
Variance	20.366	2.029	25.503	25.503
Range	15	5	14	14
Minimum	0	10	1	1
Maximum	15	15	15	15

Table 1 shows that for the experimental group, the mean increased from the pretest to the posttest, but for the control group, no changes had been observed. Also, the standard deviation of the experimental group in the post-test was less than the standard deviation of the pre-test. Table 2 shows the frequency and percent of the pretest for the experimental group.

**Table 2:** Pretest of Experimental Group

	Frequency	Percent
0	3	15.0
2	1	5.0
3	8	40.0
Valid 4	1	5.0
5	2	10.0
6	3	15.0
15	2	10.0
Total	20	100.0

Table 3 shows the frequency and percent of the post-test for the experimental group.

**Table 3:** Posttest of Experimental Group

	Frequency	Percent
10	1	5.0
11	8	40.0
Valid 12	6	30.0
13	2	10.0
15	3	15.0
Tota l	20	100.0

Table 4 shows the frequency and percent of pretest for the control group.

**Table 4:** Pretest of Control Group

	Frequency	Percent
1	1	5.0
2	1	5.0
3	3	15.0
4	2	10.0
Valid 5	4	20.0
6	2	10.0
8	1	5.0
10	1	5.0
15	5	25.0
Total	20	100.0

Table 5 shows the frequency and percent of the posttest for the control group.

**Table 5:** Posttest of Control Group

	Frequency	Percent
1	1	5.0
2	1	5.0
3	4	20.0
4	3	15.0
5	2	10.0
Valid 6	2	10.0
8	1	5.0
10	1	5.0
15	5	25.0
Tota 1	20	100.0

#### 4.1.2 Test of normality

Table 6 is the test of normality in order to check the normal distribution of the data.

**Table 6:** Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest of Experimental Group	.275	20	.000	.702	20	.000
Posttest Experimental Group	.292	20	.000	.833	20	.003
Pretest Control Group	.240	20	.004	.812	20	.001
Post-test Control Group	.240	20	.004	.812	20	.001

a. Lilliefors Significance Correction

According to Table 6, Kolmogorov-Smirnov and Shapiro-Wilk tests were done in order to check the normality of the data. The results of these tests showed that variables had a normal distribution, and thus, parametric tests were used.



### 4.1.3 Paired samples t-test

Table 7 is statistics related to paired sample test. The test was done in order to compare the scores of pretest and posttests of two groups.

**Table 7:** Paired Samples Statistics

	Mean	N	Std. Deviation
Pair 1 Pretest of Experimental Group	5.05	20	4.513
Posttest Experimental Group	12.15	20	1.424
Pair 2 Pretest Control Group	7.15 <sup>a</sup>	20	5.050
Posttest Control Group	7.15 <sup>a</sup>	20	5.050

a. The correlation and t cannot be computed because the standard error of the difference is 0.

Table 7 presented above shows that the mean and Std. The deviation between the pretest and posttest has been changed for the experimental group ( $5.05 < 12.15$ ;  $4.513 > 1.424$ ), but it is the same for the control group ( $7.15 = 7.15$ ;  $5.050 = 5.050$ ).

Table 8 below represents the information obtained from the application of both Mann-Whitney and Wilcoxon tests.

**Table 8:** Test Statistics

	Pretest	Posttest
Mann-Whitney U	136.000	93.000
Wilcoxon W	346.000	303.000
Z	-1.761	-2.925
Asymp. Sig. (2-tailed)	.078	.003
Exact Sig. [2*(1-tailed Sig.)]	.086 <sup>b</sup>	.003 <sup>b</sup>

a. Grouping Variable: Group

b. Not corrected for ties.

Considering Table 8, it could be concluded that because of  $P \text{ Value} = 0.086 > 0.05$ , the two groups were the same in the pretest. Nevertheless, after the posttest and due to the P-Value, which is  $.003 < .05$ , it could be concluded that the two groups performed differently.

## 4.2 Discussion

The description and analysis of the obtained data from quantitative parts of the content analysis of the study provided the answer to the research question:

### 4.2.1 Answer to the research question

“Does task repetition have any effect on the Iranian pre-intermediate EFL learners’ written language production in TBLT?” Based on the results obtained and because of the P-Value, which is  $.003 < .05$  for the experimental group in comparison with the P-value of the control group, which is  $.086 > .05$ , we can reach the following conclusion. The scores achieved in the pretest and the posttest for the experimental group and those of the pretest and the posttest of the control group support the influential role of task repetition having a positive effect on the Iranian pre-intermediate EFL learners’ writing production in TBLT for the experimental group being treated accordingly. However, the control group’s writing production did not show any improvement.

Comparing the results of this study and those of the studies reviewed above, the points under comparison are discussed concerning the issue of task repetition within the scope of TBLT. They tried to examine different skills of the English language, different methods, and strategies, different levels of proficiency. Nevertheless, the present study investigated the effect of task repetition within the TBLT on the Iranian EFL students at the pre-intermediate level focusing on their written language production. The results of the reviewed literature were divided into two categories: those that found the TBLT as a useful strategy and those that found no effect of using TBLT.

Studies such as studies by Van de Guchte, Braaksma, Rijlaarsdam, and Bimmel (2016), and Ahmadi, Ghaemi, Birjandi (2016) showed the uselessness of TBLT application. Van de Guchte, Braaksma, Rijlaarsdam, and Bimmel (2016), in their study, tried to evaluate the effects of task repetition after having directed learners’ attention to form during the main task. However, they found no significant differences between the two conditions, oral accuracy and fluency. Ahmadi, Ghaemi, Birjandi (2016) investigated the effects of different output-based task repetition

conditions on EFL learners' speech act production. They also showed the uselessness of using task repetition.

While studies by Fukuta (2015), Pao-Ling Liao and Kuo-en Fu (2014), Indrarathne (2014), Murad (2009), Valizadeh, Sadeghi, and Ghaderi (2018), Bayat (2018), Amiryousefi (2016), Azizzadeh and Dobakhti (2015), Baleghizadeh and Asadi (2013), Ahmadian (2013), and Rahimpour, Mehrang, and Hosseini (2011) endorsed the usefulness of TBLT.

The present study is in line with the results of the second group. The present study showed that task repetition is useful and can significantly influence the written language production of the pre-intermediate language learners in our EFL setting. Accordingly, the TBLT can be a useful tool for the teachers and students in order to teach and learn the language. The second group of the studies revealed that TBLT could be useful for different language skills and stages; however, the present study came up with its usefulness for the Iranian pre-intermediate EFL learners' written language production per se, as the main focus of the present survey.

Understanding task repetition and its process has definite implications for pedagogy and the process of teaching and learning a second or foreign language. The mentioned studies and also the present study embarking on task repetition provides insights for the teachers in the way they deal with the pedagogy in three phases of pre-task, while-task, and post-task while teaching. According to the results of each mentioned studies, a variety of ways of relating tasks and objects of a lesson or skill or proficiency can be achieved; thus, the learners have the chance to work more and more on the same issue in order to get mastery of that issue. The concept of task repetition and its effectiveness in the process of teaching and learning can be justified.

## **5. Conclusion, Practical Implications, and Suggestions**

The present study's main goal was to investigate the effect of task repetition on the written language production in TBLT with the focus on Iranian pre-intermediate EFL learners. In order to fulfill this objective, two groups of pre-intermediate EFL learners were chosen through the before-mentioned criteria. A test was used for both pretest and posttest. The

test was chosen from the book American English File 1. After the pretest, the experimental group was treated with task repetition, and the control group followed the regular teaching.

Then both classes took part in a posttest. The results gained from statistical analyses showed that task-based language teaching in the form of task repetition has a positive effect on the written language production of EFL learners. Thus, it can be concluded that TBLT (task repetition) is a useful tool for teaching, at least for this kind of English language skill. The results of this study can be useful for English language teachers, English language learners, and English language syllabus designers. Future studies can conduct new studies considering the case of TBLT on different types of learners, different language levels, different language skills in an EFL/ESL context.

## **6. Limitations of the Study**

This study faced some limitations. The first limitation was that the only institute that accepted the researcher to follow her procedure in classes was the Bastan Language Institute. The second limitation was that all the participants in the study were females. There were no male students and classes at that pre-intermediate level in the institute. The other limitation was that the age range of the participants was between 20-25 and age-wise. They could not be divided into different age categories to compare them. The last limitation was that all the participants were majoring in fields other than English at the university; thus, comparison between students majoring in English and those of other fields was not possible.

## **7. Further Research**

This study tried to investigate the effect of task repetition on the Iranian pre-intermediate EFL learners' writing production in the TBLT. Researchers interested in this kind of topic can research what follows:

-This study assessed written production. The same study can be performed on reading, speaking, and listening skills collectively or individually.

- This study evaluated TBLT at the pre-intermediate level. The same study can be carried out on other levels of proficiency, low, intermediate, and advanced levels.
- The participants in this study were 40 students. The same study can be carried out with more participants. Increasing the number of subjects may result in the more generality of the results.
- This study used the book “American English File 1”. The same study can be carried out with other books and sources.
- This study used task repetition in the scope of the TBLT procedure. The same study can be carried out practicing other scopes and procedures.
- The participants in this study were females. Other studies can employ males or mixed-gender participants.
- This study was done in the city of Shiraz. The same study can be carried out in other cities across the country.

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