

## ***Providing 'practice' in the L2 classroom: What works best for learners and teachers alike?***

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One of the challenges L2 learners face is developing their L2 speaking skills, particularly for spontaneous interactions. We know that L2 'practice' may be key to this (Dekeyser, 2010). However, practice can be interpreted differently in L2 classrooms. For some teachers it is 'controlled practice' and focused on specific forms; for others it is 'free communication' (Tavakoli & Hunter, 2017). We will look at something which lies somewhere between these two interpretations: practice as *task repetition*. Task repetition in the L2 learning context involves learners doing a task once and then doing it again some time afterwards (Bygate, 2018). We know that repeating the exact same task has immediate 'benefits' for learners in terms of their fluency (and, sometimes, their accuracy and complexity) (e.g. Lambert et al, 2017; Thai & Boers, 2016) but we also know that some learners find this 'boring' and some teachers are (therefore) reluctant to use it as a tool in the classroom (Ahmadian et al, 2018). Another option, then, is to ask learners to perform a task and then perform a *similar* task of the same task *type*. However, explorations into this sort of repetition have revealed more mixed results in terms of the impact on performance (e.g. Van Guchte et al, 2016). In this paper, we report on a study which examined **both** types of task repetition in terms of the impact on L2 fluency, accuracy and complexity, both immediately and over a longer period of time. We also consider the attitudes of students and teachers to each type of repetition in order to offer some recommendations for L2 teachers who are keen to provide meaningful speaking practice in their classrooms.

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