

On the Comparability of Strong and Weak Versions of Task-Based Approaches to Improving Iranian Elementary-Level EFL Learners' Reading Comprehension

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Abstract This study was designed to investigate and compare the effectiveness of strong and weak versions of TBLT approach in improving reading comprehension of Iranian elementary-level EFL learners. To achieve the objective, 90 male learners in the 15-17 age range who were studying in Soroush English Institute in Rasht were ed among 150 participants based on their performance on QPT. The participants were randomly assigned to two experimental groups and one control group. The participants of each group were divided into 2 classes consisting of 15 participants each. A pretest piloted before with the reliability index of .75 was administered. Then, both experimental groups received 20-session treatments that were the use of the strong version of TBLT approach in the experimental group (A) and the use of the weak version of this approach in the experimental group (B). Meanwhile, the control group received a 20-session placebo that was the use of ALM. A posttest was then administered to all the three groups. The results of this study revealed that the experimental group (B) that utilized the weak version of TBLT approach achieved higher proficiency in reading comprehension than the other two groups. Additionally, the experimental group (A) that received the use of the strong version of TBLT approach performed better than the control group. Based on the findings of this study, language teachers can utilize both versions of TBLT approach to improve their learners' reading comprehension ability. The findings showed that the use of the weak version of TBLT approach leads the learners to more proficiency in reading comprehension.

Keywords : approach leads the learners to more proficiency in reading

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