



Learners' Performance in Doing Task with and without Teacher's Presence

Massoud Rahimpour, Etham Zakeri

Abstract

Recently task-based language teaching has attracted many researchers', testers' and syllabus designers' attention and consequently a lot of studies are carried out in this field. This study was conducted in the task-based realm too. The main purpose of this study was to investigate the effect of teacher's presence on learners' performance in doing task with and without teacher presence. The participants of this were forty (40) EFL intermediate male and female English learners who were chosen randomly. The results of statistical analysis of the collected data revealed that teacher's presence affected the participants' oral performance in terms of fluency but not their accuracy and complexity. The findings of this study have implications for language teaching, testing and syllabus design.

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