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The Influence of Task Type and Pre-Task Planning Condition on the Speaking Accuracy of Iranian EFL Learners

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Abstract

This research investigated the impact of varying planning conditions and task types on the accuracy of pupils' speaking abilities. Utilizing the Oxford Placement Test (OPT), 80 intermediate female participants nominated for the research and assigned to four untouched classes. These classes were planned as the individual-planning personal task class (IPPT class), the individual-planning decision-making task class (IPDT class), the class-planning personal task class (CPPT class), and the class-planning decision-making task class (CPDT class). Two concurrent decision making tasks were planned to be conducted both at the beginning and at the end of the experiment, while a six-week intervention was scheduled in between. Three sessions were dedicated to administering the OPT test, the pretest, and the posttest; and the students accomplished two dissimilar task types under two diverse planning situations throughout the other three treatment meetings. The results from the one-way ANOVA discovered that pre-task planning conditions and task types significantly influence the accuracy of speaking. These outcomes reinforce the notion that planning conditions have meaningful results on pupils' accomplishment in personal and decision-making tasks. Consequently, both planning conditions proved real in enhancing students' performance in speaking tasks. It is suggested that educators should give considerable attention to pre-task planning to alleviate EFL pupils' challenges in attaining upper ranks of accuracy in their speaking abilities.

Keywords: accuracy, EFL context, speaking performance, p-task planning condition, task type

1. Introduction

The dissatisfaction with conventional methods in language instruction prompted a significant shift towards communicative approaches (Ellis, 2003). A notable transformation is task-based language teaching, which utilizes tasks within the classroom setting as a means to facilitate linguistic knowledge in a manner that is as natural and authentic as possible. The emergence of tasks as a central constituent in second language teaching became evident in the mid80s (Richards & Rodgers, 2001). Since it is built on numerous doctrines associated with the communicative language teaching approach, advocates of task-based language teaching (TBLT) regarded it as a rational progression of CLT. Indeed, TBLT posits that involving pupils in tasks creates an environment conducive to the initiation of learning processes. As noted by Samuda and Bygate (2008), task-based learning is founded on the premise that language acquisition occurs through action when the focus is on meaning. Consequently, TBLT arranges the learning course around responsibilities to be executed in the goal language.

Second Language Acquisition studies have extensively utilized a variety of task types as instruments for eliciting language production, negotiating meaning, and processing input, all of them are viewed such as mechanisms to enhance second language acquisition. Tasks are regarded as opportunities to achieve specific pedagogical objectives" (Foster & Skehan, 1999, p. 217). Pre-task planning also enhances accuracy and fluency in oral production since it has the possibility to allow L2 pupils to concentrate on type, provided that the essence of genuine communication line up connotation over structure (Van Patten, 1996). The pre-task may perhaps motivate pupils to assign their attention amid meaning and type (Skehan, 1998; Wendel, 1997). Furthermore, pre-task planning facilitates communication smoothness as it enables L2 pupils to practice the substance and language of intended discourse at a more profound and significant stage; additionally, it affords pupils the chance to rehearse the content and the language of their discourse prior to its oral production in real communicative contexts (Wendel, 1997).

1.1 Objectives and Significance of the Study

The existing study was an endeavor to probe the effect that pre-task planning possibly will have on in language education of Iranian EFL pupils. In detail, the existing analysis pointed at scrutinizing the impacts that the execution of diverse planning could take on the accuracy of pupils' speech. As a matter of fact, this study was designed to scrutinize the accuracy of EFL learners' speaking presentation in the circumstances of pair and small classes as well as individual pre-task planning by associating the situation in which pupils accomplished diverse speaking tasks with no planning chance. Through witnessing two task types of diverse stages of reasoning intricacy (i.e., personal and decision making tasks), the existing inquiry wanted to fill the gap prevailing in typeer literature regarding the strong impacts of pre-task planning on the contributors' speaking accuracy in both tasks.

This research extracts its significance from the increasing importance of Speaking proficiency in foreign language learning The outcomes of the study might also be of benefit to material developer to include problem-solving and personal activities in speaking textbooks in order to develop L2 readers' cognitive capacity of inferencing, interpreting, as well as analyzing, Furthermore, the upshots of the existing study might give insight to EFL teachers so that they reconsider the importance of pre-task planning and task conditions for a successful speaking performance in second or foreign language learning context.

Prior research exploring the consequence of task type and pre-task planning conditions on pupils' accuracy conducted a comparative analysis involving pupils planning under various circumstances; specifically, no planning, or planning in small classes, pairs, and individually. The existing study endeavors to scrutinize the significance of pre-task planning in the language acquisition of Iranian EFL pupils. More precisely, this investigation targeted to assess the impact that the application of distinct planning conditions could exert on the accuracy of learners' speaking abilities. This research aimed to evaluate the speaking performance accuracy of EFL pupils under pair, small class, and individual pre-task planning conditions, while contrasting this with instances where pupils engaged in various speaking tasks without any planning opportunity. By designing two task types that differ in cognitive complication (i. e., personal and decision-making tasks), the existing study aimed to address the cavity in the prevailing literature about the palpable impression of pre-task planning on contributors' speaking accuracy. To accomplish objectives of the inquiry, the subsequent study questions were articulated:

RQ1. Does task type significantly influence the speaking accuracy of Iranian EFL intermediate pupils?

RQ2. Does pre-task planning condition significantly affect the accuracy of Iranian EFL intermediate pupils' speaking?

RQ3. Do pre-task planning conditions (i.e., individual planning, and class planning) put forth diverse effects on the accuracy of Iranian EFL pupils' speaking in the course of carrying out personal tasks?

RQ4. Do pre-task planning conditions (i.e., individual planning, and class planning) apply diverse effects on the accuracy of Iranian EFL pupils' speaking during carrying out decision-making tasks?

2. Literature Review

As Ellis (2005) asserts, all linguistic interactions necessitate strategic planning. This implies that speakers and writers must select both the content of their communication and the manner in which it is conveyed. Planning fundamentally represents a problem-solving endeavor; it encompasses determining which linguistic elements should be utilized to influence the audience in the intended manner. In other terms, the preparatory planning or procedures significantly impact a pupil's capability to undertake the task (Ellis, 2003). Additionally, as articulated by Clark and Clark (1977), planning transpires at various levels, culminating in speech plans and sentence plans, all of which must be intricately integrated during the actual performance of a linguistic act.

Ellis (2005) identifies two primary types of task-based planning: pre-task and within-task planning. Both of the two types are diversified by the timing of the planning, either prior to the task or throughout its execution. Pre-task planning is subdivided into repetition and tactical planning. Repetition provides pupils with a chance to engage in the task prior to the 'leading enactment.' In essence, it encompasses task repetition, in which the initial execution of the task functions as preparation for a succeeding rendition. Tactical planning encompasses pupils organizing their approach to the task by contemplating the topic they want to encode and the manner of conveying this content. During pre-task planning, pupils have admission to the authentic task resources, which sets strategic planning apart from other types of pre-task activities (such as thinking content, examining a standard performance of the task, or conducting dictionary searches). According to Ellis (2009), within-task planning can be categorized based on the degree of pressure experienced during task performance, which may be altered by adjusting the time allotted for pupils to engage in on-line planning of their utterances or writings during the task.

In a study conducted by Khoram (2019), the influence of task type and planning conditions on the accuracy of oral production throughout pre-task planning was examined. The upshots of his analysis support the notion that suitable task-based conditions positively affect the enhancement of language pupils' oral performance accuracy. Aaj et al. (2023) aimed at investigating the consequences of distinct task planning circumstances, i.e., pre-task planning (PTP), online planning (OLP), and the combination of pre-task and online planning (PTP+OLP), on beginning learners' oral complexity, accuracy, and fluency. The results indicate that while PTP increases fluency, OLP and OLP+PTP improve both accuracy and syntactic complexity. The outcomes propose that instructors of fresh L2 pupils ought to exploit the possibilities of diverse task preparation circumstances to manage pupils' language fabrication in the direction of more fluent, exact, and compound production.

Saeedi (2020) explored the impacts of altering second language (L2) task parameters on the subsequent output, assessing it with regards to complication, accuracy, and eloquence. The study's conclusions demonstrated that meticulous speech planning fosters complexity and accuracy, but may detrimentally influence fluency. In a separate investigation, Chen (2020) evaluated the likely bearing of pre-task planning on the excellence and extent of English as a foreign language (EFL), concentrating on pupils' products as task-oriented and voice-based in the second language context. For this purpose, nine EFL pupils from around the globe participated in his cyber class. Data were gathered through oral performances where students executed real-life replicated tasks pertinent to their cultural backgrounds and interests. The framework of T-units established by Yuan and Ellis (2003) was employed to analyze their linguistic output, focusing on difficulty and accuracy. The results signposted that EFL pupils demonstrated statistically noteworthy advancements in grammatical intricacy, specifically in lexical intricacy and diversity, as well as in linguistic accuracy.

O'Grady (2019) considered the upshots of diverse sizes of pre-task planning period on presentation in a test of second language communication capacity for college entrance of 47 Turkish-speaking novices. The grades of the rater were analyzed by means of a multifaceted Rasch measurement. The upshots of pre-task planning on test marks proved to be inclined by several factors: the ranking gauge; the task model; the span of planning; and the test takers' stages of proficiency. Escalations in marks were higher on the picture-based description tasks than on the other two storyline

tasks. The outcomes also discovered an affiliation between proficiency and pre-task planning, whereby statistical significance was only reached for the increases in the scores of the lowest-level test takers.

In a separate investigation (Abasi et al., 2019) inspected the bearing of task type on both the accuracy and intricacy of spoken language amongst Iranian EFL pupils. Eighty intermediate EFL students, majoring in English, were randomly divided into four identical classes according to their marks on the OPT: Experimental Class 1, which engaged in a combination of three tasks discourse accomplishment, class discourse, and dialogue unscrambling; Trial Class 2, which participated in a combination of two tasks, namely discourse accomplishment and dialogue unscrambling; Trial Class 3, which utilized a single task (discourse unscrambling); and the Control Class, which received instruction via traditional teaching methods. The oral part of the Preliminary English Test was directed to all classes as a pretest and posttest. The participants in each class underwent their designated instruction over ten sessions. The outcomes indicated that the three variations in tasks significantly impacted two aspects of language: accuracy and complexity. Furthermore, it was found that Class 1, which engaged with a range of three tasks, surpassed the other three classes in both accuracy and complication. This supports the hypothesis regarding the favorable impact of task type; thus, it is recommended to integrate diverse task types into EFL teaching and assessment settings as an efficient means to enhance pupils' verbal abilities. The existing literature corroborates the positive influence of both task type and planning. Consistent with these research trajectories, the existing study targets to elucidate the impacts of task type and pre-task planning conditions on the accuracy of intermediary EFL pupils' speaking presentation.

3. Methodology

3.1 Design of the Study

The current research planning was a quasi-experimental type with pretest-posttest, in which four classes were subjected to dissimilar sorts of treatment. Since this research was executed within a language institute, precise randomization was unfeasible. Consequently, the investigator employed a semi-randomization planning.

3.2 Participants

A sample of 100 Iranian female students was drawn from five untouched classes attending EFL institutes in Ahvaz. The participants were aged between 14 and 21. To ensure the homogeneity of the subjects and confirm their intermediate expertise level, the Oxford Placement Test (OPT) was run, resulting in the selection of 100 pupils whose marks on the proficiency assessment placed within one standard deviation above and below the mean. Owing to constraints, the study was carried out in untouched classes; as a result, it was not feasible to eliminate participants with marks two standard deviations above and below the mean. Indeed, such individuals were included in untouched classes, though their marks and performances were not factored into the study's examination. Four classes underwent the experimental conditions while one class served as the control class.

There were two categories of tasks and two categories of planning conditions. To investigate the influence of task type (namely, personal tasks and decision-making tasks) and planning conditions (specifically, individual planning and class planning) on pupils' speaking accuracy, the researcher planned one untouched class as the individual-planning personal task class (IPPT class), another untouched class as the individual-planning decision-making task class (IPDT class), a separate untouched class as the class-planning personal task class (CPPT class), and the final untouched class as the class-planning decision-making task class (CPDT class).

3.3 Instruments

3.3.1 Homogeneity Test

The investigator assessed the homogeneity of the participants regarding their language ability at the opening of the study using the OPT. Participants who received marks ranging from the mean to one standard deviation above and below the mean were considered adequate for inclusion in the study. Considering the fact that all the applicants were standardized based on their OPT test scores, any potential enhancements in participants' speaking accuracy observed in their posttest marks in this investigation may be interpreted as a result of the effectiveness of the intervention.

3.3.2 Task-based Pretest and Posttest

Two concurrent decision-making tasks were constructed to be executed at both the commencement and conclusion of the experimentation. The task description intended for the outset of the experiment functioned as the pretest, while the

task earmarked for the conclusion of the experiment served as the posttest. The picture description task was formulated to assess the precision of participants' verbal expression prior to the experiment. The contestants engaged in the task sequentially under various planning conditions. To efficiently measure the accuracy of participants' speech, all verbal outputs were recorded on tape. In accordance with Ellis' (2003, p. 117) categorization of production variables employed in task-based studies: the precision in the applicants' spoken output will be evaluated according to the amount of (a) self-corrections, (b) appropriate usage of verb tenses, (c) correct application of articles, (d) accurate use of lexis, (e) correct use of plurals, and (f) appropriate application of negation. To ensure the robustness of the data and to assess the inter-rater reliability of both the pretest and posttest, the researcher solicited the assistance of a colleague, who holds a PhD in TEFL, to evaluate the data.

3.4 Data Collection

As a way to accumulate suitable data for this research, the subsequent procedures were implemented:

3.4.1 Pretesting

One month before the experiment, the researcher conducted a decision-making task with each participant separately. To accurately assess the participants' speaking precision, all speeches were recorded on tape. This pretest aimed to guarantee that the experimental and control classes were equivalent concerning their speaking accuracy.

3.4.2 Treatment

The intervention consisted of six sessions, with three sessions allocated to the administration of the proficiency test, alongside the pretest and posttest, and three additional sessions designated for treatment, during which students engaged in two distinct types of tasks under varying planning conditions. Participants in the personal task class, specifically the [IPPT] class and the decision class, referred to as [IPDT], undertook three personal tasks over the course of the three sessions (one task per session). These personal tasks were derived from the participants' own experiences and familiar information. Conversely, the participants in the decision-making task class, namely the [CPPT] class and the [CPDT] class, executed three decision-making tasks throughout the three gatherings (one task per every gathering). The completion of decision-making tasks necessitated the pupils' capability to associate a specific series of rationales with a corresponding sequence of choices.

The subjects across four classes were allocated a ten-minute period for preparation to contemplate their intended discourse while executing the task. Nonetheless, the circumstances in which they pertypeed the tasks varied: Participants in the individual-planning classes, specifically the [IPPT] class and [IPDT] class, were instructed to carry out the related tasks on an individual basis, whereas those in the class-planning, namely the [CPPT] class and [CPDT] class, were directed to complete the associated tasks collaboratively in classes of four.

3.4.3 Posttest

In the final gathering of the experiment, the researcher implemented a posttest that was analogous to the decision-making assignment utilized in the pretest. Specifically, the decision-making task detailed in the instrumentation section was planned to assess the precision of the pupils' speaking capabilities. To accurately evaluate the applicants' speaking proficiency, their execution of the decision-making task during the posttest session was audio recorded.

3.5 Data Analysis

Given the nature of the variables and the researcher's goal of examining the impacts of two autonomous variables, task type and planning conditions on the dependent variable, that is to say accuracy in speaking, one-way ANOVA was the suitable numerical method for analyzing the statistics collected from the individual and class decision-making tasks. For comparing the means of pre- and posttests of untouched classes, a paired-samples t-test was utilized.

4. Results

In this section, results of homogeneity test are given at the beginning.

4.1 Homogeneity of Participants

To homogenize the participants, the researcher conducted the OPT and included only those who achieved marks within one standard deviation above and below the mean. The outcomes of the OPT are displayed in Table 1.

Table 1. Descriptive information for homogeneity of the participants

	N	Minimum	Maximum	Mean	Std. Deviation
Test of Proficiency	100	17.0	49.01	36.95	8.37
Valid N (list wise)	100				

The typical mark was 36. 95 with a standard deviation of 8. 37. Consequently, with one standard deviation above and below the mean, participants with marks fell between 45. 29 and 28. 57 were chosen for this study. Thus, 80 out of 100 schoolchildren were retained as the primary contestants in this investigation.

To evaluate the proficiency level of the applicants, their marks on the OPT were examined using Study of Variance. The outcomes discovered that no statistically important changes amid classes were observed in the OPT proficiency marks (F= .84, Sig. =. 47, refer to Table 2).

Table 2. Descriptive statistics of participants' speaking performance

	Sum of Squares	Df	Mean Square	F	Sig.
Between Classes	18.15	3	60.04	.84	.47
Within Classes	5381.35	76	70.79		
Overall	5561.48	79			

Note. p<0.05

4.2 Outcomes of One-Way ANOVA

To address the initial investigation query, "Does task type influence the speaking accuracy of Iranian EFL intermediate pupils?" a one-way ANOVA was utilized to assess the impact of task type on the pupils' performances. The outcomes revealed a significant distinction in the participants' performances across the two tasks types (F= 18. 0, Sig. =. 000, refer to Table 3). Thus, the first null hypothesis is dismissed.

Table 3. One-way ANOVA for the effects of task type on speaking

	Sum of Squares	df	Mean Square	F	Sig.
Between Classes	55.451	1	55.451	18.045	.000*
Within Classes	235.351	78	3.017		
Total	289.800	79			

*Note. P<0.05

After conducting a one-way ANOVA on the data, the Scheffe test was administered to facilitate pairwise evaluations across various task type planning conditions. The results from this scrutiny exposed that individual planning personal tasks (IPPT) are meaningfully distinct from both class planning personal tasks (CPPT) and class planning decision-making tasks (CPDT). Thus, this validates the assertion that the type of task plays a significant role in the execution of speaking skills (Table 4).

Table 4. Scheffe test for the effects of pre-task planning conditions

		Mean Differences	Std. Error	Sig.	95% Confidence Interval	
					Lower	Upper
IPPT	IPDT	.7600	.54	.60	-.80	2.32
	CPPT	1.900*	.54	.01	.32	3.45
	CPDT	2.150*	.54	.003	.57	3.72
IPDT	IPPT	-.7600	.54	.60	-2.31	.81
	CPPT	1.150	.54	.23	-.41	2.71
	CPDT	1.400	.54	.09	-.16	2.96
CPPT	IPPT	-1.900*	.54	.01	-3.46	-.33
	IPDT	-1.150	.54	.23	-2.71	.41
	CPDT	.25	.54	.97	-1.31	1.81
CPDT	IPPT	-2.151*	.54	.003	-3.72	-.58
	IPDT	-1.400	.54	.09	-2.96	.16
	CPPT	-.25	.54	.97	-1.81	1.31

The mean alteration is noteworthy at the 0.05 level.

To report the second research query titled "Does pre-task planning condition impact the accuracy of Iranian EFL intermediate pupils' speaking? " a One-way ANOVA was directed. The outcomes indicated a statistically substantial change in the students' performance across various pre-task conditions (F= 6. 72, Sig. =. 000, refer to Table 5). Consequently, it can be stated that pre-task planning conditions did influence Iranian EFL intermediate pupils, leading to the rejection of the second research hypothesis.

Table 5. One-way ANOVA for the impacts of pre-task planning conditions

	Sum of Squares	Df	Mean Square	F	Sig.
Among Classes	60.710	3	20.232	6.72	.000*
Within Classes	229.100	76	3.014		
Total	289.800	79			

*Note. P<0.05

To validate the outcomes of the one-way ANOVA regarding the impact of pre-task planning conditions on speech accuracy, a Tukey post-hoc test was exploited. The conclusions from this test, obtainable in Table 6, indicate that the distinctions amid personal and decision-making pre-tasks are noteworthy.

Table 6. Tukey test for speaking accuracy scores across diverse pre-task conditions

			Subset		
		N	1	2	3
	IPPT	20	13.500		
	IPDT	20	13.750	13.750	
	CPPT	20		14.900	14.900
	CPDT	20			15.650
	Sig.		.09	.046*	

The mean change is noteworthy at the 0.05 level.

To examine the impact of pre-task planning conditions (specifically, individual planning and class planning) on the language accuracy of Iranian EFL pupils during personal tasks, a two-way ANOVA was conducted. The outcomes of this numerical analysis discovered that pre-task planning conditions considerably stimulus the execution of personal tasks among Iranian intermediate EFL pupils. Consequently, the third research hypothesis was duly rejected.

Table 7. Two-way ANOVA for the impacts of pre-task planning conditions during personal tasks

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Condition	48.41*	1	16.233	66.71	.00
Task type	21.02*	1	11.01	94.23	.00

In a related practice, a two-way ANOVA was conducted similarly to examine whether pre-task planning conditions (i. e., individual planning and class planning) have diverse impacts on the accuracy of Iranian EFL pupils' speaking during decision-making tasks. The outcomes of this analysis are presented in Table 8.

Table 8. Two-way ANOVA on the impacts of pre-task planning conditions through executing decision making tasks

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Condition	27.27*	1	14.14	96.72	.00
Task type	31.43*	1	16.22	104.24	.00

As illustrated in Table 8, the pre-task planning conditions (namely, individual planning and class planning) have distinct influences on the accuracy of Iranian EFL pupils' speaking during the execution of decision-making tasks (F= 96. 72, Sig. = 0. 00). Consequently, the fourth research hypothesis was also dismissed.

4.3 Outcomes of Paired-Samples T-Tests

For the purpose of identifying which pre-task planning conditions were more advantageous for personal or decision-making tasks, the pretest and posttest marks for each class were juxtaposed utilizing the paired-samples t-test. The outcomes from this examination are presented in Table 9.

Table 9. Paired-Samples Tests on the impacts of pre-task planning on task presentation

	Paired Changes							
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig.
Team 1	4.81	3.90	.88	6.62	2.97	5.51	19	.000*
Team 2	3.05	2.41	.54	4.18	1.91	5.64	19	.000*
Team 3	2.25	2.78	.62	3.55	.94	3.60	19	.002*
Team 4	2.75	2.46	.55	3.90	1.59	4.98	19	.000*

*Note. P<0.05

As indicated by the outcomes obtainable in Table 9, there were statistically major disparities observed concerning the pretest and posttest marks across four untouched classes: t = 5. 51 and sig. =. 000 for CPPT, t = 5. 64 and sig. =. 000 for CPDT, t = 3. 60 and sig. =. 002 for IPPT, and t = 4. 98 and sig. =. 000 for IPDT. These results validate that the planning conditions kept considerable impacts on pupils' presentation in personal and decision-making tasks. Consequently, both planning conditions proved real in enhancing students' performance in speaking tasks.

5. Discussion

The initial research inquiries focused on the influence of task type on pupils' speaking accuracy. The outcomes of the statistical analyses provide insights into how task type impacts pupils' proficiency in speaking, with improved accuracy observed in complex decision-making tasks. Consequently, the first null hypothesis, which suggested no impact of task types on pupils' speaking accuracy, was disconfirmed. The outcomes of this research correspond with previous studies by (Foster & Skehan, 1999), and Mehnert (1998), all of which indicated a constructive consequence on the accuracy of pupils' oral expression. This enhancement may also be attributed to Kuiken and Vedder's (2007) claim that "task complexity does have an impact on linguistic performance, in the sense that an increase in cognitive task complexity leads to a more accurate text, suggesting that students pay more attention to language type" (p. 130). Furthermore, the conclusions of the current investigation are in the same line of research with those of Guerrero (2005) and the work of Skehan and Foster (1997), which demonstrated higher accuracy for tasks possessing a distinctly inherent structure, such as the decision-making task analyzed in this analysis.

The second query probed the stimulus of pre-task planning on apprentices' speaking accuracy. The outcomes indicated a statistically noteworthy variance in pupils' performance under various pre-task conditions. Consequently, the second null hypothesis, which posited that pre-task planning has no impact on the accuracy of Iranian EFL intermediate pupils in speaking, was rejected. The study also demonstrated that the pre-task planning condition not only affected the pupils' oral accuracy but that all three experimental classes exhibited a greater level of accuracy in their tasks compared to the control class, thus supporting the efficacy of pre-task planning. The aforementioned evidence aligns with the research conducted by Foster and Skehan (1999), (Foster & Skehan, 1996), Mofidi (2005), Roohi (2006), Rahimpour and Hazar (2008), and Seifoori (2009). When pupils are afforded the opportunity to engage in strategic planning, they are more likely to retain linguistic structures. In essence, allowing pupils time before undertaking their task performance encourages them to focus on task execution while prioritizing accuracy.

The third research question concentrated on the impression of personal and class pre-task planning conditions on pupils' speaking accuracy while engaging in personal tasks. The results indicated that pre-task planning conditions were efficient in the execution of personal tasks amongst Iranian intermediate EFL pupils, giving rise to the refusal of the third research hypothesis. The outcome aligns with outcomes from studies conducted by (Hulstijn & Hulstijn, 1984), and (Yuan & Ellis, 2003). These studies collectively propose that the provision of time for online planning enhances the accuracy of pupils' spoken fabrication. Our outcomes provide backing for Skehan's (1998) proposal regarding a dual-mode system. Skehan asserts that a rule-based method is expected to be "parsimoniously and elegantly organized, with rules being compactly structured" (p. 89).

The fourth research inquiry pertains to the influence of discrete and class pre-task planning conditions on the accuracy of pupils' oral communication during decision-making tasks. The consequences indicated that individual planning and class planning had distinct impacts on the accuracy of Iranian EFL pupils' speaking in the context of decision-making tasks, leading to the rejection of the fourth research hypothesis. Additionally, the outcomes affirmed that planning conditions significantly influenced pupils' achievement in both personal and decision-making tasks. Consequently, both planning conditions proved to be efficient in enhancing students' performance on speaking tasks. According to Ellis (2005), planning contributes to improvements in accuracy based on the grammatical features employed (Ortega, 1999), various task types (Foster & Skehan, 1996), and diverse planning conditions (Mehnert, 1998). The pupils' propensity to take risks and, as a consequence, generate more compound language appeared to be hindered by their endeavor to deliver speech that was quicker and contained fewer errors during decision-making tasks.

6. Conclusion

Over the last twenty years, SLA researchers have focused on cognitive aspects and have aimed to detect task planning structures and variables that could alleviate the cognitive burden for language novices and guide task actors' attention to specific language dimensions in probable means. The current examination aimed to evaluate the speaking accuracy of EFL pupils in both small class and individual pre-task planning conditions, while also comparing scenarios where pupils undertook various speaking tasks without any planning opportunity. By examining two task types with differing stages of mental complication (i. e., personal tasks and decision-making tasks), this research aimed to address the existing gap in preceding studies regarding the impression of pre-task planning on applicants' speech accuracy in these two types of tasks.

As it was witnessed the oral performance of the pupils showed improvement as a result of pre-task planning. The results of the current study are confirmed by information processing theory which speculates that human cognitive ability is restricted, preventing the speaker from directing attention to all linguistic elements during the execution of tasks. In terms of task performance, through pre-task planning (PTP), pupils may be encouraged to recognize their difficulties and endeavor to rectify them during their presentation. The upshot of this study approves that language users exhibit inconsistency in their emphasis on fluency versus accuracy, with certain tasks favoring fluency and others accuracy. By granting pupils the chance to planning their decision-making task performance, they tend to prioritize fluency over accuracy.

The outcomes of the present investigation demonstrated a significant correlation among pre-task planning as a metacognitive tactic and the precision of spoken presentation. The results of present study confirm that linguistic performance actively involves language pupils in semantic processing. She posits that pupils have the capacity to utilize semantic processing to understand input without necessitating a focused attention on linguistic type. Furthermore, this research endorses the proposition put forth by information processing theory that attentional capability is constrained when students concentrate on one aspect of a puzzling task, they encounter difficulties in allocating attention to another aspect. Engaging in planning prior to task execution appears to set the stage for pupils to concentrate on propositional content and its arrangement, thereby resulting in improved accuracy.

In conjunction with the aforementioned issue, pre-task planning has emerged as a significant speaking strategy that enhances the accuracy levels of pupils in foreign languages. Consequently, it emphasizes the vital importance of planning within contexts of English as a Foreign Language (EFL), particularly in Iran. Indeed, pre-task planning constitutes one of the most essential phases in the speaking process, which has been overlooked by numerous educators in the domain of speaking pedagogy.

6.1 Implications of the Study and Recommendations for Further Study

This section of the chapter clarifies the presumptions that the current analysis possibly will yield for language instructors and language pupils. The investigation originated from a desire to explore the various sources of planning, the conditions under which planning is implemented, and to gather further evidence regarding both individual and class planning in L2 oral production. As a result, several pedagogical implications may be suggested. The primary offering of this research is that it offers L2 pupils and educators a comprehensive understanding of how planning influences (a) mental strategic planning processes, (b) the execution of tactical planning, and (c) the overall quality of discourse. This study carries suggestions for pedagogical practices. Specifically, the outcomes indicate that pre-task planning can facilitate an ideal equilibrium amid the planning of meaning and the planning of type. Furthermore, the results indicate that deliberate planning have the potential to enhance the excellence of pupils' language. Additionally, there are specific suggestions derived from the present study for language educators and experts in material development. Tutors are encouraged to incorporate planning conditions, both individual and class, into their regular teaching activities to help students achieve a balance in their speech quality. Allowing pupils, the prospect to plan their task performance aids them in generating language that is both smoother and more compound.

In recent years, a notable shift has been observed from structured and controlled methodologies towards more outgoing resources envisioned to improve interaction. Within language classrooms, it is proposed that language educators enable their EFL students to benefit from allocated planning time, thereby fostering their precision, fluency, and complexity across all language skills. The current investigation did not account for varying levels of proficiency, focusing solely on intermediate pupils. To assess the influence of planning time on oral performance, it is essential to incorporate diverse proficiency levels into the research. Varied outcomes may emerge from the interactions under differing conditions of strategic planning. Furthermore, to investigate the impact of varying durations of planning time, distinct classes should be assigned diverse intervals for strategic planning, which could yield divergent results.

This investigation encompassed participants at an intermediate level exclusively. Comparable studies could be executed to examine the resemblances and distinctions among diverse program ranks (for instance, pre-intermediate and advanced ranks) of pupils as well as across various age classes (such as low-grade and high-ranking high school students) of participants. Additionally, it would be beneficial for this measurable study to be augmented by qualitative research that investigates the students' perspectives regarding the various types of planning. Qualitative methods might include journal entries, classroom observations, and think-aloud procedures. Additional inquiries might also be necessary to incorporate language teaching approaches and assessment as additional pedagogical elements in the instruction and application of differing types of planning, as well as their impact on second language advancement. Research regarding planning has mainly focused on performance. The domain of planning research appears to be well-positioned to advance further and examine the influence of planning on learning outcomes as well. Additional investigations are warranted to determine whether planning contributes to second language acquisition. Exploration that concentrates on the relationship amid planning and learning may ultimately illuminate how to efficiently utilize planning as a pedagogical strategy to enhance second language spoken proficiency in the classroom.

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