

Task-based cycle in reading comprehension classes.

ABSTRACT

This study has investigated the effect of task-based cycle on Iranian Elementary EFL learners' reading comprehension. In order to accomplish the research, two intact classes, including 84 engineering EFL learners (studying pre-university course) were chosen in Tabriz Azad University. An experimental method of research was employed. The experimental group was taught according to the elements of task-based cycle proposed by Willis & Willis, (2007). The control group didn't receive such treatment. After eight sessions (3 months), a post-test was given. The analysis of the obtained data, carried out through t-test, revealed a significant difference between control and experimental group on the dependent variable, reading comprehension. However, gender didn't affect reading comprehension significantly. The results of the present study may have pedagogical implications for instruction and curriculum development.

Keyword: Task-based cycle; EFL learners; Reading comprehension.