

THE EFFECTS OF REPETITION OF TASKS ON THE ACQUISITION OF L2 FORMS AMONG SCHOOL CHILDREN

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ABSTRACT

There has been very little focus on the acquisition of form during the post-task phase in the present task-based language teaching. Therefore, this experimental study investigates after drawing the attention of learners to form in the during task phase, the effects of task repetition on the acquisition of forms. The language form, the simple present, was selected. The selection was due to the perceived difficulty of learning this structure through the 35 year experience of English Language Teaching of the researcher. The participants who are grade nine students from a popular school were randomly assigned to two groups. The experimental group repeatedly completed same tasks while the control group did not. Two tests: pre and immediate post-tests were administered to check the improvement in oral as well as written production. Results revealed that the experimental group outperformed the control group both in writing and in speech both in accuracy, and fluency. However, the difference in complexity was not statistically significant.

Keywords: Accuracy, Complexity, Fluency, Form, Repetition, Tasks

1. INTRODUCTION

It has been the speculation of researchers (Ellis, 2003; Shehadeh & Coombe, 2012; Skehan, 1998a; 2014; Van den Branden, Bygate & Norris, 2009), to whom task-based language teaching (TBLT) has become a field of interest, if TBLT is able to teach specific grammar forms to learners of second a language (Sato, 2010). However, Ellis (2009a) is of the opinion that TBLT may not have an explicit grammar syllabus, but there is a focus on form during meaningful communication.

Several studies have made learners focus on

form (Skehan, 1996; Willis, 1996; Foster & Skehan, 1999; Kim, 2013) during pre-task stage. Lyster, Saito and Sato (2013) studied the acquisition of forms during-task stage by providing corrective feedback and Foster and Skehan (2013) and Qian (2014) studied the post-task stage. In this study repetition of tasks, which may be considered as post-task, and its effects were investigated.

Almost all the studies repeated the same task (Bygate, 2001). This study also followed the same since studies by many other scholars (Bygate, 2001; Gass et al., 1999 & Ahmadian, 2012) reveal that task repetition do not carry over the beneficial effects to a