comprehension, and free podcasts and other widely available resources on the Internet. Teaching materials designed as listening comprehension activities are particularly useful because they tend to include examples of different genres that are appropriate to the needs of general English or ESP learners. The teacher's manuals come with transcripts of the recorded texts, and teachers can use both the recordings and the transcripts for the language-focused activities.

Noticing–analysis–part practice activities are suitable for both adults and young learners, and tailored according to the speaking tasks done. In monologic tasks, older or more proficient learners can be asked to analyze talks that they and others produce. Learners can focus on formulaic expressions for initiating and maintaining the message, or for establishing cohesion. Young learners, on the other hand, often have to tell or retell stories. Listening to or reading the transcript of a story aloud can help younger learners focus on simple grammatical resources, such as the way tense and aspect work to convey meaning explicitly and precisely. They can also identify important formulaic expressions or phrases used to signpost different stages of a narrative, as well as learn how to use intonation to make their stories more interesting.

## Repeating tasks

After going through the noticing / sensitizing and analysis activities, learners need to reinforce their new knowledge through further practice. This opportunity is provided in Stage 5 of the teaching-speaking cycle, where learners repeat the task they have done in Stage 3. The rationale for repeating a task done at Stage 3 is based on a cognitive approach to language learning. As discussed in earlier parts of this book, speaking is a cognitively demanding task, particularly for language learners who have to speak in a language they have not quite mastered. As a result, they often experience anxiety and other debilitating emotions, even when engaged in routine classroom tasks. We explained the importance of task repetition in Chapters 6 and 7 and outlined the ways that task repetition has been shown to help learners in their spoken performance in the areas of fluency, accuracy, and complexity. Task repetition also helps learners better frame narratives and develop enhanced knowledge of the narrative genre. In the teaching-speaking cycle, task repetition is purposely done after activities that focus on language, discourse, skills, and strategies so that learners can now have further language resources for improving their first performance.

When repeating a task, teachers need to consider what type of task it is, how much to repeat, when to repeat, and who the learners should repeat the

task with (Bygate 2005). Teachers may also consider using a parallel task that is not identical.

### Type of task

Many of the tasks presented in the previous chapter lend themselves well to repetition. Nevertheless, for practical reasons, it would be useful to consider whether it is practical to repeat all of them. For example, it may be difficult to repeat an entire discussion task.

### Task design

A task can be repeated in its entirety. However, it is just as possible to repeat only a part of the task. For example, learners can be asked to repeat the "question and answer" (communication-gap) task with several other classmates, but for monologic tasks carried out in small groups, such as "respond and share," learners might repeat only their part, without having to meet as a group again.

### Timing

A task can be repeated immediately on the same day, or after an interval of a day or several days. If the activities focusing on language, discourse, skills, and strategies are extensive, it is unlikely that the task can be repeated the same day. Sometimes, time constraints will also mean that the task has to be repeated on another day.

### Participants

Learners can repeat a task with the same people as the original task; that is, their partners or members of the same group. Alternatively, they can repeat the task with different people. The techniques presented in Chapter 9 for organizing pair and group work are useful strategies for getting learners to repeat the same task with different people.

### Parallel tasks

A parallel task is similar to the original task in its nature and demands, but some details have been changed. For example, if students do a "construct and compare" task (communication-gap task) in Stage 3 where they prepare a dish of food, they can repeat the task with some modifications to the list of ingredients they have been given, but the task still requires them to describe

the process of preparing a dish, and to use the skills of asking questions, giving answers, and seeking clarification.

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**Try it**

Select a speaking task from Chapter 9 that you think will be appropriate for task repetition. Explain how the task will be repeated. What challenges, if any, might there be when you carry out this form of repetition? How can you avoid or minimize the problems you've identified?

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## Summary

This chapter presented ideas for helping learners focus on language, discourse, skills, and strategies through three-part activities consisting of noticing / sensitizing, analysis, and part practice. These activities can offer learners the time and space to develop the linguistic and strategic competence needed to cope with future speaking tasks of a similar nature. They go through this process without the anxiety created by real-time, face-to-face interaction. By deliberately including post-speaking activities, this approach also helps to address, at least in part, the need for teachers to give immediate feedback to learners on their individual performance, something they may have had difficulty doing in large classes. The next stage in the teaching-speaking cycle, where the speaking task is repeated, will give learners the opportunity to use the knowledge they have gained from the feedback, thus improving their performance over the first time they did the task.

The tasks presented in the previous chapter are suitable for repetition, but teachers should also find different ways to retain the novelty of the tasks if they do subsequent repetitions. If the entire task is to be repeated, learners could do it with different participants. Alternatively, only a part of the task might be repeated.

Speaking lessons should not be limited to simply asking learners to complete a speaking task. There is more that teachers can do to help them gradually improve their speaking. The attention given to language and discourse, as well as skills and strategies, and the opportunities to do a task again will contribute towards the development of greater automaticity in learners' spoken English. Figure 10.1 shows a sequence of lessons in which language-focused activities and task repetition can be added to the core task, referred to as "Discuss and Plan," after it has been carried out once. Pre-task planning is also illustrated.