



## **The Effect of Strategy Instruction on the Speaking Ability of Iranian TEFL Sophomores**

**Mohammad Ali Fatemi**

Islamic Azad University (Iran)

[fatemi35@gmail.com](mailto:fatemi35@gmail.com)

### **Abstract**

This study was mainly developed for two purposes; firstly to examine if learning strategies are teachable to Iranian sophomores and secondly to find out if strategies can affect their speaking ability. Through the cluster sampling, 60 participants, who met the expected score in a test of language proficiency (IELTS 2005), took part in this study. Then they were randomly assigned into the experimental group receiving the strategy instruction besides their usual conversation and the control group receiving non strategy instruction, i.e. being taught conversation in the traditional way. They had all taken Conversation III as their requisite course. The experimental group received Oxford's (1990) SILL questionnaire for 15 minutes during which five learning strategies out of fifty were introduced, translated, applied and exemplified. Also, the general categories of strategies; namely cognitive and meta-cognitive strategies and their subcategories were introduced in two more weeks. The time devoted to teaching conversation in each class was 75 minutes which lasted for 12 weeks. At the very beginning of the study both groups filled in a questionnaire (Oxford's SILL) as a pretest. Finally both groups took the same questionnaire as a post-test. Besides this, in order to compare their progress in conversation, both groups took part in a speaking test of IELTS. The results of data analysis indicated that strategy instruction makes a positive significant difference in the learners' strategy use; moreover, it was found out that strategy instruction affects the learners' speaking ability significantly