The Impact of Task-Based Language Teaching on Iranian Female Intermediate EFL Learners' Writing Performance

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Abstract : This article investigated the impact of task-based language teaching (TBLT) on writing performance of the Iranian intermediate EFL learners. There were two groups of forty students of the intermediate female learners studying English in Jahad-e-Daneshgahi language institute, ranging in age from thirteen to nineteen. They participated in their regular classes in the institute and were assigned to two groups including an experimental group of task-based language teaching and a control group for the purpose of homogeneity, all students in two groups took an achievement test before the treatment. As a pre-test; students were assigned to write a task at the beginning of the course. One of the classes was conducted through talking a TBLT approach on their writing, while the other class followed regular patterns of teaching, namely traditional approach for TBLT group. There were some tasks chosen from learners' textbook. The task selection was in accordance with learning standards for ESL and TOFEL writing sections. At the end of the treatment, a post-test was administered to both experimental group and the control group. Scoring was done on the basis of scoring scale of "expository writing quality scale". The researcher used paired samples t-test to analyze the effect of TBLT teaching approach on the writing performance of the learners. The data analysis revealed that the subjects in TBLT group performed better on the writing performance post-test than the subjects in control group. The findings of the study also demonstrated that TBLT would enhance writing performance in the group of learners. Moreover, it was indicated that TBLT has been effective in teaching writing performance to Iranian EFL learners