

# **Post – Task Activity and Writing**

**The Effect of Post -Task Activity on EFL Learners' Writing Fluency,  
Complexity and Grammatical Accuracy**

**By:**

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## **Contents**

|                                                                                                   |    |
|---------------------------------------------------------------------------------------------------|----|
| Chapter One: Introduction .....                                                                   | 11 |
| Chapter Two: Review of the Related Literature .....                                               | 19 |
| Chapter Three: Methodology .....                                                                  | 47 |
| Chapter Four: Results and discussion .....                                                        | 51 |
| Chapter Five: Conclusions, Pedagogical Implications, and<br>Suggestions for Further Research..... | 61 |
| References.....                                                                                   | 69 |

## ABSTRACT

This study investigated the effect of post task activity on EFL learners' writing fluency, complexity and grammatical accuracy among Iranian intermediate EFL learners. To fulfill this purpose, 60 female EFL students between 18 to 25 years old at Iran Language Institute in Tehran, Iran were conveniently sampled and then were assigned into two groups: one experimental and one control, 30 people each. Before instruction, the experimental and control group were pre-tested, then the experimental group received task-based instruction in which special attention was paid to post-task phase. In the control group, however, such emphasis was not laid on post-task phase. After a treatment period of six weeks, a posttest was given to the participants. In order to find out the difference between the mean scores as far as accuracy, complexity and fluency of the two groups were concerned, Multivariate Analysis of Covariance (MANCOVA) was run. The results indicated that there was a significant effect of post-task activity on the experimental group's writing performance in terms of accuracy, complexity and fluency as compared to the control group ( $p < .05$ ). The results of the study can have significant implications for EFL teachers, Learners, researchers, and syllabus designers.