

Provision of Different Layers of Activities for Different Iranian Intermediate English as a Foreign Language Learners for the Beneficial Use of Films within Speaking Classes

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Abstract : This study investigated the effect of applying different layers of activity for different Iranian intermediate EFL learner's oral proficiency and two of its components (fluency and accuracy) for the beneficial use of films within speaking classes. For this purpose, thirty Iranian EFL intermediate learners were selected based on availability sampling, they were divided into one experimental group and one control group, each consisting of 15 participants, who were proved to be homogeneous based on the results obtained from IELTS oral proficiency test prior to the treatment. Experimental Group received the treatment which was applying different layers of speaking tasks according to learners' level of fluency and accuracy. Control group received ordinal treatment of speaking classrooms. The materials for this study consisted of 11 English movies for each session, voice-recorder device, and IELTS oral proficiency tests as well as two interviews based on Ur's oral scale for measuring fluency and accuracy. The treatment was run for 12 sessions in six weeks. At the end of the treatment, all the students both in experimental and control group were given a post-test interview based on Ur's scale. To compare and contrast the amount of progress of the learners in different groups the results of the pre-test and post-test of speaking were analysed by using T-tests. Moreover, Multivariate analysis of variance was also used to check the hypotheses. Results showed that application of different layers of activity with regard to students' level, led to a significantly superior performance in experimental group. Thus, this study verified the positive effect of implementation of different layers of activity and tasks to achieve progress in speaking skill. It can also help to create a less stressful atmosphere of learning in which all the students will be given specific time to speak and lead them to be autonomous learners.

Keywords : differentiated instruction, learners' style, multiple intelligence, speaking skill, task-based activities

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