The present study examined learning vocabulary for the reading comprehension of English language learners via a Task- Based Language Teaching (TBLT) approach. One hundred and thirty five female high school students from two academic levels; namely, junior and senior were selected as subjects from Moeen Amin high school in Isfahan, Iran. They were randomly divided into four groups , two control and two experimental groups for each level. The reading comprehensions of these four groups were tested before the treatment by pretests. The subjects in the experimental groups were taught vocabulary through TBLT, but those in the control groups received the same hours of instruction through Grammar Translation Method (GTM). Having received the instruction, subjects from each level took the posttests, which were designed to test their reading comprehension. Then , a comparison was made by the paired sample t test to find possible differences between the two groups of the two levels. The results revealed that students who were taught vocabulary via TBLT had more effective reading comprehension results. So, it can be conclude that the role of task was one of being an attention injector for students. Another comparison was run through the independent samples t test to find possible differences between the two levels of proficiency. The results showed that first- graders outperformed in comparison to fourth-graders. So, these findings could be taken as evidence that student's grade in a class affect student's performance towards the tasks in a main course