

عنوان مقاله:

Iranian EFL Learners' Interactional Competence in Paired Speaking Tasks: An Account of Task Type Variability

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خلاصه مقاله:

The use of paired speaking tasks for the assessment of interactional competence has recently attracted the attention of many scholars in language learning research. The present study aimed at investigating whether task type has any effect on promoting language learners' interactional competence measured by means of multi-factor qualitative coding of paired speaking tasks. The performances of ۹۲ dyads of conveniently-selected intermediate Iranian EFL learners on four paired speaking tasks were assessed using a rubric developed based on recent models for the scoring of interactional competence. To reveal the factors contributing to interactional competence, confirmatory factor analysis was run rendering the four-factor rubric developed in the present study as a valid measure of interactional competence through paired speaking tasks. In addition, to check the effect of different task types on interactional competence, the researchers calculated ANOVA estimates. Mean difference statistics computed indicated that some significant effect with large effect size existed for task type. Post-hoc comparisons carried out made it clear that from among the four tasks (i.e., Spot-the-difference, Story-completion, Decision-making, and Free-discussion) only the Story-completion task was the source of variability in the scores of interactional competence. The findings are of significance in that they point to the centrality of task type in assessing speaking through paired tasks. The study has certain theoretical and practical implications for foreign language teaching/testing researchers and practitioners.

کلمات کلیدی:

Interactional Competence, Paired Speaking Tasks, task type

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