

# **The Impact of Task-based Method on Teaching Phrasal Collocation Verbs among Iranian Intermediate EFL Learners**

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**This study is going to investigate the effect of task-based method on teaching phrasal collocation verbs among Iranian intermediate-level EFL learners. For this reason, 45 female learners in the 19-30 age range who studying in Elahe English Institute in Loshan were ed among 95 participants through QPT. The participants were randomly assigned into two experimental groups and one control group. The participants of experimental groups were divided into two classes including 15 participants, and the control group consisted of one class with 15 participants. Then both experimental groups received 15-session treatments. Therefore, the control group received 15-session placebo that was the use of explicit instruction like GTM and it was based on the structural syllabus. The results of this study revealed that the experimental group (A) had better proficiency in learning the phrasal collocation verbs. The finding showed that the role of information-gap of TBLT method leads the learners to more proficiency in learning phrasal collocation verbs, and it is more effective, because the leaners have background knowledge in information-gap tasks. Consequently, the information-gap group had a better result on acquiring the phrasal collocation verbs, and they had a better result than GTM.**

**Keywords :** This study- level EFL learners

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