The Effect of Task- Based Language Teaching (TBLT) on Iranian EFL Learners’ Reading Comprehension Ability (Teachers’ Perception in Focus)

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(Received: 7th, May, 2020, Accepted: 5th, August, 2020, Date of publication: January, 2020)

The present study seeks to explore the role of TBLT method on students’ reading comprehension skill. In so doing, 80 Iranian EFL learners from two intact classes participated in the study, in which the learners from the two classes were randomly assigned to one control group and one experimental group. The researcher in the control group class followed her regular teaching practice through the conventional book-based method. However, in the experimental group class, the researcher applied task based method. Results of the comparison of the both groups indicated that although the students’ scores has improved on the IELTS posttest, there was statistically significant difference between the experimental group’s performances in reading skill. Accordingly, the higher mean score, suggests that the task based method and the collaborative activities have the potentials to help learners develop a better learning of English reading skill. On top of that, findings of the questionnaires and also interviews with teachers revealed their positive attitude towards implementing the mentioned method.

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