

## عنوان مقاله:

EFL Writing Skill Instruction in the Light of TBLT-Synthesized Collaborative Dialogue: Spotting Learners' Achievements and Teachers' Perceptions

## محل انتشار:

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## خلاصه مقاله:

The present study aimed to investigate the effects of TBLT-synthesized collaborative dialogue in teaching writing skills to Iranian EFL learners and also to explore their teachers' attitudes towards such an approach. Regarding the essence of the questions of the study, an explanatory sequential mixed-methods research design was employed. To this end, 100 conveniently sampled Iranian B.A. TEFL and Translation Studies students were identified as relatively homogeneous in terms of their language proficiency through administering Oxford Placement Test (OPT), and ten Iranian EFL teachers attended as the participants. The experimental group students were exposed to the synthetic approach of teaching writing. In contrast, the control group experienced conventional mainstream in the quantitative phase of the study lasting for 16-session treatments. As to the qualitative phase, a semi-structured individual interview was conducted with the participant teachers. The quantitative phase revealed that the synthetic initiative had comparatively significant impacts on the EFL students' writing performance, and the qualitative phase showed that the teachers adopted some positive views toward the implementation of the applied synthetic approach to TBLT and CD in writing instruction. The findings offer some pedagogical implications for the stakeholders, including syllabus designers, EFL learners, and teachers, to include task-based collaborative dialogues in EFL instruction

## کلمات کلیدی:

Collaborative Dialogue, TBLT, Writing skill

## لینک ثابت مقاله در پایگاه سیویلیکا:

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