

Comparing Consciousness-Raising Tasks and Managed Output Tasks in Speaking Classes

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The present study was an attempt to investigate the comparative effect of consciousness-raising tasks and managed output tasks on EFL learners' speaking. Accordingly, 66 female English language learners selected out of an initial 91 intermediate EFL learners based on their performance on a sample piloted PET took part in the study. Both groups were taught by the same teacher and they used the same course book. Moreover, they received the same hours of instruction and teaching aids in the same physical environment; therefore, the most significant point of departure in the two experimental groups in the present study was the form of speaking practices presented in the classroom. Each group enjoyed its own specific speaking development procedure throughout the treatment period. The findings of this study revealed that the participants' speaking improved significantly in the consciousness-raising group compared to the managed output group. The findings of this study could be used by EFL teachers and syllabus designers to develop more efficient second language speaking courses.

Keywords: ELT; task-based language teaching; consciousness-raising tasks; managed output tasks; speaking

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