



Investigating Effects of Task Structure on EFL Learner's Oral Performance

Massoud Rahimpour, Faezeh mehrang

Abstract

It is argued that tasks with different structures yield different performances in terms of accuracy, fluency and complexity. The present study is thus an attempt to investigate the impact of task structure on second language task performance. Thirty two upper-intermediate Iranian learners of English performed two narrative tasks (Structured vs. Unstructured) based on cartoon scripts. The performances, then, were recorded, transcribed and coded to measure the accuracy, fluency and complexity of the participants' performances. Next, the paired samples t-test was employed to analyze the collected data. The results of the statistical analysis revealed that task structure had no effect on the accuracy, fluency and complexity of performance. Findings have pedagogical implications in the area of syllabus design.

Full Text: [PDF](#)



This work is licensed under a [Creative Commons Attribution 3.0 License](#).

English Language Teaching ISSN 1916-4742 (Print) ISSN 1916-4750 (Online)

Copyright © Canadian Center of Science and Education

To make sure that you can receive messages from us, please add the 'ccsenet.org' domain to your e-mail 'safe list'. If you do not receive e-mail in your 'inbox', check your 'bulk mail' or 'junk mail' folders.

[Journal Help](#)

USER

Username

Password

Remember me

JOURNAL CONTENT

Search

All

Browse

- [By Issue](#)
- [By Author](#)
- [By Title](#)
- [Other Journals](#)

FONT SIZE

INFORMATION

- [For Readers](#)
- [For Authors](#)
- [For Librarians](#)