
The Effect of Using Prompting on Iranian Intermediate EFL Learners' Oral Reproduction Achievement

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The present research aimed to investigate the impact of prompts on speaking performance of intermediate EFL learners. To do so, based on proficiency test, 50 participants were ed and randomly divided in two equal homogenous groups namely one experimental (N = 25) and one control group (N = 25). The average age of the participants was 22.5 (years), with an age range of 16-28. The experimental group received prompts instruction of speaking while the control group continued traditional speaking instruction without feedback. The teacher taught the course book based on the teacher guide and there was no change in the class management. The whole research project spread out over 8 weeks. The statistical and systematic analyses of data were obtained. To analyze the data, the computer program of SPSS was used to run t-test by which the scores gained on the pre-test and post-test compared. The results revealed that there is a significant impact of prompts on speaking performance of EFL learners.

Keywords : Auxiliary agents, oral expression, recast, feedback, feedback, feedback, language learning

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