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Learner-Generated Noticing Through Task Repetition and Transcription

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Task repetition provides opportunities for learners to attend to language form, but findings on its effects are inconsistent. Thus, this study investigates the effects of task repetition on learner performance and further examines whether adding a transcription activity to task repetition directs their attention to form, thus improving learners' performance. Twenty-four EFL students performed two picture narration tasks, each of which is repeated, but one of the tasks additionally adopted transcription. The participants had a self- and peer evaluation of task performance with the transcription. Later, the participants' experiences on repetition and transcription were asked through a questionnaire. Learner performance was assessed in terms of accuracy and fluency. A repeated measures MANOVA indicated the significant effects of task repetition only on the length of production. A comparison of accuracy and fluency in the learners' production in the two tasks found no difference, indicating that the additional transcription activity failed to improve learner performance. Despite no significant effects of transcription, the results of a questionnaire suggest that the transcription activity helped the learners notice and work on their own problems.

[task repetition/focus on form/transcription/task performance]

I. INTRODUCTION

Task-based language teaching (TBLT) is a commonly adopted approach in second language (L2) pedagogy that aims to facilitate meaning-oriented interaction in the

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classroom. Yet despite much research on TBLT, how it should be applied or implemented in an actual classroom setting remains largely unexplored. One practical issue concerns whether and how to implement form-related instruction during meaning-oriented activities. Although some researchers believe that explicit attention to form is unnecessary for L2 learning (e.g., Krashen, 1985), there has been a general consensus regarding the importance of attention to form, even in meaning-oriented activities (e.g., Ellis, 2002; Long, 2014) As learner attention to form allows them to identify and correct errors and problems, learning can be facilitated with learners' explicit attention to form.

Various attention drawing techniques and strategies have been suggested including implementing attention-inducing tasks and providing feedback, this study focuses on the possibility of task repetition as a useful practice for directing learners' attention to form even while their primary attention is on meaning. "Task repetition" refers to the repeated performance of a pedagogic task, either identical or slightly modified, after an interval of time (Bygate Samuda, 2005). One theoretical basis for expecting task repetition to allow attention to form is the limited capacity hypothesis (Skehan, 1998). This hypothesis proposes that learners cannot pay attention to both form and meaning simultaneously, because learners process language information primarily for meaning, and attention to form is possible only when extra attention is available. On the other hand, some studies indicated that task repetition alone is limited to draw learner attention to form, and additional pedagogic interventions or techniques are needed to facilitate task repetition effects (e.g., Im, 2019; Lynch, 2001).

Therefore, this study investigates the potential role of task repetition in directing learner attention to form as manifested their task performance. It additionally examines whether and how the task repetition supplemented with a transcription activity supports learner attention to language. Finally, it observes learners' perception of engaging in such repetition and transcription activities.

II. LITERATURE REVIEW

Task repetition has been considered to enhance diverse aspects of L2 development including grammar (Hawkes, 2012), pragmatic knowledge (Takimoto, 2012), and overall learner performance (Fukuda, 2016; Lambert, Kormos, & Minn, 2017; Wang, 2014). One underlying rationale of this argument lies in Levelt's (1989) speech production model. In this model, speech production occurs through a sequence of conceptualization (i.e., message generation), formulation (i.e., pre-verbal encoding of expression using lexical, phonological, and grammatical resources), articulation (i.e., articulatory production), and monitoring. While such processes are generally automatic for native

speakers, these are not automatic for L2 learners, which in turn imposes cognitive burdens to L2 production. Thus, given such cognitive burden, L2 speakers process language primarily for meaning, leaving few attentional resources available for language. Considering this, task repetition provides learners opportunities to direct their attention to language, because they can take advantage of the familiarity with an activity's content and process that they gain from the first task performance (Bygate, 2001; Ellis, 2003; Fukuda, 2016; Lynch & Maclean, 2000; Qiu & Lo, 2017; Wang, 2014). In other words, the second time they do the same task, they can pay more attention to the language than to the message.

Previous studies investigating whether task repetition leads to better performance outcomes generally support the beneficial effects of repetition on overall task performance as manifested in complexity, accuracy, and fluency (Fukuta, 2016; Lambert et al., 2017; Wang 2014). Fluency has been found to be improved in many studies (e.g., Ahmadian & Tavakoli, 2012; Bygate, 2009), but findings on accuracy and syntactic complexity are mixed. This lack of consistency regarding the role of task repetition in the improvement of language form (e.g., syntactic complexity, accuracy) may be because repetition serves as preparation or practice rather than effectively directing learner attention to form (Ellis, 2005; Wang, 2014). This, in turn, suggests that repetition alone is not sufficient to bring learner attention to language form, but should be accompanied by other pedagogical interventions.

The concern with learner awareness or attention in L2 learning can be traced back to Schmidt's (1990) noticing hypothesis, which claims that noticing is crucial for L2 learning, and that language form must be attended to for it to be learned. Adopting this view, various methods have been proposed that integrate form-focused interventions in different stages of the TBLT cycles. These include guided planning (Foster & Skehan, 1999) or modeling (Kim, 2013a) in the pre-task stage, the provision of corrective feedback (Lyster, Saito, & Sato, 2013) in the during-task stage, and the transcription (Qian, 2014), and public performance (Foster & Skehan, 2013) in the post-task stage. Among these, the current study adopts transcription as an attention-drawing pedagogic activity.

According to the comprehensible output hypothesis (Swain, 1985), reprocessing of their output is important for L2 learning. Lynch (2007) noted that learners make little use of feedback (Lyster & Ranta, 1997), despite the potential importance of interactional feedback in reprocessing the already produced output. He suggested that transcribing one's own speech can ensure that learners reprocess their output. Transcription makes learners' speech visible to them, thus increasing their chances of noticing and remembering the language forms they have already produced. Furthermore, when transcription is combined with repetition, learners have additional opportunities to

reproduce problematic language forms, potentially facilitating L2 learning. Similarly, Stillwell et al. (2010) suggested that student self-transcription allows learners to re-examine their performance without the pressure of performing. As they argued, "students can thus become researchers into their own language use, with their transcriptions offering teachers an efficient means of tracking their performances" (p. 445).

Empirical studies have explored how transcription guides learner attention to language (Baleghizadeh & Derakhshesh, 2012; Lynch, 2001). For example, Lynch (2001) used transcription as a noticing activity; in addition, she had the learners discuss and edit their transcribed speech to further facilitate their attention to language. The participants engaged in reflective self-correction and interactive peer correction; they also received supplementary teacher feedback. Findings of the study showed that the implementation of the transcription activity provided varying forms of noticing opportunities. Also, Mennim (2003) examined students' oral presentation before and after the rehearsed oral L2 output. In this study, students recorded and transcribed their oral presentation rehearsal, and analyzed and revised their transcript. Results showed that this "reactive focus on form" activity improved learner performance in pronunciation, grammar and the organization of the content. As such, existing research has indicated the usefulness of transcription activities to draw learner attention to language; however, there is a paucity of research that examined the effects of transcription along with task repetition, it remains unclear how transcription might interact with task repetition practices.

Moreover, it is important to understand learner perceptions of tasks and task performance (e.g., Jung, 2006). The repetition of a task might enhance students' satisfaction and confidence, but it might also have negative effects on their self-perception as they reflect on their task performance. It has been suggested, for instance, that repetition is linked to responses such as boredom when students are given the same or similar tasks multiple times (Kim, 2013b). Thus, understanding learner perceptions of a certain task type is as important as their language learning because perception can influence learner motivation and effort in both positive and negative ways. Furthermore, findings on learner perception can be incorporated into the evaluation and development of task-based language teaching curricula.

III. THE CURRENT STUDY

The review of existing literature suggests the need for additional educational interventions to be used along with task repetition to facilitate learner attention to language form. Specifically, although task repetition has been shown to improve

language fluency, there is a lack of consistency regarding the role of repetition in directing attention to language form such as complexity and accuracy. Assuming that pedagogic interventions can enhance task repetition effects, the current study focuses on the potential of a transcription activity. Moreover, previous studies attempted to gauge internal cognitive processes such as noticing and interlanguage change through learners' task performance, the findings are limited to understand actual learner experiences. Subjective learner experiences as well as their attention should be examined along with their production. To address these gaps, this study focuses, first, on the effects of task repetition on learner performance. It also examines the potential of a transcription activity to encourage form-focused attention. Finally, learner experiences and perceptions of task repetition and the transcription activity will be examined. Specifically, the following research questions were asked:

RQ1: What are the effects of task repetition and transcription of spoken narration in task performance of accuracy, fluency, and overall word count?
RQ2: What aspects of language do L2 learners attend to in the transcription activity?
RQ3: How do L2 learners perceive the task repetition and the transcription activities?

IV. METHODS

1. Participants

In total, twenty-four Korean university students (19 female; 5 male, mean age =20.5 years old), majoring in nursing (n=18) or English (n=6), participated in the study. They completed two picture narration tasks as part of regular class activities in a communicative English course they were enrolled in. They were considered a homogenous intermediate-level group; their English proficiency was measured by a C-test [adapted from Schulz (2006)][1], with an average score of 24.58 out of 40 (*SD* = 7.46). The intermediate proficiency level was chosen because the participants needed to have the skills to be able to monitor and evaluate their own speech performance. All participants reported no prior experience of transcription or transcription-based evaluation practices for language learning.

[1] A C-test included 40 items, each consisting of the first half of a word plus a blank. Participants were asked to fill in the blank in a limited time (i.e., 10 minutes). The highest possible score was 40, and the C–test scores from 40 to 27 were classified as advanced, and those with scores from 26 to 16 were classified as intermediate.

2. Materials

1) Picture Narration Tasks

For the task repetition, two picture narration tasks were adopted from two different previous studies. The current study's participants judged the tasks' difficulty to be similar (on a 5-point Likert scale, M = 3.02 for Picture 1 [Mochizuki & Ortega, 2008], and M = 3.04 for Picture 2 [Foster & Tavakoli, 2009]). The first picture stimuli were repeated by the participants twice with one-week interval (i.e., repetition-only). In the other task, participants repeated the task twice, but they engaged in the transcription activity between the first and second performance (i.e., repetition+transcription). For each picture narration task, participants saw a picture and were given one minute to prepare a story that fit the picture. The participants then individually narrated their stories while recording themselves.

2) Retrospective Survey

To examine participants' perception of the transcription and task repetition activities, a retrospective survey was administered in Korean. Using 6-point Likert-scale items and open-ended questions, the survey questionnaire asked about the respondents' experiences with the repetition, transcription, and feedback activities, including their overall perceptions and what they considered the benefits and challenges of performing the tasks. Examples related to the transcription activity include "I was able to recognize my problems in English through the transcription activity" and an example related to a repetition task is "I found it useful and enjoyable to repeat the task". Furthermore, in open-ended questions, the participants were asked to indicate specific aspects of their speech they had noticed and focused on during the activity (e.g., grammatical accuracy, vocabulary, fluency). Examples of open-ended questions include "If you noticed problems in your English in the transcription, what were the problems? In other words, what aspects of English do you think you need to work on more?" (Appendix).

3. Procedure

As Table 1 shows, task repetition was operationalized through performing each picture narration task twice with a one-week interval. The order of the tasks was counterbalanced: half of the participants started with the picture 1 and the other half started with the picture 2 task. For the picture 1, participants were asked to narrate their picture-based story after one minute of preparation time, and they recorded themselves

speaking on their own mobile phones. One week later, they completed a narration of the same picture in class.

TABLE 1
Task Procedures

	Performance 1		Performance2 (repetition)
Picture 1	Narration		Re-narration
Picture 2	Narration	Transcription activity	Re-narration

For the picture 2, the first part of the procedure was the same: participants were given a picture and one minute to prepare a story, which they then individually narrated while recording themselves. Then, however, they were given the in-class assignment of transcribing their recorded speech. The transcription activity consisted of both the work of transcribing (i.e., monitoring) and self- and peer-feedback sessions (i.e., evaluating). The students were instructed to write down what they heard verbatim, and then to go over their written transcript to make notes on any mistakes they noticed. In the next class, students exchanged their transcriptions and notes with a partner's to receive peer feedback. In this sessions, the participants could hear their partner's speech, and wrote comments about parts they thought was particularly good and parts that need to be worked on. The participants could provide overall evaluations such as flow, content, and fluency, as well as exchange specific details on specific grammar structures. When all these processes were complete, in the next class sessions, the students took the survey asking about their experiences and perceptions of the activities.

4. Data Analysis

The participants' transcriptions and recorded picture narrations were analyzed. While task repetition is considered to affect the overall task performance (Fukuta, 2016; Lambert et al., 2017; Wang, 2014), as repetition and transcription have been closely associated with enhancing accuracy measures (Bygate, 1996; Van de Guchte, Braaksma, Rijlaarsdam, & Bimmel, 2016), this study focuses on a accuracy measure. In addition, the performance of the first task in task repetition has been considered to serve as planning (Wang, 2014), so its influence on learner fluency as well as the overall length of the production are examined.

Accuracy was measured via the number of errors per 100 words, including both grammatical and vocabulary errors. The two raters, both L2-English speakers, were EFL teachers with six-plus years of teaching experience. To consistently measure accuracy, they had three training sessions on evaluating grammatical errors in transcribed speech,

and they reached 85% agreement. Fluency was assessed via the number of words produced per minute. The total number of words produced in each task was also tallied. Fluency was measure via the number of words produced per minute, and the total number of produced words are also examined.

For task performance difference, a repeated measures MANOVA was run to examine whether task performance differs depending on task time. Both task condition and time served as independent variables with two levels, respectively: task condition with repetition task and repetition plus transcription, and time with pre-task and post-task.

To assess aspects of language that the participants attended during transcription activities, learner notes of their attention and noticing were analyzed. Comments that directly mentions grammatical and structural errors were considered to be related to accuracy, and comments related to flow, hesitation, pausing are tallied as instances of fluency-related comments. Responses concerning confidence and other emotional reactions to their performance are taken to represent affective dimension of task performance. As the participants were supposed to mention all aspects of their noticing, there were multiple instances of noticing by the participants. Thus, multiple answered were all tallied, and the overall frequency of the respective language aspect was examined. Questionnaires on learner perception and experience of the task were analyzed descriptively.

V. FINDINGS AND DISCUSSIONS

1. The Effects of Transcription on Accuracy, Fluency, and Overall Length

First, learners' task performance in different conditions were examined. Table 2 reveals descriptive statistics of learner performance on the first picture narration task (Session 1) and on its repetition (Session 2) across two task conditions.

TABLE 2

Descriptive Statistics of Total Number of Words, Fluency, and Accuracy

	Total number of words (*SD*)		Fluency (*SD*)		Accuracy* (*SD*)	
Session	1	2	1	2	1	2
Picture narration 1	98.23	112.68	82.80	76.61	7.49	6.45
	(32.47)	(42.03)	(27.40)	(24.95)	(4.20)	(3.49)
Picture narration 2	109.55	121.05	84.44	83.12	6.39	6.40
	(51.62)	(45.07)	(27.00)	(26.30)	(3.40)	(3.72)

note. accuracy refers to the number of errors per 100 words, so the increase in number indicates more errors, indicating low accuracy.

Overall, comparing the first and the second tasks across both task conditions, fluency and accuracy showed no numerical improvement between the first and second task performances, but the total number of words produced was greater in the second performance in both picture narration tasks.

To examine statistical significance of the descriptive statistics, a repeated MANOVA was conducted and results appear in Table 3.

TABLE 3

Multivariate Tests of Condition and Time Effects on Task Performance

Source	Value	*F*	*Sig.*	Partial Eta Squared	Observed Power
Condition	0.81	1.46	0.26	0.19	0.32
Time	0.60	4.31	0.02	0.40	0.78
Condition * time	0.90	.67	0.58	0.10	0.16

As Table 3 shows, there were no significant condition effects, nor the interaction effects between condition and time; but only significant time effects were observed. No condition effects means that there was no significant difference between the repetition task only and repetition plus transcription tasks in any of the performance measures including grammatical accuracy, fluency, and the number of words produced.

However, there were significant time effects (i.e., repetition effects), which means that there were performance differences in learners' task performance on the first task and the second session. This time effects are irrespective of task conditions, as indicated by no interaction effects between condition and time.

To further identify the source of time effects, univariate tests were run with Bonferroni adjustment. Results appear in Table 4.

TABLE 4

Univariate Tests of Task Performance Depending on Condition and Time

Source		*SS*	*df*	*F*	*Sig.*	Partial Eta Squared	Observed Power
Condition	Acc	7.34	1.00	0.92	0.35	0.04	0.15
	Flu	364.51	1.00	1.42	0.25	0.06	0.21
	Total	2130.56	1.00	2.61	0.12	0.11	0.34
time	Acc	5.84	1.00	0.94	0.34	0.04	0.15
	Flu	309.75	1.00	2.27	0.15	0.10	0.30
	Total	3705.01	1.00	9.88	0.00	0.32	0.85
condition	Acc	6.01	1.00	0.63	0.44	0.03	0.12
* time	Flu	130.83	1.00	1.27	0.27	0.06	0.19
	Total	48.01	1.00	0.13	0.72	0.01	0.06

**note*. Acc = accuracy; Flu = fluency; Total = the total number of words produced

As Table 4 shows, the only source of difference in time was the total number of words produced, and there were no time effects on accuracy and fluency measures. The increased length of their second productions suggests that the participants provided more detail in the second task than in the first one, which, however, does not mean that their fluency has improved which was measured via the number of produced per minute. This finding seems to support the role of the first task as practice or preparation for the next task in a repetition activity. Students could develop ideas in the first picture narration task so that they had more to say about in the second task.

Altogether, the findings fail to support the beneficial role of the transcription activity for drawing learner attention to language form, although it was found that repetition in itself can increase the number of words produced, presumably enriching the storyline and content of the narratives. Repetition, however, failed to influence accuracy or fluency.

These results somehow contradict previous studies that showed beneficial effects of repetition in overall task performance (Fukuta, 2016; Lambert et al., 2017; Wang 2014). It also remains unclear why the additional form-directing activity (i.e., transcription) did not benefit task performance, because transcription makes mistakes visible and easy to detect, providing opportunities to pay explicit attention to language form. However, in the current study, learners' accuracy has not been improved in the second task performance. One likely account pertains to learners' general lack of L2 knowledge to notice and correct their own mistakes. Indeed, the learners' notes on their transcriptions revealed that the learners had noticed on average, three to four of their own errors. A scrutiny of learners' note showed that a large portion of errors were related to simple grammar structures such as tense and number or subject-verb agreement, rather than a more complex and difficult structures such as article and prepositions.

Another possible explanation for this finding has to do with the different types of knowledge involved in processing and production. For instance, the skill acquisition theory (Dekeyser, 2007) proposes that correcting errors by means of reading a written script involves declarative knowledge, which is conscious knowledge that one can verbalize. However, the use of such conscious knowledge in a new context involves a different type of knowledge, so-called procedural knowledge, which is described as the knowledge of how to use conscious knowledge. From this perspective, noticing and self-correcting one's linguistic errors does not lead directly to the improvement of one's performance. Thus, even though learners noticed their mistakes on tense, number, or subject-verb agreement, they could not fix these problems in the immediately following task; for declarative knowledge to become proceduralized, repeated activation (i.e., practice) seems necessary. Additional teaching or strategies that support learners' further

processing of the linguistic encounter could have developed learners' procedural knowledge.

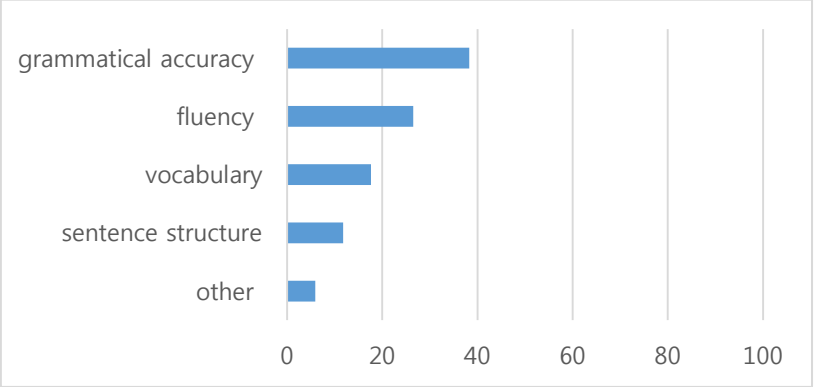
2. Learner Attention During Transcription

The findings for RQ1 suggest that the transcription task had no influence on L2 learners' task performance. However, this does not mean that transcription is of no value in directing learner attention to form. Even though it might be insufficient to affect task performance, it might still affect the learning process. Therefore, the second question explored whether learners did in fact notice aspects of their language production while engaging in the transcription activity, and if so, what aspects they noticed.

The participants were asked to use a separate sheet of paper to comment on specific language aspects, including grammar, vocabulary, and fluency, that they had noticed during transcription. Both these notes and their responses to the questionnaire were examined, with similar findings, which are summarized in Figure 1.

FIGURE 1

Target Language Aspects Attended to During Transcription



Overall, participants agreed that the transcription activity had led them to notice their own mistakes, and that these were otherwise unnoticeable to them (M = 5.21, *SD* = .96, on a 6-point Likert scale). In their notes, grammatical accuracy was the aspect most frequently commented on (about 38%). Fluency-related comments were the second most frequent (26.4%). Some participants mentioned the word "fluency" as a lacking component in their speech, and others expressed their lack of fluency by talking about specific behaviors such as hesitation and pausing. Issues regarding vocabulary and

expressions were also widely attended to by students (17.6%), but sentence structure was mentioned by only a few students (11.8%). The remaining 5.9% of the answers were related to confidence and pronunciation.

The questionnaire also asked the participants whether they had attempted to fix the problems they noticed in the transcription activity in their second performance of the picture narration task. This item's overall score was 4.91 (with 6 indicating "very much agree"); specifically, students responded that they had tried to remember their problems and not to commit the same mistakes the second time. As we have seen, however, these reported efforts did not lead to improved performance (RQ1). Some errors are hard to fix, and noticing itself does not guarantee learning. Indeed, the most frequently noticed grammatical problems concerned subject-verb agreement and tense, and even advanced language learners continue to make these kinds of mistakes. This study's finding that some students were aware of their errors but unable to change or fix them corroborates the skill acquisition theory (Dekeyser, 2007): knowing about something (conscious knowledge) is different from knowing how to use it (procedural knowledge). Moreover, as mentioned above, many participants indicated that they had problems with content and fluency. Although content may be improved by working on the flow of the storyline and using appropriate connectives, fluency in general is harder to fix, as it is related to one's overall ability to utilize linguistic resources efficiently.

To sum up, although the participants felt that repetition combined with transcription enabled them to be conscious of their language problems (i.e., noticing gaps), repetition and transcription alone were insufficient to lead to improved performance. The importance of feedback on learners' initial performance has been suggested (e.g., Ahmadian, 2012), and although peer feedback was provided in the current study, more direct and robust teacher feedback seem to be needed.

3. Learner Perceptions of Transcription as A Noticing Activity

From the pedagogical perspective, an equally important concern is the learners' perception and experience of the transcription activity. In their responses to the questionnaire's open-ended questions, the majority of the participants indicated that they perceived the transcription and repetition as helpful. Specifically, their remarks suggest that transcription gave them the opportunity to reflect on their own language problems, and that they rarely have such opportunities otherwise. Regarding task repetition, the participants' comments indicate their perception that their first performance of the narration task helped them prepare for the second performance because they could re-use vocabulary or expressions, and, as a result, they felt their production became more natural and fluent in the repetition. This is in line with findings of previous studies which

showed that the first task performance serves as planning of contents and rehearsal (e.g., Wang, 2014). When asked about specific aspects they felt had improved in their second performance, 17 students out of 24 talked about the content and the flow of their storyline. Many of them also mentioned that they paused less in their second performance, and that they were better able to find and use appropriate vocabulary in the second performance.

As for the participants' affective reactions, overall they seem to have gained confidence by performing the same picture narration task twice. However, they also had mixed reactions: a few students mentioned feeling more relaxed for the repetition, but others responded that performing the same narrative task twice made them feel bored. The potential boredom induced by repeating the task has been observed in other studies, and it is suggested that teachers adopt repetition of a similar task, not the exact same task (Van de Guchte et al., 2016). From a theoretical perspective, according to Csikszentmihalyi (1990), relaxation and boredom are similar in that both arise when an individual's ability exceeds the challenge level of a task. In the current study, task repetition gave students familiarity with the task, but familiarity translated to boredom for some of them. Affective responses such as confidence, relaxation, and boredom all appear to be likely emotional responses to a task once students become familiar with it, so the findings have implications for educators: because too much familiarity or easiness may produce negative responses such as boredom, teachers should be mindful of their learners' constantly changing emotional responses, and take care to maintain students' confidence while not allowing it to transform into boredom.

Finally, when students were asked about the challenge of the activities, four participants mentioned disliking the process of transcribing itself due to its time-consuming nature. Other emotional and affective responses include participants finding it awkward to listen to their own voices (n = 7), and, for a few, a feeling of shame upon noticing their own mistakes and problems. As it is precisely the noticing of one's own language problems that is thought to facilitate L2 learning, educators should be aware of the problem of students potentially feeling shame about their mistakes, which might well hinder their learning. In sum, although this study's results suggest that task repetition and transcription did seem to bring the participating learners' attention to gaps in their current linguistic knowledge, the practical and emotional challenges of such activities must be carefully addressed in their implementation.

VI. CONCLUSION

The current study's results indicate that task repetition along with a transcription activity provided learners with opportunities to reflect on their language use and identify some of their strengths and weaknesses. This did not, however, necessarily lead to improvement in the second task performance, although students tried to fix their own problems. The findings also show that task repetition with transcription does not result in improved grammatical accuracy or improved overall fluency, compared to task repetition only. Although the transcription activity was intended to draw learner attention to language form, the participants continued to pay attention to meaning-oriented aspects of their production such as content, vocabulary, and overall fluency. Hence, this study's results lead us to suggest the need for techniques that more explicitly and directly draw learner attention to language form. Perhaps, teachers can provide further feedback on learners' output and their noticing (e.g., Mennim, 2003). Such a need might perhaps be met by providing more input materials such as vocabulary support, allowing students to turn more of their attention to language form in a meaning-oriented task-based language teaching (TBLT) setting.

Furthermore, although the participants were generally positive about the repetition and transcription activities, negative responses also emerged, especially with regard to the time-consuming nature of transcription and the feeling of boredom from repeating the same task twice. These should be taken as practical considerations for teachers' implementation of transcription and repetition.

Finally, limitations of the study should be addressed in this study. Although this study included open-ended questions to elicit learners' responses, in-depth interviews could have been useful for a better understanding of learners' experiences. Similarly, learner experiences were provided only descriptively, but more systematic research would present more robust findings on learner experiences. Despite the limitations of the current study and the findings, the study adds to our knowledge of what might be gained and what might be lost when we combine different types of activities in efforts to open up the possibility of attending to form within task-based language teaching practices.

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APPENDIX A

Questionnaire about the transcription activity

(6-point Likert scale)
I was able to recognize my problems in English through the transcription activity.
I tried to remember and fix the problems I noticed from the transcription activity.
I found it useful and enjoyable to transcribe my speech and identify errors I made in the speech.

(open-ended)
If you noticed problems in your English in the transcription, what were the problems? In other words, what aspects of English do you think you need to work on more?
If the transcription was useful to you, in what ways was it useful?
Did you encounter challenges in doing the transcription activity? If so, what were the challenges?

APPENDIX B

Questionnaire about repetition

(6-point Likert scale)
I felt that my performance improved in the repetition of the same task.
I found it useful and enjoyable to repeat the task.

(open-ended)
If you believe that you performed better in the repetition, what aspects of your performance do you think were better?
If you found the task repetition useful, why do you think it was useful?
Did you find the task repetition challenging? If so, why?

Examples in: English
Applicable Language: English
Applicable Level: Tertiary

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