

PEDAGOGICAL USE OF REPETITION IN DEVELOPING SPEAKING SKILLS

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Annotation: Repetition plays a vital role in the development of learners’ speaking competence, particularly in foreign language teaching. The pedagogical use of repetition is not merely a mechanical activity but a cognitive and communicative process that enhances fluency, accuracy, and pronunciation. Through repeated exposure and production, students internalize linguistic patterns, develop automaticity, and gain confidence in spontaneous speech. This paper discusses the theoretical foundations of repetition from psycholinguistic and communicative perspectives, emphasizing its role in habit formation, memory consolidation, and communicative competence.

Keywords: repetition, speaking skills, language pedagogy, communicative competence, fluency, pronunciation

In recent years, the development of speaking skills has become one of the main priorities in language education. Communication-oriented approaches such as Communicative Language Teaching (CLT) and Task-Based Learning (TBL) emphasize the importance of fluency, interaction, and real-life communication. However, fluency and accuracy cannot be achieved without sufficient repetition. Repetition, when used pedagogically, helps learners automate speech patterns, stabilize pronunciation, and strengthen short-term and long-term memory. It transforms speaking practice from simple imitation to conscious production. From a psycholinguistic point of view, repetition enhances **procedural memory** and facilitates the transition from controlled to automatic language processing.

According to behaviorist theory, repetition supports habit formation, while cognitive approaches view it as a tool for internalizing linguistic structures. In communicative pedagogy, repetition is associated with **noticing**, which helps learners become aware of correct language forms through meaningful use.

Repetition can be effectively applied in a variety of classroom situations to enhance speaking skills. One of the most common approaches is choral repetition, which helps students improve their pronunciation, stress, and intonation by repeating words or phrases together in unison. This collective practice creates a supportive

learning environment where learners can focus on the rhythm and melody of the target language.

Another valuable method is dialogue drilling, which is used to reinforce grammatical accuracy and contextual responses. Through repetitive dialogues, students internalize sentence patterns and develop automaticity in using grammatical structures correctly during communication. The shadowing technique also plays a crucial role in improving rhythm and fluency. In this activity, learners listen to and simultaneously repeat the speech of a native or proficient speaker. This real-time repetition allows them to imitate natural speed, pronunciation, and intonation, thus helping them sound more fluent and confident.

In addition, story retelling and role-play activities provide opportunities for meaningful repetition. During these exercises, repetition occurs naturally as learners paraphrase, reformulate, or retell events using their own words. Such tasks not only encourage creativity but also consolidate language patterns through repeated exposure and use.

Repetition can be effectively utilized in a wide range of classroom contexts to develop students' speaking abilities. It serves as both a cognitive and communicative mechanism that enables learners to strengthen their linguistic competence through continual exposure and practice. When designed systematically, repetition activities can transform passive knowledge into active speaking skills.

One of the most commonly used methods is **choral repetition**, in which students repeat phrases or sentences together after the teacher or an audio model. This approach is particularly effective for improving pronunciation, intonation, and rhythm, as learners gain the opportunity to listen carefully to correct models and immediately reproduce them. It also builds a sense of collective participation and reduces anxiety among students, especially beginners.

Another powerful strategy is **dialogue drilling**, where learners practice short conversational exchanges repeatedly until the target language structures become automatic. Such exercises reinforce grammatical accuracy and contextual awareness. For example, practicing functional phrases like “*Could you please...?*” or “*Would you mind if...?*” through repetition helps learners internalize polite speech acts and use them naturally in real conversations.

The **shadowing technique** has gained attention as a modern, dynamic form of repetition. In this method, students listen to a recording of a native or proficient speaker and attempt to repeat the utterances in real time, maintaining rhythm, stress, and intonation. Shadowing improves speech fluency, listening comprehension, and articulation, while simultaneously training learners to process language more rapidly — a skill essential for spontaneous communication.

Story retelling and **role-play** tasks also incorporate meaningful repetition in

communicative contexts. When learners retell a short story or perform a dialogue multiple times, they naturally repeat linguistic patterns, reformulate sentences, and expand their vocabulary. This process fosters creativity and confidence, as repetition is embedded in authentic communicative activities rather than isolated drills.

Furthermore, **repetition in communicative tasks**—such as pair work, discussions, or simulations—allows learners to recycle language forms purposefully while focusing on meaning. For instance, when describing a picture, narrating an event, or conducting an interview, students repeatedly use target vocabulary and grammatical structures in various contexts. Such meaningful repetition strengthens the connection between form and function in language use.

Finally, repetition in communicative tasks enables learners to recycle linguistic forms and expressions while pursuing a specific communicative goal. For instance, in pair or group discussions, students repeatedly use target vocabulary and structures in different contexts, thereby strengthening both fluency and accuracy. Overall, these pedagogical applications demonstrate that repetition can serve as both a mechanical and meaningful learning tool. When used appropriately, it allows learners not only to imitate language forms but also to internalize and apply them effectively in real communication.

Repetition should be seen as a **pedagogical strategy** rather than a mechanical drill. When designed meaningfully, it promotes cognitive engagement, supports communicative fluency, and develops learners’ linguistic competence. The integration of repetition into language teaching—especially in speaking lessons—helps bridge the gap between knowledge and performance, transforming passive learning into active communication.

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