

Systematic task repetition for fluency development: Insights from cognitive psychology

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Practice makes perfect. To what extent does this maxim apply to L2 teaching and learning? In this talk, systematic practice is re-evaluated for its critical role in the development of L2 skills and knowledge that support L2 fluent speech development. I will give an overview of recent advancement of research on L2 practice informed by cognitive psychology (Suzuki, Nakata, & DeKeyser, 2019). Two recent empirical studies on task repetition for fluency development will be highlighted to illustrate how task sequence (blocked and interleaved repetition) and task spacing (massed, short-spaced and long-spaced repetition) impact L2 fluency development.

References

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