
The Effect of Cognitive Task Types on Iranian Intermediate EFL Learners' Speaking Competency

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Abstract The main goal of this investigation was to identify the effect of cognitive task types on Iranian Intermediate EFL learners' speaking competency. The participants of the study were 90 learners out of which 30 were homogenized by an QPT and randomly assigned into two groups, control (N = 15) and experimental (N = 15). Then a pre-test of speaking was administered to both groups. The purpose of this test was to measure the learners' initial subject knowledge of speaking ability. Then control group received no treatment and approached the traditional method of teaching speaking, while the experimental group received treatment based on cognitive task types. The whole treatment procedure took for 10 sessions. Finally, at the end of the course both groups sat for the post-test of speaking. The analysis was run through an independent samples T-test. The statistical analysis indicated a better performance of the first group, who received cognitive task types. The results clearly demonstrated that cognitive task types has a facilitative effect on speaking competency. The findings of the study bear implications for EFL teachers, learners and materials designers.

Keywords : English teachers

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