**A Longitudinal Investigation into the Development of Language Complexity through Repeating Dialogic Narrative Task**

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**Abstract**

Task repetition is a research domain that has captured increased attention in the field of second language acquisition (SLA) over the last two decades. A growing number of task repetition studies have investigated the effects of repeating tasks on learners’ oral production in general. However, there appear to be only few studies in the literature which have sufficiently acknowledged the contribution of task repetition to learners’ language development. The current study was conducted as an attempt to explore the extent to which the effects of task repetition carry over into subsequent performances on task, whether or not repetition leads to producing more complex language across the time. To this end, six intermediate English as a Foreign Language (EFL) learners were selected out of 29 ones who engaged in performing a dialogic narrative task over 10 sessions. The data were elicited from transcribing 20 hours of the learners’ audio-recorded task performances over a period of 4 months (10 sessions). Drawing on a range of complexity measures of Ellis and Barkhuizen (2005), all the transcriptions were analyzed. The results indicate that repeating a dialogic narrative task makes a significant contribution to language development and more importantly assists the learners in gaining long-term language complexity. The findings of the study highlight an important implication for second language (L2) pedagogy, shedding light on the positive effects of task repetition as a practical procedure to develop language complexity.

**Keywords:** *Dialogic Narrative Task, Language Complexity, Longitudinal Investigation*