

## **Instructional Efficacy of Task-Based Approach in Teaching Micro-Skills to Iranian EFL Learners Coping with English for Academic Purposes (EAP) Reading Texts**

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### **Abstract**

This study was an attempt to investigate the effect of task-based on mastering reading micro-skills. The researcher chose a total number of 96 EAP students (48 males and 48 females) students of Physics, Computer Sciences, and Management. The participants were randomly assigned to six groups, 16 each: three control groups and three experimental groups. Three tests were administered on the whole population as the pre-test. The study aimed at investigating the possible effects of four reading micro-skills, namely scanning, skimming, contextual clues and critical reading. The used materials for the experimental groups included the books designed for students of these majors, namely English for the students of Physics, English for the students of computer sciences and English for the students of management. Afterwards, the participants of the three experimental group were exposed to reading micro skills through task based language teaching. After 13 sessions, three post tests were run between the participants of each field of study. A series of independent samples t-tests were run and it was found that using task-based techniques can lead to better outcomes with regard to the reading comprehension micro-skills with both male and female EAP students. Based upon the findings of the study, it can be concluded that task-based language teaching can be a major part of an English instructional syllabus to develop EAP learners' micro reading skills. The outcome of this study can be used by curriculum developers and English language teachers to consider the importance of a task-based syllabus.

**Keywords:** task-based language teaching, reading comprehension, reading micro-skills, Iranian EFL learners

## INTRODUCTION

From among the different methods of teaching language, task based language teaching (TBLT, hereafter) started in the 1970s when scholars argued that language instruction should teach both grammar and meaning (Skehan, 2003, p. 145). The field widely takes Prabhu as one of the first proponents for tasks or TBLT when he started the approach in teaching secondary school classes in Bangalore, India in the 1970s (Ellis, 2003, p. 192). From then on, TBLT began to be recognized and widely discussed in language teaching and research in Second Language Acquisition (SLA). Some of its proponents (e.g., Willis, 1996) believe that TBLT develops from communicative Language Teaching (CLT), the predominant language teaching approach since the 1970s, because TBLT shares the same several principles with CLT. From the 1980s, "task" and "task-based language teaching/instruction" have become increasingly preferred terms to those of "communicative activity" or "communicative language teaching" (Skehan, & Swain, 2001, p.154).

Though TBLT is argued to have originated from CLT, it has its own rationales from different philosophies and approaches toward language instruction. Nowadays, TBLT is a broad term, which involves not only research and teaching, but testing and curriculum design in SLA. Crooks and Gass (1993) claim that TBLT is mainly used in two areas: "first, as an aspect of the research methodology used in studies of second language acquisition (SLA) from the beginning of the 1980s, and second, as a concept used in the second language curriculum design from the middle of the 1980s" (p.1).

English for Academic Purposes (EAP), as an offspring of English Language Teaching (ELT), has been the focus of attention in recent years and decades. Dudley-Evans and St. John (1998) define EAP as "...any English teaching that refers to a study purpose and the concerns of EAP are needs analysis, text analysis, and preparing learners to communicate effectively in the tasks prescribed by their study situation" (p. 34). The notion of needs analysis provides room for instructors so that they can distinguish target situations in which they have to prepare their learners to communicate effectively in the study situations. Teachers have to be equipped with appropriate methods of teaching in order to determine how these contexts-based tasks can be performed. To demonstrate a way to achieve this goal, Swales (1990) suggested genre analysis as an approach to teaching of academic and research English (p.1). Swales (1990, p.69) argues that language-learning tasks are the outcome of methodology related to a specific discourse community; that is, pedagogical texts and pedagogical tasks must be interrelated. By means of the interrelation of text and task, a communication takes place through which learners get their desired meaning to interpret the task and carry it out accurately.

Jordan (1997, p.143) claims that although reading for academic purposes is a multifaceted skill, whenever students read, it is purpose-specific. Thus students are concerned with content comprehension through different kinds of reading skills and micro-skills. Moreover, Ataei (2000) considers reading as the most important skill with regard to the needs of Iranian EAP students and their future profession in academic

contexts. He argues that the teaching of reading skills via tasks successfully integrates EAP readers' needs for extensive and intensive reading.

Reading is by nature an interactive process. Whether in native language or second language, it involves three different kinds of interaction. The first interaction takes place on a linguistic level; linguistic elements (words, phrases and sentences) in discourse or text interact with each other to create textuality (Halliday & Hasan, 1976). The second interaction takes place on a cognitive level within the reader. A successful comprehension of the text requires interaction between bottom-up and top-down processing (Eskey, 1988) or between linguistic knowledge and background knowledge (Grabe & Stoller, 2002). The third interaction takes place on the interpretative level between the reader and the text or ultimately between the reader and the writer through the text (Papalia, 1987).

Among various aspects of effective instruction, task-based teaching is an important concept that helps us consider the context of language learning. We convey information. Ideas, beliefs, feelings, and attitudes to one another in our daily interactions, and we construct and maintain our positions within various social contexts by employing appropriate language forms and performing speech activities to ensure solidarity, harmony, and cooperation-or to express disagreement or displeasure, when called for. After nearly two decades of history of EAP in Iran, many books have been published to satisfy the perceived need of the learners. As mentioned in the previous section, in the last two decades a host of studies have concentrated on the significance of task-based reading skills in academic contexts. Ataei (2000), Spector-Cohen, Kirschner and Wexler (2001) and Hokmi (2005) have focused on tasks and interactive reading in academic contexts. What previous research works have not shown is the significance of reading micro-skills and their effect on reading comprehension ability, and nor have they concentrated on the Iran situation.

One of the most important skills that university students of English as a Second Language (ESL) and English as a Foreign Language (EFL) need to acquire is the ability to comprehend academic texts (Dreyer and Nel, 2003). The level of reading comprehension required for academic reading, especially in the field of English for specific purposes (ESP), is more complex than many other reading types and purposes. ESP learners' poor reading comprehension performance has been attributed to different variables; including vocabulary or structural knowledge as well as the methods and approaches used to teach reading skills to ESP students. Based on the advantages of this approach, the present study was set to explore the instructional efficacy of the task-based approach in teaching micro-skills to Iranian EFL learners for coping with English for Academic Purposes (EAP) reading texts.

## RESEARCH QUESTIONS AND HYPOTHESES

The following questions were foci in the present research:

1. Does task-based language teaching play a significant role in the development of Iranian EFL learners' EAP reading comprehension skills?
2. Is there any significant difference between EAP reading comprehension skills of male Iranian EFL learners instructed by a task-based language methodology and male learners who are taught by conventional methods of language teaching?
3. Is there any significant difference between EAP reading comprehension skills of female Iranian EFL learners instructed by a task-based language methodology and female learners who are taught by conventional methods of language teaching?

The following hypotheses were formulated based on the research questions:

H0 1: Task-based language teaching does not play a significant role in the development of Iranian EFL learners' EAP reading comprehension skills.

H0 2: There is no significant difference between EAP reading comprehension skills of male Iranian EFL learners instructed by a task-based language methodology and male learners who are taught by conventional methods of language teaching.

H0 3: There is no significant difference between EAP reading comprehension skills of female Iranian EFL learners instructed by a task-based language methodology and female learners who are taught by conventional methods of language teaching.

## REVIEW OF THE LITERATURE

Keyvanfar and Modarresi (2009) in a study under the title of "The Impact of Task-based Activities on the Reading Skill of Iranian EFL Young Learners at the Beginner Level" attempted to find out whether using task-based reading activities has any impact on the development of text comprehension in Iranian young learners studying English as a foreign language at the beginner level. Two groups of 25 students, aged 11 to 13, were the participants of the study. Through a reading pretest, it was ensured that the two groups were at the same level and belonged to the same population in terms of the reading skill. Having instructed the experimental group with four task types and the control group with classical reading activities, the researchers compared the reading performance of the two groups through a t-test which, not surprisingly, manifested the better performance of the experimental group. A follow-up reading test also showed that the experimental group still enjoyed a higher level of reading skill after one month. Furthermore, the scores gained from the four task types were compared and it was concluded that the students performed better in tasks which involved creativity and gave them the experience of playing.

Tilfarlioglu and Basaran (2007) tried to find out whether or not task-based writing activities have a positive effect upon reading comprehension in English as a foreign language. An experimental study was conducted in order to scrutinize implications of Task-based Learning. Two groups of 28 students were chosen through random cluster sampling. Both groups were given a pre-test and a post-test. The pre-test and post-test mean scores of the experimental group, which got treatment through task-based writing activities, were compared with those of the control group, which was taught English through traditional methods. The effect of the treatment upon reading comprehension was analyzed through two-way ANOVA. The results provide a theoretical justification for the claims of the proponents of Task-based Learning.

Thanh and Huan (2012) explored the impact of task-based language learning on motivating non-English majors to acquire vocabulary at a community college in Vietnam. An experimental study was used to investigate the effectiveness of the use of text-based tasks to enhance students' vocabulary. The quantitative analysis used data from a questionnaire and vocabulary tests to examine students' motivation in vocabulary learning over twelve weeks. The qualitative analysis from follow-up interviews with students examined their attitudes towards the use of text-based tasks in terms of task-based language learning. The findings indicated that the participants were motivated to learn vocabulary and their vocabulary achievement improved after the experiment. Suggestions for language teachers to make better use of this approach are also discussed.

During the last decades, there have been a plethora of studies and reports on reading purposefully. In one study, Astika (2004) states that keeping engaged in the process of reading in an interactive fashion is effective in providing the students with the skill to tackle the reading problems encountered during their EAP courses. Development of ESP in Iran can best be considered in terms of various EAP programs for all academic fields at university. Ataei (2000) conducted a large-scale study considering the effectiveness of the programs as implemented in the target settings or even the theoretical issues concerning ESP instruction. In relation to reading ability and reading skills, he acknowledged the need for getting EAP readers involved in extensive reading as a highly recurrent criterion task in college-courses (Carrell and Carson 1997 as cited in Ataei 2000, p.125).

In the most relevant study conducted by Hokmi (2005), the effects of teaching reading comprehension in ESP courses within the paradigm of task-based language teaching (TBLT) were investigated. The results of this study suggest that reading for message influences the students reading ability positively. Hokmi (2005) conducted a study and concluded that "assigning students real-world tasks conveys the value of reading for message and influences the reading comprehension positively". In other words, if students are involved in the process of learning, they will find something that will be advantageous for later use and, consequently, better comprehension takes place. In line with these studies, the present study attempted to find out the effect of task based approach on mastering some of the reading micro-skills.

## **METHOD**

### **Participants**

From among the EAP learners attending English learning courses at Iranian universities, a total number of 96 EAP learners (48 males and 48 females) were selected through random sampling from three English for specific purpose classes at Islamic Azad University, Isfahan, Khorasgan branch. The participants were students of Physics, Computer Sciences, and Management who study EAP courses for four two sessions per week in a whole 15-week semester. The participants were carefully selected so that the potential intervening variables including their age and their general proficiency level were controlled. In this study, the participants' age was 23 to 30 and their native language was Persian. The participants were randomly classified to six groups: three control groups and three experimental groups. The control groups included Physics Group (C1), Computer Sciences (C2), and Management Group (C3). Each group included 16 EAP students. Similarly, the experimental groups consisted of Physics Group (E1), Computer Sciences (E2), and Management Group (E3), each with 16 EAP students.

### **Instrumentation**

Three pre-tests of physics, computer sciences, and management were given to the participants in six groups prior to conducting the study. The purpose of the administration of these tests was to ensure that the participants in the three control groups and those in three experimental groups were at the same level of EAP reading comprehension skill. These tests were all in English. The used materials for the experimental groups included the books designed for students of these majors, namely English for the students of Physics, English for the students of computer sciences and English for the students of management. Therefore, some micro skill techniques were used in reading classes.

After the treatment was done three tests which were the same tests as pre-tests, were administered. The reading comprehension pre- and post-tests were intended to check the participants' reading comprehension ability before and after the treatment and to see if the participants in the control and experimental groups were homogeneous with regard to their readings skills and to find out how participants' reading ability had improved at the end of the study. To ensure the reliability of the tests, they were piloted among 15 EAP students with the same characteristics of the participants. Having completed the course, all the gathered data were analyzed using the statistical package for social sciences (SPSS) version 20.

### **Procedures**

At the outset of the study, a reading comprehension test was administered to the participants in each EAP group as the pretest in order to be assured if the two EAP (control and experimental) groups were homogenous with regard to their reading comprehension ability. In order to pilot these tests, 15 EAP learners with the same features of the participants, who were not supposed to be participants of this study,

helped the researcher. In this study, 96 male and female EFL learners took part to see the possible effects of administering the reading micro-skill techniques through task-based teaching. To this end, the participants were classified into three experimental groups, namely E1 (Students of Physics), E2 (students of computer sciences) and E3 (students of management) respectively. Similarly, three respective control groups namely C1, C2 and C3 were organized. The number of participants in each group were 16 (8 males and 8 females, to study the possible effects of gender).

Then the participants in the experimental groups were instructed reading comprehension strategies using Willis' (1996) TBLT Framework in which language teaching involves a task with three main stages: pre-task that involves introduction to the topic, task, and preparation, task cycle that includes task performance, planning and report, and post-task (language focus) which deals with language analysis and practice. In fact four reading micro skills namely scanning, skimming, contextual clues and critical reading were planted for experimental groups. In contrast, reading skills were taught to the participants in the control groups by the use of the Grammar Translation Method. The treatment lasted for one academic term, 13 sessions each 90 minutes. In the end, another reading comprehension as the post-test was administered to the participants in each EAP control and experimental groups.

## RESULTS

A series of independent samples t-tests were run on pre-test scores, Table 1 depicts the results of the independent samples t-test between the scores of the control and experimental groups.

**Table 1.** The results of the independent samples test between the scores of the pre-test of C1, C2, C3 and E1, E2, E3

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
E1 & C1	.059	.810	1.872	30	.071	1.81250	.96811	-.16465	3.78965
E2 & C2	.412	.526	.683	30	.500	.68750	1.00610	-1.36723	2.74223
E3 & C3	2.058	.162	1.023	30	.315	1.25000	1.22198	-1.24561	3.74561

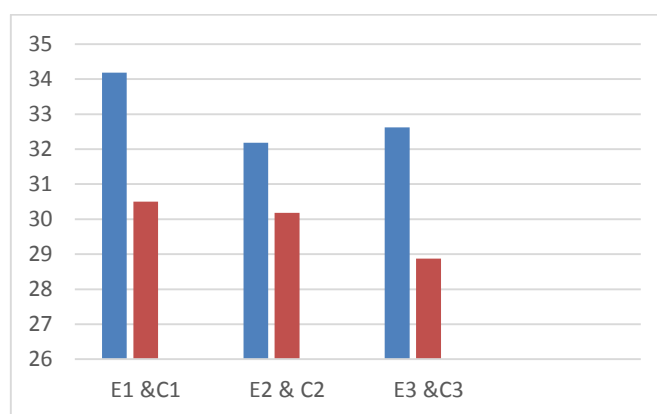
Based on the results given in Table 1, the level of significance for E1 and C1, that is the control and experimental groups of Physics is .071, the significance level of the mean comparison of the groups E2 and C2, that is the experimental and control groups of the computer sciences was .500 and that of E3 and C3 which was the group of management students, was .315. All of the significance levels were higher than the identified level of

significance (.071, .500 & .315>.05). This way it could be concluded that there was no significant difference between the performance of experimental and control groups at the beginning of the study. In order to find answer to the first research question which concerned the possible effects of using task-based techniques on reading comprehension micro skills of EFL learners, the participants in three experimental groups underwent the treatment which was teaching reading skills through task-based approach, for 15 weeks. Then, some reading post tests were conducted, the results of which are presented in Table 2.

**Table 2.** Descriptive statistics of the reading post-test of all experimental and control groups

	groups	N	Mean	Std. Deviation	Std. Error Mean
Scores	E3	16	32.6250	4.84252	1.21063
	C3	16	28.8750	3.57538	.89384
Scores	E2	16	32.1875	3.44903	.86226
	C2	16	30.1875	3.41016	.85254
Scores	E1	16	34.1875	4.32387	1.08097
	C1	16	30.5000	3.38625	.84656

As it can be seen in table 4.6, there exist some mean differences between of the performance of experimental and control groups in the post tests. 3 In fact, the mean of experimental group 3 is 32.62 and that of the control group is 28.87, the mean of experimental group 2 is 32.18 and that of the control group 2 is 30.18, and the mean score of the experimental group 1 is 34.18 and that of the control group 1 is 30.50. Accordingly, some difference between the mean scores is seen. Figure 1 shows the differences in pictorial format.



**Figure 1.** The mean difference between the performance of the experimental and control groups in post-test

Up to this point, the difference between the performance of the experimental and control groups was clear; however, still it was not clear whether the difference was statistically significant or not; therefore, a series of independent samples t-test were run. The results are presented in Table 3.



**Table 3.** The results of the independent samples test between the scores of the post-tests of C1, C2, C3 and E1, E2, E3

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
E1 & C1	.399	.532	2.686	30	.012	3.68750	1.37301	.88344	6.49156
E2 & C2	.001	.971	1.649	30	.110	2.00000	1.21256	-.47639	4.47639
E3 & C3	1.843	.185	2.492	30	.018	3.75000	1.50485	.67668	6.82332

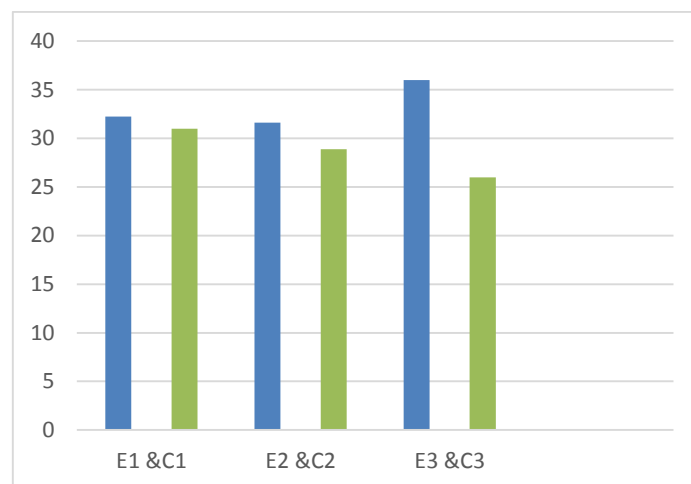
Based on the results given in Table 3, the level of significance for E1 and C1 (the students of Physics) is .012 which is smaller than the identified level of significance (.012<.05). This way it could be concluded that there was a statistically significant difference between the performance of Physics students in the experimental group and the Physics students in the control group. The significance level for E2 and C2 is .110 which is higher than the identified level of significance .05 (.110>.05), meaning that there is no significant difference between the performance of the students of computer science in experimental and control group. Finally, the significance level of the mean scores of E3 and C3 (students of management) is .018 which is smaller than the identified level of significance (.018<.05). This expresses the fact that the difference between the performance of the experimental and control group is statistically significant. The whole statistical analyses presented above leads to the rejection of the first null hypothesis of the research. Differently stated, using task-based techniques can lead to better outcomes with regard to the reading comprehension micro-skills with EAP students.

The second research question of the present study sought to find out if there is any significant difference between EAP reading comprehension skills of male Iranian EFL learners instructed by a task-based language methodology and male learners who are taught by conventional methods of language teaching. To find out answer to this research question, the scores of the EFL learners in the post-test were reanalyzed in terms of the participants' gender. First the descriptive statistics of them are computed and compared, the results of which are given in Table 4.

**Table 4.** Descriptive statistics of the reading post-test of the male participants of all experimental and control groups

	groups	N	Mean	Std. Deviation	Std. Error Mean
Scores	E3	8	36.0000	4.24264	1.50000
	C3	8	26.0000	2.00000	.70711
Scores	E2	8	31.6250	3.73927	1.32203
	C2	8	28.8750	3.87068	1.36849
Scores	E1	8	37.2500	2.25198	.79620
	C1	8	31.0000	3.77964	1.33631

According to the statistics presented in Table 4 the mean score of males in E1 is 37.25 and that of the C1 is 31, which seems to be significant. The mean score of the male subgroup E2 in the post test is 31.62 and that of the C2 is 28.87, again a difference is obvious here. Finally, the mean of the male subgroup E3 is 36 and that of the C3 is 26. Figure 4.2 shows the mean differences.



**Figure 2.** The mean difference among the performance of the male participants in post-test across 6 subgroups

The blue column, shows the Performance of the male participants in post-test. A difference is seen across the subgroups. However, in order to be more objective in this claim, a series of independent samples t-test were run, the results of which are presented in Table 5.

**Table 6.** The results of the independent samples test between the scores of the post-tests of male participants of C1, C2, C3 and E1, E2, E3

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
E1 & C1	2.244	.156	4.018	14	.001	6.25000	1.55552	2.91374	9.58626
E2 & C2	.104	.751	1.445	14	.170	2.75000	1.90277	-1.33104	6.83104
E3 & C3	12.064	.004	6.030	14	.000	10.00000	1.65831	6.44327	13.55673

According to the results presented in table 4.9, the identified level of significance is higher than the observed level of significance for E1 and C1 (Students of Physics) (.05>.001); therefore, it can be understood that the male learners in experimental group significantly out-performed the males in control group. The observed significance level for E2 and C2 is .170 which is much higher than .05; implying that there is no

significant difference between the performance of the male participants in experimental group 2 and the control group 2. Differently stated, the male students of computer sciences did not perform better when task-based was used to teach reading skills.

However, the male participants in E3 (students of management) excelled over the males to whom no task based technique was utilized. The observed level of significance is .000 which is lower than the identified level of significance ( $.000 < .05$ ). The presented analyses in this section can be used as an evidence to reject the second null hypothesis of the present study according to which there is no significant difference between EAP reading comprehension skills of male Iranian EFL learners instructed by a task-based language methodology and male learners who are taught by conventional methods of language teaching.

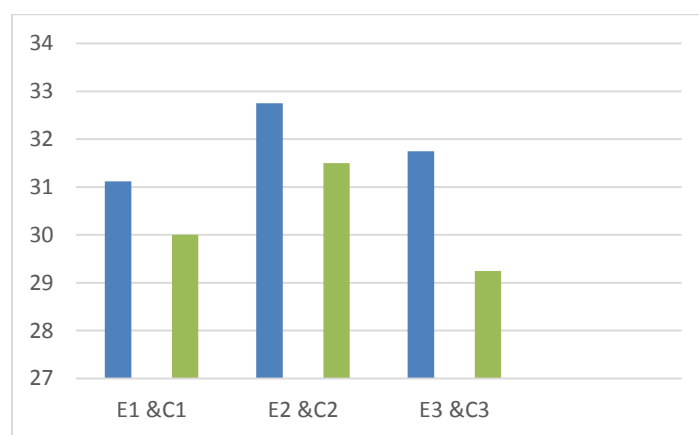
The third hypothesis of this study stated that there is no significant difference between EAP reading comprehension skills of female Iranian EFL learners instructed by a task-based language methodology and female learners who are taught by conventional methods of language teaching. To find evidence to reject or accept this hypothesis the performance of the female participants in the reading post-test were compared and contrasted the results are presented in the following tables.

**Table 7.** Descriptive statistics of the reading post-test of the female participants of all experimental and control groups

	groups	N	Mean	Std. Deviation	Std. Error Mean
Scores	E3	8	31.7500	2.49285	.88135
	C3	8	29.2500	2.12132	.75000
Scores	E2	8	32.7500	3.28416	1.16113
	C2	8	31.5000	2.44949	.86603
Scores	E1	8	31.1250	3.68152	1.30161
	C1	8	30.0000	3.11677	1.10195

According to the figures presented in Table 7, the mean score of the experimental female subgroup number 1 (the students of Physics) is 31.12 and that of the corresponding control subgroup is 30, that is a difference of 1.12. The mean of the E2 (students of computer sciences) in the reading post-test is 32.75 and that of C2 is 31.50, again a difference is observed here. Furthermore, the mean score of the female experimental subgroup three is 31.75 and that of the control group is 29.25. Figure 3 illustrates the mean differences across these subgroups.

In Figure 3 the taller column depicts the performance of the participants in the experimental groups who were exposed to the tenets of task based approach to language teaching and learning. In order to assure whether the difference between the performances of the participants was statistically significant or not a series of *independent samples t-test* were run and the results are presented in Table 8.



**Figure 3.** The mean difference among the performance of the female participants in post-test across 6 subgroups

**Table 8.** The results of the independent samples test between the scores of the post-tests of female participants of C1, C2, C3 and E1, E2, E3

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
E1 & C1	.013	.911	.660	14	.520	1.12500	1.70543	-2.53278	4.78278
E2 & C2	.394	.540	.863	14	.403	1.25000	1.44852	-1.85677	4.35677
E3 & C3	.189	.670	-2.16	14	.049	-2.50000	1.15728	-4.98211	-.01789

As it is seen, the significance level between the performance of the participants of E1 and C1 is .520, which is higher than the identified level of significance (.520>.05); therefore, it was concluded that there was no significant difference between the performance of the female participants in E1 and C1. The observed significance level for E2 and C2 is .403, which is also higher than .05, so the difference between E2 and C2 cannot be considered to be statistically significant. However, the significance level of the female participants in E3 and C3 is .049, which is considered to be statistically significant. This can lead to the rejection of the third null hypothesis of the study, claiming that there is no difference between the performances of female EAP learners to whom task-based approach is used to teach reading skills.

## DISCUSSION AND CONCLUSION

The study was in fact an attempt to shed more light on reading comprehension and test the point whether using task based as a teaching technique could bear any influence on the reading enhancement of Iranian EFL learners. In addition, the study also tried to determine whether task based instruction can have any impact on improving reading skills by male and female learners. According to the results of the statistical analyses used in this experiment, it can be concluded that the idea of effectiveness of task based instruction on the reading ability was supported.

The language teachers can make use of task based instruction in their classes and train students about what task based instruction is. Therefore, it is crucial for teachers to help students become more aware of their own learning.

Writing this thesis was beneficial to me in several ways. Being a teacher myself, I gained a better insight into the matter, got familiar with many interesting points of view and facts, learned how to further optimize the process of teaching reading using task based instruction and was forced to reconsider and improve my own teaching practice. I do hope the same will go for the reader. All in all, more attention should be given to authenticity of learners specifically in reading classes.

At first, it should be mentioned that the findings of this study could enrich the literature in the area of foreign language learning especially teaching reading to Iranian EAP learners' reading comprehension. Moreover, the finding of the study can be used by language practitioners and curriculum developer to consider students' need of tasks in the process of need analysis.

For choosing the instructional material again those which are more task-based can be used to have a better educational context in which EFL learners' reading comprehension can be developed. Finally, teachers as the most important Stakeholders can use the findings of the present study to improve the EAP learners' reading comprehension. The present study and studies like this which support the idea of effectiveness of task based instruction on developing reading skills can persuade teacher trainers, English teachers, course book writers and curriculum designers to be more aware of the benefits of task based instruction and to incorporate the tenets of task based into their lessons, course books and curricula to help learners be aware of the positive and influential features in reading classes.

The focus of the present study was on the effect of task based instruction on the reading ability of EAP Iranian EFL learners. A similar study can be done on other skills such as speaking, writing, and listening comprehension of Iranian EFL learners. The participants in the present study were male and female ESP learners. If the same study be conducted on mono-gendered classes, the results may be different. This study made use of experimental design, other designs may be used to further our understanding of the concept under question. EAP students of different majors may act differently in reading classes using this strategy. Regarding the used materials in this study, different kinds of texts can be explored to see if the same results will be gained. It would be fruitful to investigate the relationship between using task based and other skills, like writing listening, so on.

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