

عنوان مقاله:

The Impact of Guided Writing Practice on the Speaking Proficiency and Attitude of EFL Elementary Learners

محل انتشار:

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نویسندگان:

Somayeh Fathali - Alzahra university

Elaheh Sotoudehnama - Alzahra University

خلاصه مقاله:

Writing and speaking are the productive skills of a language and share similar components. However, there has been little attempt to investigate the impact of writing practice on the speaking proficiency of the learners. The present study using a pretest-posttest controlled group design in a quasi-experimental approach investigated the effect of guided writing practice on the speaking proficiency of Iranian EFL students. Two elementary intact classes which were classified based on the institute's placement test were selected for the study. The homogeneity of the learners was checked through Key English Test (۲۰۰۷) as the pretest of the study, and the classes were randomly assigned into the experimental group (n=۲۶) and the comparison group (n=۲۶). The experimental group was provided with ۱۰ guided writing worksheets in the last ۱۵ to ۲۰ minutes of the class, whereas the comparison group went through the procedure of a typical institute class in which they worked on workbook exercises during the mentioned time. The quantitative analysis of the posttest using an independent samples t-test indicated that not only writing proficiency, but also the speaking proficiency of the experimental group had significantly improved. Moreover, an end of the term a semi-structured interview sought the experimental group learners' attitudes toward the role of writing practice in improving their speaking skill. The content analysis of the interview transcripts revealed that the learners held positive attitudes toward the guided writing worksheets at the end of the term, though they did not have the same attitude at the beginning.

کلمات کلیدی:

guided writing, writing proficiency, speaking proficiency, EFL elementary learners, attitudes

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