

The Effect of Learners' Readiness through Integrating Elicitation Task on the Speaking Ability of Iranian Intermediate EFL Learners

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The present study attempts to investigate the effect of learners' readiness through integrating elicitation task on Iranian intermediate EFL learners' speaking ability. Mastering oral ability to most EFL learners is of utmost importance. Most researchers, language experts, curriculum designers, educationalists, teachers and language trainers claim that speaking is the main core feature of the second language learning and teaching. To this end, 30 intermediate male learners out of 42 at Iran Language Institute, Hashtpar Branch, Guilan, were selected based on Solutions Placement Test (SPT). The participants were 16-19 years old and were randomly assigned to experimental (15) and control (15) groups. A speaking-writing task test as the pretest and the posttest were administered to all participants. The experimental group received an eight-week speaking training program via elicitation task (two sessions a week, each for 90 minutes), and the other 15 learners as the control group received placebo (teaching method of Language Institute). The data were analyzed using SPSS software, and the results obtained descriptive statistics, paired samples t-test, independent sample t-test, eta squared and Levene's test represented a significant difference between two groups' performances which highlighted the significant effect of elicitation task on the experimental group's speaking ability compared to the control group. Therefore, this study found that it is helpful to utilize integrating elicitation task as a tool to enhance not only learners' speaking skill but also their language development which engages learners' cognitive process to internalize learning materials.

Keywords : learning materials.

