The Comparative Effect of Audio-Taped and Written Homework Feedback on EFL Learners' Speaking Complexity, Accuracy and Fluency

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ABSTRACT

The main focus of the present study was the comparative effect of two various types of homework and feedback (Audio-Taped Homework Feedback and Written Homework Feedback) on EFL learners' speaking complexity, accuracy and fluency. Also, there are three dependent variables including Speaking Complexity, Accuracy and Fluency. The study offered the same kind of teaching procedures to 60 female EFL learners, selected from a population of 90 individuals. All have been studying at intermediate level of English learning at the same institute for approximately 3 years. The process of participant selection was based on learners' performance on a sample piloted test called PET, at Zabansara institution. Indeed, Due to the fact that there is a need to be able to generalize the present study's findings to similar contexts of learning, the piloted PET test was carried out and general language proficiency level of students was measured meticulously. Moreover, the total number of the present research participants (60) was divided into one experimental groups as Audio-Taped Homework Feedback and one experimental group as Written Homework Feedback. Each individual group consisted of 30 members. 10 sessions of treatment (each 2 hours) were held for both experimental groups. The outlook of the present research study was seen as enhancement of language learners' Speaking Complexity, Accuracy and Fluency. Hence, two models of Homework (by the participants) and Feedback (by the teacher) were carried out. The present research study included one independent variable with two modalities of Audio-Taped Homework Feedback and Written Homework Feedback. What is more, there are three dependent variables as Speaking Complexity, Accuracy, and Fluency. It is necessary to point it out that a Pre and Posttest of Speaking was administered to all individuals (participants) considering Speaking Complexity, Accuracy, and Fluency. To this end, the statistical analyses were conducted and the obtained results showed a significant influence of Audio-Taped Homework Feedback on the mentioned dependent variables, comparing with Written Homework Feedback. This research study is hoped to increase students' general language proficiency level along with the focus on new methodologies of assignment/feedback and implementation of the findings as reference in further educational contexts.

Key words: Audio-Taped Homework Feedback, Written Homework Feedback, Speaking Complexity, Accuracy, Fluency

INTRODUCTION

Assigning widespread educational activities as homework, has often been one of the most essential parts of teaching learning process and public attitudes (Xu and Wu, 2013). Homework is considered as tasks which are assigned to learners in various academic levels by school and university instructors. Totally, homework is normally seen as a type of none-school hour job. The most common objective of doing assignments is to make students practice what they have received in classroom hours so as to reinforce learning (Ghassemi, 2018). As Ellsasser (2007) states, assignment balance in volume must be significantly controlled due to some specific reasons as loss of interest, etc…

What is more, preparing well-prepared, well-designed and meaningful homework takes a beneficial role in the process of learning. However, homework can serve purposes which are not directly related to the instruction process, one of the most essential purposes is to establish a closer communication between teachers and students (language learners). Also, public attitudes toward homework differ from society to society and person to person. To the teachers, positive and negative effects of doing homework has always been in the first priority of controversies. Although the styles in doing assignments and posing homework have not been quite different. The usual form of homework done by students is written also, the way assignments are corrected follows the same type of strategy.

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It means that teachers and students communicate online (by recording voice).

It is said that today's world is significantly under massive control of internet and its relevant technology. Hence, it seems really crucial to notice Audio-Taped Homework Feedback, as it motivates language learners to respond to feedback (Hyland, 1990). On one hand it provokes teachers to communicate with students through listening to what they produce as their oral skill and not only written words. On the other hand, the given feedback by the teacher is based on recording voice and handing in online (Ghassemi, 2018). Teachers' comments are to some extent more complete, clean and most importantly more sympathetic through Audio-Taped Homework Feedback, comparing with written strategies (Clark,1981). Additionally, Audio-Taped strategies concentrate on speaking skill far more significantly. Speaking is observed as one of four macro language skills which is said to be as a real means of communication (Lazarton, 2001, p4).

As language learners move from lower-intermediate to upper-intermediate and advanced levels of language proficiency, there is not only a need to equip learners with grammar knowledge, accuracy and fluency but also the characteristics of natural speech. So many language practitioners believe that language proficiency is a multi-componential concept in nature and that their dimensions of principal is comprehensively and adequately captured by the notion of complexity, accuracy and fluency. Native speakers' utterances as an appropriate source of contribution includes variety of high-frequency complexities, fitting the specific context of everyday conversation. It is said that complexities are naturally produced by native speakers, but learnt and memorized by non-native learners. Different terminologies are also used for the present concept as Colloquial language, Chunks, Complexities, Lexical resources and Natural native phrases. There is a wide range of sub-groups for complexities as pragmatic integrity (e.g., one of the…) vagueness and approximation (e.g., and things like that…) politeness strategies (e.g., I don't know if…) and discourse components (you know …). Research studies demonstrate that discourse components are mostly (80%) made up of varieties of lexical resources and complexities instead of individual words (Altenberg, 1998).

In this global era, English language is used as a medium of communication (Efizal,2012). There are many items affecting speaking proficiency, such as lexical knowledge, intonation, accuracy, accent, fluency and pronunciation. Fluency as one of the aspects of the present study, is regarded as the level of proficiency in speaking and writing gracefully and easily. Poor fluency can act as obstacles in interactional procedures and may affect interlocutors' satisfaction (Kasap, 2005).Language learners with a good fluency level communicate and get their message across smoothly, use every opportunity to speak and are confident enough to talk. Skehan (1998) states that, obtaining the automaticity requires frequent opportunities to link the components of utterances together. So that utterances are produced without undue effort. Brown, Iwashita, MC Namara and O'Haygen (2008) believe

that vocabulary and fluency have strong effects on examiners' impression about participants' proficiency. On the other hand, accuracy demonstrates a student's ability to use the necessary grammar, vocabulary and verb forms. It implies the degree to which their oral and written proficiency follow the correct structures. It combines three groups of correct vocabulary choice, correct grammar structure and correct pronunciation. One of hotly debated issues in second language acquisition (SLA) has been accuracy over the past two decades (Rahimpour, 2012). Mastering these factors and being able to thoroughly implement them seems demanding and challenging to ELF/ESL learners.

Hence, the research hypothesis and research question can be:

RQ=Is there any significant difference between the effect of Audio-Taped Homework Feedback and Written Homework Feedback on EFL Learners' Speaking Complexity, Accuracy and Fluency?

RH=There is no significant difference between the effect of Audio-Taped Homework Feedback and Written Homework Feedback on EFL Learners' Speaking Complexity, Accuracy and Fluency.

REVIEW OF LITERATURE

Different Styles of Homework and its Feedback

The role and importance of doing assignment have been different overtime. Prior to the 20th century, homework was meant as some disciplines to children's minds (Cooper, Robinson & Patall, 2006). Also memorization took a large part in learning a new language.Although, by the start of the 20th century opposing opinions were appeared as wasting time and energy. In the 1940s, it was normally believed that homework is useless and makes students less and less productive (Hayward, 2010). Hence, there are proponents and opponents who focus on benefits and drawbacks of doing homework. For proponents, doing homework is a tool which learners achieve educational accomplishments faster and learn a lot better by (Cooper, Robinson, & Patall, 2006; Gill & Schloss-man, 2004; Kartz, Kaplan, and Buzukashvily, 2011; Warton, 2001). According to what the pointed scholars state, homework is assigned to spend more time on lessons and helps instructors realize their advantages and disadvantages. Conversely, there are arguments about drawbacks of home-work. They state that homework drawbacks outweigh its benefits and that is to say, homework assignments have to be limited or abandoned due to the stress and anxiety which they offer to students (Kralovek and Buell, 2001; Loveless, 2014; Mikk, 2006; Swank, 1999; Trautwein & Koller, 2003). English homework, as the focus of this study aims to improve the quality of foreign language learning. The effectiveness of homework assignment can get a really wider perspective (Tin, 2016).

Speaking complexity

One of four language skills is seen as the skill of speaking, which consists of some sets of tasks in order to come up

with a satisfactory result. Many purposes are important, for example a social contact, discussion over a topic, a casual conversation, expressing and sharing ideas (Richard & Renandy, 2002).

There are 4 skills and 3 various subskills observed in language learning. The mentioned 4 skills are:

a) Listening (Perceptive Skill)
b) Speaking (Productive Skill)
c) Reading (Perceptive Skill)
d) Writing (Productive Skill)

Moreover, 3 subskills are seen as

a) Vocabulary
b) Grammar
c) Pronunciation

If taking the case of a new-born baby, the order of skills would be what has been mentioned. The logic behind the current order is that, there is always the need to receive some pieces of information to be able to produce something as the product. Hence, the first skill as listening plays the role of a perceptive skill for the skill of speaking and the skill of reading is a perceptive skill for writing. Speaking is also a sort of productive aural/oral skill which includes different producing systematic verbal utterances to convey meaning to addressees. However individual words have always been interpreted as vocabulary, it is evident that much of lexis is formed by sequence of words, which act as individual units, with meanings that differ from separate words. According to Wray (2002), a continuous or discontinuous sequence of words which appears to be prefabricated, is observed as complexity. These forms are stored and retrieved whole from memory at the time of use. A considerable number of research studies on chunks and complexities, used in learners' productions have been developed based on the interest in spoken performance. According to commentary on speaking fluency, complexity of speaking task and familiarity of the subject as well, have a vital role in speakers' ability (Pawley & Syder, 1983; cited in Gorsuch, 2011). Complexities among speakers' productions have various elements and the usage of complexities increases the expected naturalness of learners' utterances. Generally, multi-word units as complexities are referred in a high number of research studies. The terminologies are different from a research study to another as; formulas and lexical phrases, pre-formulated language and bundles. Following the definitions used by O'Keeffee, McCarthy and Carter (2007), complexity can be defined as the natural samples which are produced by language learners; they are sometimes recognized as intact phrases and are sometimes strings of words commonly found together. Research studies state that 80% of the discourse components are varieties of complexities, lexical resources and chunks. Instead of individual words (Altenberg, 1998). Therefore, if a large number of complexities, are activated by a language learner, it would be really beneficial to them. Lexical chunks and complexities conventionally fall into the following groups (Lewis, 1997):

• Playwords(e.g., by mean of,in this way)
• Institutionalized utterances (e.g., It's beyond me; if not for …)
• Collocations, or word partnerships (e.g., come to life,be fully justified)
• Event text frames(e.g.,,In this paper we eplore.,Firstly.;Secondly.;Finally.)
• Sentence frames and heads (e.g., some believe that…, others hold that …)
• Mastering complexities and acquisition of chunks enhance learners' production and their proficiency level,in foreign or second language learning.

Accuracy

Accuracy is defined as the way learners' use of the language system is is correct, including their grammar use, pronunciation and vocabulary. Accuracy is mostly compared to fluency when we discuss a learner's level of speaking or writing in the classroom context. Language manipulation activities can help develop accuracy level. These contained controlled practice, drills, the study and application of grammar rules, and activities that help language learners to 'notice' their own faulty areas.

Early teaching methods promoted accuracy over fluency. For instance, the Grammar-Translation Method has been consumed by language teachers for so many years. It is the traditional style of teaching method emphasizing grammar explanation and translation (Cook, 2001). In such a method, it is necessary to students to learn about the correct forms of the target language. Teacher's role is the authority. Students merely do what the teacher states and learn from the teacher. If they make errors or do not know an answer, it is the teacher's duty to supply them with the correct answer.

Fluency

According to Hartmann and Stork (1976, p. 86), "A person is said to be a fluent speaker of a language when he can use its structures accurately whilst concentrating on content rather than form, using the units and patterns automatically at normal conversational speed when they are needed." Brumfit (1984, p. 56), also states that, fluency is "to be regarded as natural language use." He summarizes Fillmore's four types of fluency saying that they are related to four characteristics: speed and continuity, coherence, context- sensitivity, and creativity. He argues, these characteristics, are very connected to four "basic sets of abilities" as follows: psycho-motor, cognitive, affective and aesthetic (p. 54).

It is worth saying that, four kinds of fluency are proposed by Fillmore (1979):

1. The ability to fill time with talk (i.e. to talk without awkward pauses for a relatively long time);
2. The ability to talk in coherent, reasoned, and "semantically dense" sentences (the quotes are Fillmore's);
3. The ability to be creative and imaginative in using the language.
4. The ability to have appropriate things to say in a wide range of contexts;

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METHOD

Participants

In order to cope with the mentioned research questions and provide reasonable answers, 60 EFL learners (all female) aged between 14 to 19 participated in the present research study and formed the target group of the study (sample). The mentioned number of participants (60) was chosen randomly from a large group of 90 students (population). The students have been all studying at the same institution called "Zabansara" in Tehran. Moreover, two methods of Audio-Taped Homework Feedback and Written Homework Feedback led the researcher of the study to shape up one experimental group and one control group. Hence, 30 EFL learners were randomly assigned in Audio-Taped Homework Feedback group and other 30, were considered as the participants of the traditional group as Written Homework Feedback. The process of selecting students, was according to a reliable PET proficiency test. The examination session was held to be able to choose students who are only at the level of intermediate, to access a homogeneous group of learners' language proficiency level (piloting procedures were carried out).

Instruments

The following instruments and materials were applied in the following research study, a description of which follows.

Preliminary English Test (PET)

PET was administered and piloted as the first instrument, in order to measure the participants' general proficiency level (PET Practice Test: Five Tests for the Certificate of Proficiency in English by Luise Hashemi & Barbara Thomas, 2003). It was utilized at the very beginning of the study to ensure that the entire sample had nearly equal abilities of general English Proficiency. PET (Intermediate level or B1), is observed as the second level of Cambridge ESOL exam, following KET (Key English Test; Elementary level or A2), covering the four language skills as Speaking, Writing, Listening, and Reading; and it is a valuable and reliable qualification in occupational and educational fields. There are four basic functions in the test of PET as Reading, Writing (paper1), listening (paper2), and Speaking (paper3).

Speaking Pre and Post-test (PET)

In order to determine whether a significant difference was seen between the two mean scores obtained from the experimental group as Audio-Taped Homework Feedback and control group as Written Homework Feedback, the total number of language learners were supposed to take a speaking test sample of PET before and after receiving treatment sessions (given by the teacher/the researcher of the present study), after receiving 10 sessions/20 hours (excluding training session and final exam), Students were scored based on the level of Speaking Complexity, Accuracy and Fluency.

Instructional Material

a) American English File:
The materials which were employed in this study were selected from different sources. First of all, participants' course book, American English File series (2008) was the reliable source to the teacher. The book is written and compiled by Clive Oxenden, Christina Latham-Koenig, and Paul Seligson, and published by Oxford University Press.

American English File series (2008), contains seven units, each unit (12 pages) which is composed of three sections. Per section (four pages) is viewed as a complete unit by itself, covering four main skills as, Speaking, Reading, Writing and Listening as well as subskills as, Vocabulary, Grammar and Pronunciation. Moreover, four pages of review are followed by each unit. In addition, a set of new complexities are posed by a distinct topic.

b) Discovering fiction
Discovering fiction (second edition), provides students with different stories. The main goal of the book is engaging and involving learners more and more. It is said that the book aims to grow critical thinker readers. Also, authors are O.Henry, William Saroyan, Gwendolyn Brooks, Issac Asimov, and Sandra Cisneros. Pre-readings are seen as activities, which capture students' interest. All readings are followed by post-reading activities that checks learners' comprehension, boost knowledge of grammar and vocabulary. The most crucial role of post-reading can be thought-provoking discussions which are followed at the end of each individual unit.

c) Select Readings:
Select Readings, is considered as a reading course for learners of English. The book includes various authentic reading passages, which serve readers with reading skills development, vocabulary building and thought-provoking discussions. The book is written by Linda Lee and Erik Gundersen. The following principles have guided the development of Select Readings:

- Readers become engaged with a selection when they are asked to respond personally to its theme.
- Background knowledge plays an important role in reading comprehension.
- Readers sharpen their reading, vocabulary-building, and language skills when skills work is tied directly to the content and language of each reading passage.
- Exposing students to a variety of text types and genres helps them develop more effective reading skills.
- Good readers make good writers.

Procedure

Firstly, a group of female language learners was chosen. They were studying at intermediate level at Zabansara institution in Tehran. Prior to the main study, there was a PET administration employed regarding language learners language proficiency level in English. The mentioned PET test was piloted and the target students received the scores lying within one standard deviation above and below the mean score, as ones who were equally scored in English. Shortly following the PET test administration and homogenizing

learners, 60 participants who met the criteria were chosen to receive the intended instruction and treatment. The sample of the study was divided into one experimental group, as Audio-Taped Homework Feedback and one control group as Written Homework Feedback. The type of treatment was completely similar for both groups of experimental and the only difference is found within the way students are asked to do homework assignments and the way teachers provided feedback. Each individual treatment session was divided into two phases, not only limited to the classroom presence, but also out-of-class work. Firstly, the treatment phase was carried out. It included below mentioned items;

- Activating students' prior knowledge to the topic (selected according to the instructional materials)
- Questioning and answering
- Doing related exercises
- Silent and loud reading
- Highlighting the complexities in the text

So far, both groups receive the same style of treatment and no difference is noticed, but the focus of the second phase is on the way students are assigned homework and also the way they are corrected. Audio-taped group deals with no written homework, but students' recorded voice. On the contrary, the written experimental group follows variety of strategies for doing homework, which is totally written-based and tries to propel learners toward doing written tasks designed, assigned and posed by the teacher/researcher of the present study. This, itself is categorized into two stages, firstly, recording voice or Writing in sheets. Language learners of Audio-Taped Homework Feedback were supposed to record their voice in 3 different files, as follows;

4. A two or three-minute talk regarding the learnt material loudly
5. A two or three-minute talk regarding summarizing the learnt material
6. A two or three-minute talk regarding conveying personal ideas

On the contrary, the students of the group of Written Homework Feedback follow below-mentioned steps and write in sheets;

1. A two-hundred paragraph regarding summarizing the learnt material
2. A two-hundred paragraph regarding conveying personal ideas

Learners are required to convey ideas on paper or as recorded files and hand in assignment projects to the instructor by the following session. What is more, assignments accuracy and organization are significantly counted. All audio-recorded and written assignments are sent in a specific time schedule. Also they are all checked, corrected and commented. In any case, homework typically agrees on characteristics, organization, layout and length (North & Pillay, 2002; Strehorn, 2001).

Due to achieving the necessary goals, the teacher is supposed to comment received assignments. This concept is applied by two various techniques. As it was mentioned before, audio-taped homework/feedback is considered as an oral-based strategy and its the comments are all recorded and sent to each student in voice however, for the written group, it is totally different. In the control group as entitled "written Homework Feedback", Teacher's comments were written on students' homework sheets. It is worth mentioning to point it out that Teacher's audio-based or written comments contain all strengths and weaknesses, positive and negative points, addressing errors and mistakes, also the correct form of the utterances (written or spoken). For the students, it is absolutely important to work extremely hard to meet a three-day deadline, do supposed homework and hand in hard copies or send recorded files online (for each session and unit). The teacher also sees herself fully committed to give comments and feedback to learners' assignments by the following session as soon as possible.

Hence, each individual session of experimental and control group was based on one similar type of treatment, however the assignments and the way they were corrected were totally different. Corrections were based on Accuracy, Fluency and Complexities.

Measurements

Speaking Complexity

The proportion of clause units was measured to analyze and calculate speaking complexity of each learner. Also, a T-unit is seen as "one main clause plus whatever subordinates the clause. (K. Hunt, 1996, p. 735)

Accuracy

The concept of accuracy in this study is measured by the global units which are expressed in terms of the proportion of error-free T-units to all T-units (EFT/T). This could range between 0 to 100. Hence, it is expressed in percentage.

Fluency

To determine the fluency level, four factors were analyzed; including

a) The number of utterances that were quitted before being complete (false starts);
b) The number of lexical items which are substituted for another (replacement)
c) The number of repetition of words, phrases, or clauses
d) The number of lexicosyntactic repairs or reformulations for correction

Design

The researcher of the present study considers the title "Audio-Taped Homework Feedback and Written Homework Feedback on EFL Learners' Speaking Complexity, Accuracy and Fluency". The proficiency level of individuals (participants of the study), gender and age were meticulously controlled.

Also, it was a quasi-experimental design with a quantitative perspective. The nature of the research in question and hypothesis shows that this study is a quasi-experimental design. There were two independent variables as Audio-taped

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Homework Feedback and Written Homework Feedback.
Moreover there were three dependent variable as Accuracy,
Fluency and Complexities.

RESULTS AND DISCUSSION

The present study aimed at comparing the differential effect of Audio-Taped Homework Feedback and Written Homework Feedback on EFL Learners' Speaking Complexity, Accuracy and Fluency. The data collection procedure was carefully performed and the raw data was submitted to SPSS (version 21.0) to calculate the required statistical analyses in order to address the research question and hypothesis of this study. This chapter presents the descriptive and test statistics in tables and graphs. In order to fulfill the purpose of the present study, the following research question was asked: RQ. Is there any significant difference between the effect of Audio-Taped Homework Feedback and Written Homework Feedback on EFL Learners' Speaking Complexity, Accuracy and Fluency ?To find out the answer to the raised question, the following null hypothesis was stated. H0. There is no significant difference between the effect of Audio-Taped Homework Feedback and Written Homework Feedback on EFL Learners' Speaking Complexity, Accuracy and Fluency. As mentioned earlier in the third chapter of the current study, PET Test was executed in this study. A group of 60 female EFL learners who had the same features to the main population of the study took part in the pilot study.

Based on the results of PET (Table 4.2 above), form among 90 students, those 60 students whose scores were one standard deviation of 7.76 plus and minus the mean of 68.48 were picked up as homogeneous intermediate participants for the present study. Also the table indicates that the normality of the scores is proved as the ratios of skewness and kurtosis over their respective standard errors do not exceed the ranges of +/- 1.96. Figure 4.1 below displays the distribution of the PET scores on a normal curve.

Table 4.3 as mentioned above reflects the mean, standard deviation, and number of students for the Audio Group ($\bar{\chi}$ = 49.419, SD = 7.321, n = 30) and Written Group ($\bar{\chi}$ = 51.48, SD = 8.169, n = 30) on the pretest of Speaking Complexity. In addition, Table 1 indicates the mean, standard deviation, and number of students for the Audio Group ($\bar{\chi}$ = 54.705, SD = 8.025, n = 30) and Written Group ($\bar{\chi}$ = 52.000, SD = 7.942, n = 30) on the posttest of Speaking Complexity.

Table 4.4 above mentions the mean, standard deviation, and number of students for the first group as Audio Group ($\bar{\chi}$ = 46.419, SD = 5.361, n = 30) and the second one as Written Group ($\bar{\chi}$ = 40.48, SD = 4.169, n = 30) on the pretest of fluency. Also, mean, standard deviation, and number of students for the Audio Group ($\bar{\chi}$ = 51.705, SD = 8.020, n = 30) and Written Group ($\bar{\chi}$ = 49.205, SD = 7.842, n = 30) on the posttest of fluency are represented in table 2.

Table 4.5 above indicates the mean, standard deviation, and number of students for the first group as Audio-Taped Homework Feedback Group ($\bar{\chi}$ = 48.235, SD = 4.365,

Table 4.1. Reliability Statistics of the Instruments

Instrument	No. of Items before Piloting	No. of Items after Piloting	Reliability Index
PET	100	100	.903
PET Speaking Post-test	2 parts	2 parts	.874

Table 4.2. Descriptive Statistics for PET

N	Mean	Median	Mode	SD	Skewness Ratio	Kurtosis Ratio
90	68.48	69.10	64	7.76	-.075	-1.336

Table 4.3. Descriptive Statistics of Speaking Complexity Scores on the Pretest and Posttest

Group	N	Mean	Std. Deviation	Std. Error Mean
Pretest				
Audio	30	49.419	7.321	1.595
Written	30	51.48	8.169	1.831
Posttest				
Audio	30	54.705	8.025	1.750
Written	30	52.000	7.942	1.775

Table 4.4. Descriptive Statistics of fluency Scores on the Pretest and Posttest

Group	N	Mean	Std. Deviation	Std. Error Mean
Pretest				
Audio	30	46.419	5.361	1.540
Written	30	40.48	4.169	1.790
Posttest				
Audio	30	51.705	8.020	1.356
Written	30	49.205	7.842	1.544

Table 4.5. Descriptive Statistics of accuracy Scores on the Pretest and Posttest

Group	N	Mean	Std. Deviation	Std. Error Mean
Pretest				
Audio	30	48.235	4.365	1.230
Written	30	47.220	3.658	1.300
Posttest				
Audio	30	50.504	7.021	1.214
Written	30	50.100	6.990	1.801

n = 30) and the second one as Written Homework Feedback Group ($\bar{\chi}$ = 47.220, SD = 3.658, n = 30) on the pretest of accuracy. Also, mean, standard deviation, and number of students for the Audio Group ($\bar{\chi}$ = 50.504, SD = 7.021, n = 30) and Written Group ($\bar{\chi}$ = 50.100, SD = 6.990, n = 30) on the posttest of accuracy are shown in table 3.
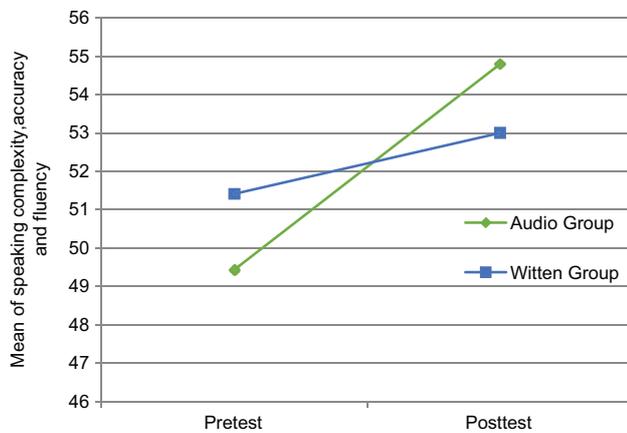
As the Line Chart in Figure 2 shows clearly, the means of speaking complexity, accuracy and fluency do not differ highly on the pretest though the mean of speaking complexity, accuracy and fluency in the Audio Group is remarkably higher than the Written Group on the posttest. That is to say, Line Chart indicates the sharp rise of mean score from the pretest to the posttest in the Audio-Taped Homework Feedback Group comparing with the Written Homework Feedback Group.

CONCLUSION

The study aimed to investigate The Comparative Effect of Audio-Taped and Written Homework feedback on EFL Learners' Speaking Complexity, Accuracy and Fluency. It can be concluded that, regarding the research question "Is there any significant difference between the effect of Audio-Taped Homework Feedback and Written Homework Feedback on EFL Learners' Speaking Complexity, Accuracy and Fluency?" The the research hypothesis of "There is no significant difference between the effects of audio-taped homework/feedback and written homework/feedback on EFL learners' Speaking Complexity, Accuracy and Fluency" is totally rejected.

According to the results of the study, based on what was found through data analysis, it was proved that ATF(Audio-Taped Homework Feedback) affects speaking complexity, accuracy and fluency a lot more significantly comparing with WHF(Written Homework Feedback). Hence, it can be concluded that it is extremely beneficial to give students the opportunity of producing oral production as assignments and use internet as a very crucial item in progressing language proficiency. More specifically, the way homework correction is implemented is also influential and constructive in students' achievement.
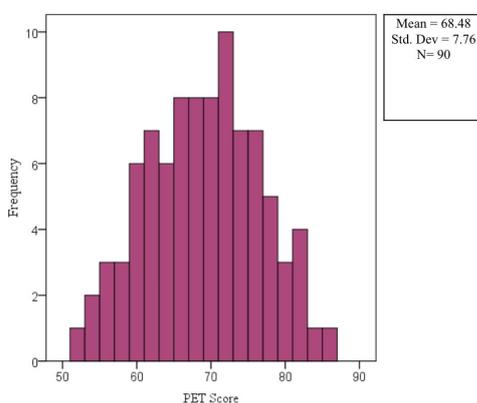
Figure 4.1 Histogram of B1 scores

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