عنوان مقاله:

The Effect of Task-Based Approach on the Iranian Advanced EFL Learners' Narrative vs. Expository Writing

نویسندگان:

Parviz Birjandi - *Islamic Azad University, Science and Research Branch*

Ali Malmir - *Allameh Tabataba'i University, Iran*

خلاصه مقاله:

III   This study was an attempt to determine the effect of task-based approach vs. traditional approach on the narrative and expository writing of the Iranian EFL learners. There were two control groups as well as two experimental ones in the current study. In the two control groups namely G۱ and G۲ narrative and expository writing were taught respectively using the traditional approach.   Whereas, in the two experimental groups, namely G۳ and G۴ narrative and expository writing were taught respectively on the basis of task-based approach.   After the treatment, a narrative writing post-test was given to the two narrative groups (G۱ and G۳) and an expository writing post-test was given to the two expository groups (G۲ and G۴). Data analysis showed that experimental groups outperformed control groups. So it was concluded that task-based approach was more effective in teaching narrative and expository writing compared to the traditional approach. It was also found that although there was a difference between the narrative and expository experimental groups (G۳ and G۴) in favor of the narrative group, this difference was not statistically significant.

کلمات کلیدی:

Task, Task-Based Language Teaching, Writing Mode, Narrative Writing, Expository Writing

لینک ثابت مقاله در پایگاه سیویلیکا:

https://civilica.com/doc/1322050