

The Effect of Second Language Teaching on Iranian Mentally Disabled High School Students' Speaking Ability

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Speaking is at the center of second language learning. There is no doubt that authentic materials are of significant role in the, overall process of language learning. Today there is an increasing amount of research promoting the effectiveness of extensive reading(ER) towards increasing learners' vocabulary, comprehension, reading speed, and motivation towards reading. This investigation is an endeavor to find out whether there is a meaningful effect and relationship between extensive reading and speaking ability in mental disabled learners and the performance on TOEFL iBT. Accordingly, this study was planned to main analyses, the effect of second language teaching on mentally disabled high school students' speaking ability. This research aims at making a comparison between teaching second languages in speaking performance, achieved through TOEFL iBT. To achieve the objective, 48 learners in the 14-17 age range who were studying in Hemat School in Rasht were ed among 60 participants based on their performance on QPT. The participants were randomly assigned to two experimental groups and one control group. The experimental group received 8 sessions extensive reading treatment. Results indicated that there is a meaningful relationship and effect between teaching second language and speaking ability in mentally disabled learners and the performance by extensive reading on TOEFL iBT.

Keywords : extensive reading, foreign language, learning disabled

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