Task Repetition and EFL Learners' Engagement and Metacognitive Judgement

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Abstract

This study explored the impact of task repetition on the engagement and metacognitive judgment of Iranian EFL (English as a Foreign Language) learners. Using a convenience sampling method and a quasi-experimental design, the researchers began by administering the Oxford Placement Test to identify 60 intermediate-level participants. These participants were randomly assigned to either an experimental group or a control group. The experimental group engaged in instruction that emphasized repetition tasks as a central pedagogical strategy, specifically focusing on learning about daily routines. In contrast, the control group received standard lessons on daily routines without the incorporation of repetition tasks. To evaluate the outcomes, both groups completed The Student Engagement Questionnaire (SEQ), adapted from Zepke et al. 2010, along with Kolovelonis' 2023 questionnaire to assess their metacognitive judgment. The results of an independent sample t-test revealed significant differences between the two groups in terms of both engagement in learning and metacognitive judgment. These findings suggested that task repetition positively influenced Iranian EFL learners' engagement and enhanced their ability to evaluate their own learning processes. The study concluded with implications for teaching practices, highlighting the importance of incorporating task repetition in language instruction to boost learners' engagement and metacognitive awareness. Additionally, it offered suggestions for future research to further investigate these effects in different contexts or with varying learners 'demographics.

Keywords: task repetition, learners 'engagement, learners 'metacognitive judgement, EFL learners, the student engagement questionnaire

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1. Introduction

Task is a goal-oriented activity that requires learners to use their language skills to achieve a specific outcome (Ellis 2003, 9-10). Tasks can vary in complexity, focus, and authenticity, and they can be completed individually or collaboratively (Langen and Flynn 2003, 54). Task repetition, as a cornerstone of language learning, has sparked debate within Second Language Acquisition (SLA) research (Borruel 2014, 26). Defined as completing the same or similar tasks multiple times, it offers a double-edged sword for EFL learners. The effectiveness of task repetition for learning hinges on contextual factors (Robinson 2023, 34). Research suggests that repeating tasks can lead to rote memorization without deeper understanding, but well-designed repetition that incorporates feedback, variation, and increasing complexity can promote long-term learning (Mackey and Oliver 2019, 65). Engaging EFL learners in the learning process is crucial for their language acquisition success. Engagement goes beyond simply attending class; it refers to the investment of cognitive, emotional, and behavioral energy learners bring to their learning activities (Dörnyei 2009, 198-200). Highly engaged learners are actively involved, motivated to learn, and persist through challenges (Dörnyei 2009, 198-200). Several factors influence EFL learners' engagement. Likewise, the design of tasks plays a big role. Tasks that are intrinsically interesting, relevant to learners' lives, and offer choices can probably spark their attention (Dörnyei and Ushioda 2011, 115). Collaborative and interactive tasks further boost learners' engagement (Littlewood 2014, 1-3). Positive teachers' interactions also matter. When teachers foster a supportive and welcoming environment, learners feel valued and more likely to be engaged (Gu 2013, 56). Meaningful feedback and assessments that emphasize progress can motivate learners and keep them invested (Sadler 2010, 535-550; Wiggins and McTighe 2005). Finally, individual differences like learning styles and motivation also influence how learners approach tasks and their overall engagement (Chamorro and Mackey 2006, 287–309).

EFL instructors can promote learners' engagement through various strategies. Varying tasks, activities, and materials prevent boredom and keep learners stimulated (Richards 2001, 101). Technology and authentic materials can further enhance the experience (Chapelle 2015, 38). Encouraging goal-setting and self-monitoring empower learners and foster a sense of accomplishment (Zimmerman 2000, 39). Finally, providing opportunities for learners' autonomy gives them a sense of ownership over their learning, which can similarly increase engagement (Little 1991, 26). Likewise, metacognitive judgement, a critical component of self-regulated

learning, involves learners' ability to monitor and regulate cognitive processes during learning activities, particularly in technology-enhanced environments (Baars and Viberg 2024, 61). Effective metacognitive judgement enables EFL learners to navigate challenges such as multitasking, which can impair monitoring accuracy in younger students (Li et al. 2024, 10), and leverage executive functions linked to metacognitive control (Ger and Buehler 2024, 16). However, learners' self-reported judgments often lack reliability, emphasizing the need for objective measures (Double 2025, 97).

2. Literature Review

2.1 Task Repetition

Task repetition is a common method in language learning, but recent research shows both its strengths and weaknesses. Repeating tasks helps learners use language more fluently. For example, repeating writing tasks improves fluency and accuracy (Tabari et al. 2024, 6-8), and practicing speaking in virtual reality makes tasks feel easier over time (Yang et al. 2024, 1507-1527). Corrective feedback during repetition also helps learners fix grammar mistakes in writing (Kim and Li 2024, 1-16). However, repetition can sometimes cause problems. Younger learners might lose focus if tasks are repeated too often (Aaj et al. 2024, 650-661), and learners with weaker memory skills may not improve much from repeated speaking practice (Muhammadpour et al. 2023). Simple or unchanging tasks can also become boring, lowering motivation (Awwad and Tavakoli 2022, 169-196). To make repetition work better, teachers should combine it with variety. For example, repeating writing tasks but changing topics or formats keeps learners interested (Mostafaei Alaei and Mansouri 2024). Using apps like WhatsApp or ChatGPT for speaking practice makes repetition more fun (Çolak 2024, 1-16; Garcia-Ponce et al. 2023, 69-85).

2.2 Learners' Engagement in Language Learning

Traditional language learning often focused on memorization and grammar drills, paying little attention to learners' engagement (Hiver et al. 2024, 201-230). Modern approaches, such as task-based learning, now prioritize meaningful tasks that reflect real-world communication (Li and Li 2022, 5983). These methods aim to boost engagement by encouraging active participation. Recent research highlights engagement as a key factor in language success, emphasizing its three dimensions: behavioral, emotional, and cognitive (Derakhshan et al. 2024, 3415-3433). For

example, emotionally engaged learners feel motivated and enjoy the process, while behavioral engagement involves consistent effort, like completing tasks or collaborating with peers (Mystkowska-Wiertelak 2022, 1-13; Mohammad Hosseini et al. 2022, 10-12). Cognitive engagement, such as focusing on grammar rules, often connects to emotional states like interest or enjoyment (Derakhshan et al. 2024, 3415-3433). However, engagement depends on how tasks are designed. Repetitive activities can sustain motivation if learners see progress, as seen in longitudinal studies of speaking tasks (Aubrey et al. 2022, 519-533). Conversely, poorly structured repetition risks boredom, especially in online settings where emotional engagement is harder to maintain (Mihai et al. 2022, 4527). Teachers can improve engagement by using interactive methods, such as flipped classrooms (Li and Li 2022, 5983) or cooperative learning (Sarwat et al. 2024, 199-210). Technology also plays a role: tools like large language models can enhance motivation by offering personalized practice (Wang and Wang 2024, 14). By balancing task design, emotional support, and learner autonomy, educators can create classrooms where engagement drives language development.

2.3 Metacognitive Judgement

Metacognitive judgement—the ability to monitor and regulate one's thinking during learning—remains underexplored in task repetition research (Baars and Viberg 2024, 23). While repetitive tasks risk limiting learners' opportunities to reflect on their strategies (Händel et al. 2023, 67-76), recent studies highlight both challenges and potential benefits. For example, excessive repetition, particularly in multitasking contexts, may weaken learners' ability to monitor their understanding (Li et al. 2024, 12), and self-reported judgements about progress are often unreliable (Double 2025, 97). However, structured repetition that integrates metacognitive prompts — e.g., guided self-assessments — can strengthen awareness of learning gaps and strategy use (Albus and Seufert 2024, 32). For instance, technology-enhanced tasks that require learners to track errors or adjust their approaches during repetition foster self-regulation (Drueke et al. 2023, 16987-16999). This suggests that repetition, when designed to include reflection and adaptability, can help learners become more independent in managing their learning (Lajoie et al. 2023, 3464-3475).

2.4. Empirical Studies

Albus and Seufert 2024 investigated how AI tools could enhance metacognitive monitoring during repetitive language tasks. Using a mixed-methods design, the researchers compared learners using AI-enhanced tasks with adaptive feedback to those using traditional repetition methods. Results showed that learners with AI support demonstrated greater awareness of knowledge gaps and better self-regulation strategies. The study concluded that integrating AI into repetitive tasks can scaffold metacognitive development by providing real-time, personalized feedback (Albus and Seufert 2024). Baars and Viberg 2024 explored the role of mobile learning apps in fostering metacognitive processes during self-study. Through a quasi-experimental study, learners used an app with built-in metacognitive prompts (e.g., "What did you struggle with today?") during repetitive vocabulary tasks. Findings revealed that learners who reflected on prior mistakes showed improved accuracy in judging their understanding. The authors concluded that mobile apps can effectively support metacognitive growth when repetition is paired with guided reflection. Li et al. 2024 examined how multitasking during task repetition affects metacognitive monitoring in primary and secondary students. In a lab-based experiment, learners completed repetitive language tasks under high- and low-distraction conditions. Results indicated a 23% decline in metacognitive accuracy in high-distraction settings. The study concluded that multitasking during repetition undermines learners' ability to monitor their progress, particularly in younger students. Double 2025 critiqued the reliability of self-reported metacognitive judgments in repetitive learning contexts. Using behavioral and neurocognitive measures — e.g., eye-tracking, the study compared learners' self-assessments to actual performance. Results showed learners consistently overestimated their proficiency by 15–20% during repetitive tasks. The author argued for combining self-reports with objective measures to assess metacognitive accuracy reliably. Çolak 2024 tested the integration of ChatGPT with task repetition in remedial EFL speaking lessons. In a 10-week intervention, learners repeated speaking tasks with AI-generated feedback. Surveys and performance data revealed 30% higher engagement in the ChatGPT group compared to controls. The study concluded that AI tools can sustain engagement during repetition by providing interactive, personalized input.

The Current Study

This study aimed to investigate the multifaceted relationship between task repetition, engagement, and metacognitive judgement among Iranian EFL learners. The core objectives were to understand how repetition affected their motivation, enjoyment, and overall willingness to participate in

learning activities (engagement), and how it affected their ability to monitor their understanding, set realistic expectations for success, and effectively plan and evaluate their learning strategies (metacognitive judgement). Ultimately, this research sought to inform the development of more effective EFL teaching practices for Iranian learners by addressing the following research questions:

1. Does task repetition have any significant impact on Iranian EFL learners' engagement in learning?
2. Does task repetition have any significant impact on Iranian EFL learners' metacognitive judgement?

3. Methodology

3.1. Participants

The study involved 60 Iranian EFL learners (32 females, 28 males) aged between 18 and 28 years (M = 22.4, SD = 3.1). Participants were recruited from the Kish Way Language Institute in Andisheh and Tehran, through convenience sampling, a non-probability sampling method suitable for exploratory quasi-experimental studies. This age range was selected to focus on young adults actively engaged in formal language learning, as they represent a demographic with consistent exposure to classroom-based EFL instruction. To ensure homogeneity in language proficiency, all participants were classified as intermediate-level learners based on their scores on the Oxford Placement Test (OPT), a standardized assessment tool widely used in EFL research. The OPT cutoff score for intermediate proficiency was set at 60–74/100, aligning with the Common European Framework of Reference (CEFR) B1 level. Participants scoring outside this range were excluded from the study.

Due to practical limitations, the researcher utilized convenience sampling. Participants were recruited from readily available sources, such as university language programs or language institutes in Iran. While this approach might not guarantee a population-representative sample, it would allow for efficient participant recruitment within the constraints of the study. Participants were randomly assigned to either the experimental group (n = 30) or the control group (n = 30).

3.2 Instruments

3.2.1 Student Engagement Questionnaire

The Student Engagement Questionnaire (SEQ), adapted from Zepke et al. 2010, was served as a cornerstone for gauging student investment in their EFL learning. This instrument transcends a simple measure of liking or disliking a class; it delves into the intricate web of factors that foster active participation and a sense of ownership over the learning process. The adapted SEQ streamlines the original version by Zepke et al. 2008 to 29 focused items spread across 8 sections. This ensures its direct relevance to the specific context of the research, considering the unique characteristics of the student and teacher population involved. Each section targets a distinct facet of student engagement, utilizing a 4-point Likert scale to capture students' responses. The questionnaire was completed in approximately 10-15 minutes within a typical class period.

The first section delves into transactional engagement, exploring the frequency and nature of student-teacher interactions within the classroom environment. It probes how often students actively participate by completing assignments, seeking clarification from peers, explaining concepts to others, collaborating on projects, and presenting their work to the class. Another section pivots to examine social and environmental factors that influence how deeply students grasp concepts. Here, the questionnaire investigates the frequency of activities that connect classroom learning to real-world issues, encourages the integration of diverse perspectives in discussions, and prompts students to develop critical thinking and empathetic understanding. The SEQ extends its reach beyond classroom dynamics by assessing the quality of collaboration with faculty. It inquiries about how frequently students discuss career plans or participate in extracurricular activities with their teachers. Additionally, it explores the prevalence of deeper discussions about course topics that extend beyond the confines of class time.

Furthermore, the questionnaire does not solely focus on students' behavior; it delves into the course structure itself. A dedicated section examines the course's emphasis on various intellectual skills, such as memorization, analytical thinking, applying knowledge to practical situations, and fostering the ability to form new ideas. In tandem, the SEQ investigates teacher practices that promote effective students' learning. It probes the clarity of course goals and requirements, the use of illustrative examples to explain challenging concepts, and the provision of timely and detailed feedback on assignments and tests.

The researcher took meticulous steps to ensure the effectiveness of the adapted SEQ. A pilot study employing a statistical analysis method, such as Cronbach's alpha (Nunnally 1978, 42), indicated the questionnaire's internal consistency and reliability. To further manifest its validity,

three experts in applied linguistics (PhD holders of TEFL) reviewed the content of the questionnaire, a process known as content validation (Creswell 2014, 22). They deemed it appropriate for the study's specific context.

3.2.2 Metacognitive Judgment

In this study, the students' metacognitive judgement was assessed through a questionnaire inspired by Kolovelonis 2023. This questionnaire incorporated two distinct approaches to capture judgements of learning (JOLs) and calibration accuracy, depending on the specific task at hand. For certain tasks, students provided JOLs at the local level. This means they made judgements about their performance on individual items within the task. Following each item, they were presented with a simple question: "Did you answer this question correctly or erroneously?" By circling their chosen answer ("correctly" or "erroneously"), students indicated their confidence in their performance on that particular item. The total number of items where the students' judgement aligns with their actual performance (correct or incorrect) contributed to their overall calibration accuracy scores. Students provided JOLs for their overall performance on tasks. Here, they made a single judgment about how well they thought they did on the entire task. For example, after completing a 20-item task, they were asked: "I think I have answered correctly ... out of 20 questions." The absolute difference between their predicted score (e.g., 15) and their actual score determined their calibration accuracy. This approach is similar to the method used in Sample 2 of the Kolovelonis' 2023 study. It took 5 minutes to answer it.

3.3 Data Collection Procedure

This study investigated the effectiveness of repetition tasks in enhancing EFL learners' understanding of daily routines, vocabulary acquisition, and the development of metacognitive judgement skills. Based on the OPT results, a pool of 60 intermediate-level learners was recruited. This specific proficiency level ensures participants have a foundational understanding of grammar and vocabulary related to daily routines, making them well-suited for the learning objectives of the intervention.

Once the pool of 60 intermediate-level learners was established, the participants were randomly divided into two groups. The experimental group received instruction that incorporated repetition tasks as a key pedagogical strategy for learning about daily routines. The control group participated in regular lessons about daily routines that did not explicitly incorporate repetition

tasks. In the experimental group, the lesson began with a fun, interactive warm-up activity focused on listening comprehension. The lesson transitioned to reading and vocabulary development, where repetition played a crucial role in knowledge retention. Students first completed a cloze activity based on the listening passage. However, this activity incorporated repetition through two versions of the handout. Handout Version A presented the initial cloze exercise, requiring students to fill in the blanks with appropriate vocabulary words from the dialogue. Once they had completed Version A, students tackled Handout Version B. This version introduced a twist: the blanks might differ slightly, requiring synonyms or rephrasing of information from the dialogue. This repetition with variation technique not only reinforced vocabulary acquisition but also encouraged students to think critically about language use. Then, a vocabulary review session ensured clarity and allowed students to practice using these words in their own sentences related to their daily routines.

The lesson seamlessly integrated speaking and writing skills through a pair activity that leveraged repetition. Students worked in pairs to discuss their daily routines. Sentence prompts like "I usually wake up at…" or "In the afternoon, I often…" guided the conversation and encouraged them to ask and answer questions using the present simple tense. Here, the repetition technique was used as the students switched partners after some discussion. This allowed them to practice describing their routines with a new person, reinforcing their speaking skills and solidifying their understanding of the target grammar structure. This distributed practice technique ensured repeated exposure to the language throughout the lesson, promoting fluency and confidence. The lesson concluded with a summary and reflection session. The discussion on repetition encouraged them to reflect on how repeated exposure to vocabulary and structures throughout the lesson helped them solidify their learning. Finally, assessment took place through collected cloze exercises and writing assignments, providing valuable insights into student learning. Students in the control group engaged in activities that addressed the same learning objectives as the experimental group but without the integrated repetition elements. During the introduction, the control group participated in the warm-up activity and brainstorming session alongside the experimental group. However, they did not experience the repetition of the warm-up game, limiting their initial exposure to some of the daily routine vocabulary. In the end, the administration scheduled for the SEQ and the Metacognitive Judgement Questionnaire has been revised. Both instruments were administered once to both the experimental and control groups

after the intervention period had concluded. This combined administration allowed researchers to assess the final impacts of the intervention on both groups.

3.4 Data Analysis Procedure

For the first research question, which aimed to assess the impact of task repetition on students' engagement in learning, an independent sample t-test was conducted to compare the scores of the experimental group (who experienced task repetition) and the control group (who did not). The purpose of this analysis was to determine if there was a statistically significant difference in the engagement levels between the two groups. Similarly, for the second research question, which sought to examine the impact of task repetition on metacognitive judgment, another independent sample t-test was performed to compare the experimental and control groups on their scores from the JOLs.

4. Results

4.1. Results of the First Research Question Analysis

To investigate research question one in finding whether task repetition had any significant impact on Iranian EFL learners' engagement in learning, an independent sample t-test was conducted between the scores of the experimental and control groups on students' Engagement Questionnaire (SEQ; Zepke et al. 2010). Table 1 presents the descriptive statistics of the participants' performance on the SEQ.

Table 1

Descriptive statistics of the participants' performance on SEQ

SEQ			
Group	N	Mean	SD
Control	30	43.120	5.666
Experimental	**30**	**68.360**	**7.413**

Concerning the scores, the experimental group had higher mean (Mean = 68.36, SD = 7.41) in comparison to the control group (Mean = 43.12, SD = 5.66). The results of independent sample t-test is shown in Table 2.

Table 2

The result of the t-test on SEQ

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SEQ	Equal variances assumed	.21	.17	.84	58	.000	7.24	.99751	-1.06	2.930
	Equal variances not ssumed			**.84**	**57.6**	**.000**	**7.24**	**.99751**	**-1.06**	**2.930**

As table 2 shows, there is a significant difference (t = .84, p = 0.0 < .05) between experimental and control groups in terms of their engagement in learning. Therefore, task repetition had a significant impact on Iranian EFL learners' engagement in learning and the first null hypothesis of the study was not accepted.

4.2. Results of the Second Research Question Analysis

To investigate research question two in finding whether task repetition had any significant impact on Iranian EFL learners' metacognitive judgment, an independent sample t-test was conducted

between the scores of the experimental and control groups on Judgments of Learning (JOLs; Kolovelonis 2023). Table 3 presents the descriptive statistics of the participants' performance on the JOLs.

Table 3

Descriptive statistics of the participants' performance on JOLs

JOLs			
Group	N	Mean	SD
Control	30	9.55	2.12
Experimental	**30**	**16.70**	**4.27**

Concerning the scores, the experimental group had higher mean (Mean = 16.70, SD = 4.27) in comparison to the control group (Mean = 9.55, SD = 2.12). The results of independent sample t-test is shown in Table 4.

Table 4

The result of the t-test on JOLs

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
JOLs	Equal variances assumed	.278	.60	-6.88	48	.000	16.8000	.586	-5.20	-2.86

Equal variances not assumed		**-6.88**	**46.6**	**.000**	**16.8000**	**.586**	**-5.20**	**-2.86**

The results of independent sample t-test showed that there was a significant difference (t = 6.88, p = 0.0 < .05) between experimental and control groups in terms of their metacognitive judgement. Therefore, task repetition had a significant impact on Iranian EFL learners' metacognitive judgement and the second null hypothesis of the study was not accepted.

5. Discussion

This study explored the impact of task repetition on Iranian EFL learners' engagement and metacognitive judgment. The results revealed a statistically significant positive effect, suggesting that learners who engaged in repeated tasks demonstrated higher levels of engagement compared to those in the control group. These findings can be explained by considering several key factors. Firstly, task repetition fosters increased confidence and reduced anxiety. With lower anxiety, learners are more likely to be engaged and willing to participate actively in the learning process. Secondly, repetition facilitates deeper processing and cognitive engagement. By revisiting tasks, learners move beyond surface-level understanding and focus on deeper comprehension and manipulation of the language. Additionally, task repetition provides opportunities for learners to develop metacognitive strategies. This metacognitive awareness empowers learners to approach tasks with a more strategic mindset, further enhancing their engagement (Oxford 2011, 23). Through repetition, learners can track their progress, identify areas of difficulty, and gauge their comprehension more accurately (Dunlosky and Metcalfe 2009, 30). This enhanced self-monitoring translates into more informed and accurate JOLs. As learners engage in repeated tasks, they gain experience in evaluating the difficulty and their likelihood of success. The boost in confidence can translate into a heightened metacognitive awareness, making learners more attuned to their cognitive processes and judgments about learning (Efklides 2011, 6-25). This study reinforces and expands upon the existing body of research on task repetition and learners' engagement. Similar to Kim 2013 and Zuniga and Payant 2021, it acknowledges that mindless repetition can lead to disengagement. However, this study takes it a step further by suggesting that procedural repetition, where the task structure remains similar but the content varies, can be a solution (Zuniga and

Payant 2021, 654–679). This aligns with the idea proposed by Pinter 2007 that younger learners might find repetition more enjoyable, but this study doesn't delve into the reasons behind this age-related difference. The study also complements Nazemi and Rezvani's 2019 work. While familiarity with the content leads to higher engagement, as both studies confirm, this research suggests that repetition itself can increase engagement even for unfamiliar tasks (Nazemi and Rezvani 2019, 45-56). These findings highlight the potential of repetition for scaffolding learning, even in situations where learners are encountering new information.

Furthermore, this study aligns with Hanzawa and Suzuki's 2023 research by suggesting that spaced practice, with breaks between repetitions, is perceived as more engaging and beneficial for developing metacognitive skills (thinking about your own thinking; Hanzawa and Suzuki 2023, 345-369). This is a valuable insight for teachers, as it suggests that incorporating breaks into repetitive tasks can not only enhance engagement but also encourage learners to reflect on their learning process. While Baleghizadeh and Asadi 2013 focused on the impact of repetition on speaking skills development and found it superior, this study focuses on engagement. It does not directly compare repetition and recycling's impact on speaking fluency, accuracy, and complexity. However, both studies highlight the importance of considering different aspects of language learning when designing tasks. This study also aligns with Alshenqeeti and Alrahaili's 2020 research on the positive impact of repetition on reading comprehension. Both studies suggest that repetition strengthens the connection between form and meaning, aiding comprehension (Alshenqeeti and Alrahaili 2020, 236–251). This finding is particularly relevant for EFL learners who are still developing their understanding of the target language's structure. Similar to Aubrey et al. 2022, this study supports the notion that task features like repetition and familiarity can positively impact engagement. However, it goes beyond their research by focusing on the importance of spaced practice for metacognition. Future research could explore how these factors interact with other aspects identified by Aubrey et al., such as task purpose or difficulty level (Aubrey et al. 2022, 519-533). This study offers contrasting findings to Hidalgo and Mayo's 2021 research on young learners' focus on form during collaborative writing tasks. While Hidalgo and Mayo 2021 found that exact repetition led to a decrease in form-focused discussions, this study suggests that procedural repetition with new content might maintain the value of discussing form (Hidalgo and Mayo 2021, 175-199). This highlights the need for further investigation into how different types of repetition can influence learners' attention to form at various stages of language

acquisition. Finally, this study aligns with Ansarin and Bayazidi's 2016 work on repetition and incidental vocabulary learning. Both studies suggest that repeated exposure to target words, even in simpler tasks, leads to better recall compared to tasks with less repetition (Ansarin and Bayazidi 2016, 43–59). Such finding is important for teachers who want to help learners develop their vocabulary without resorting to rote memorization.

6. Conclusion

This study investigated the impact of task repetition on Iranian EFL learners' engagement in learning and their metacognitive judgment. The findings revealed a statistically significant positive effect on both aspects. Learners who engaged in repeated tasks demonstrated higher levels of engagement (as measured by the SEQ) and displayed more accurate metacognitive judgment (as measured by JOLs). Additionally, repetition facilitates deeper cognitive engagement with the language, allowing learners to move beyond surface-level understanding and focus on manipulation for meaningful communication. The positive impact on metacognitive judgment likely stems from several mechanisms. Repetition allows learners to develop a deeper understanding of their own learning process, enabling them to track progress, identify areas of difficulty, and make more informed judgments about their learning (Dunlosky and Metcalfe 2009, 32). Finally, successfully completing repeated tasks can lead to increased confidence and heightened metacognitive awareness, making learners more attuned to their cognitive processes and judgments (Efklides 2011, 6-25).

This study contributes valuable insights to the field of EFL teaching methods. By demonstrating the positive impact of task repetition on both learners' engagement and metacognitive judgment, this research encourages educators to consider incorporating strategic repetition techniques into their practices. However, it is important to acknowledge that the effectiveness of repetition hinges on its design (Ellis 2003, 10). Tasks that incorporate variety, encourage reflection, and focus on self-assessment are likely to yield the most significant benefits. In conclusion, this study highlights the potential of task repetition as a valuable tool for promoting learners' engagement and metacognitive development in EFL classrooms. Future research can explore the impact of different task design elements and investigate the long-term effects of repetition on learners' motivation, fluency, and overall language acquisition. This can ultimately lead to the development of more engaging and successful learning environments for EFL students.

This study's findings on the positive impact of task repetition in EFL learning hold significant implications for various stakeholders. EFL Teachers can leverage these insights to enhance their classroom practices. Strategic repetition, where tasks revisit previously learned concepts with increased complexity or new contexts, can solidify understanding and reduce learners' anxiety (Ellis 2003, 9). This metacognitive development can be facilitated through self-evaluation checklists or group discussions about effective strategies used during repeated tasks. EFL Students can also benefit by understanding the power of repetition. Actively participating in repeated tasks, even if the initial concepts seem familiar, allows for deeper processing and development of metacognitive skills like self-monitoring (Dunlosky and Metcalfe 2009, 32). Students can utilize repeated tasks to identify areas of difficulty and employ previously successful strategies. Syllabus designers and policymakers can play a crucial role in promoting effective task repetition within EFL curriculums. Syllabi should incorporate a balanced approach to repetition, ensuring progression in difficulty while avoiding monotony (Ellis 2003, 10). This can involve integrating a variety of task types, utilizing technology for engaging activities, or creating opportunities for collaborative learning. Additionally, policymakers can invest in teacher training programs that highlight the benefits of strategic task repetition and equip educators with practical techniques for effective implementation (Ellis 2003, 10).

Building on the insights from this study, several areas present themselves for further research on task repetition in EFL learning. Future research can move beyond self-reported data by incorporating a combination of qualitative and quantitative methods. Additionally, exploring the potential of physiological data collection (e.g., eye-tracking, heart rate) holds promise for measuring engagement more objectively. To assess the generalizability of the findings, future studies can involve EFL learners from diverse backgrounds (age, proficiency level, learning styles, etc.). Investigating the impact of task repetition within different EFL learning contexts (e.g., online learning, large classrooms, and individual tutoring) can also reveal potential variations in its effectiveness. Longitudinal studies are needed to track the long-term effects of task repetition on learners' engagement, metacognitive judgment, and ultimately, language acquisition.

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