

The Impact of Exploratory Versus Instructional Materials on Iranian Low Intermediate EFL Learners' Speaking Ability

Seyyede Rezvaneh Mousavi*,

Abstract This study was designed to investigate and compare the effectiveness of exploratory material versus instructional ones in improving speaking ability of Iranian low-Intermediate level EFL learners. To achieve the objective, 40 female learners in the 13-15 age range who were studying in Safir English Institute in Sangar were selected among 80 participants based on their performance on QPT. The participants were randomly assigned to one experimental group and one control group. The participants were divided into 2 classes consisting of 20 participants each. A pretest piloted before with the reliability index of .639 was administered. Then, both experimental groups received 21-session treatments that were the use of exploratory materials included short stories, videos, recorded dialogues, PowerPoint slides which supposed to lead in self discovery of the context of the book named Project 2, and the use of teacher's guide book as an instructional material in the experimental group. A posttest was then administered to the both groups. The results of this study revealed that the experimental group that utilized the exploratory materials achieved higher proficiency in speaking test than the other group. Based on the findings of this study, language teachers can utilize exploratory materials to improve their learners' speaking ability.

Keywords : Spoken language proficiency

[Islamic Azad University, Rasht Branch - Thesis Database](#)
[دانشگاه آزاد اسلامی، واحد رشت - سامانه بانک اطلاعات پایان نامه ها](#)