Pedagogical Efficiency of Process-Oriented Syllabus in Meaning-Focused Output in two Different age Groups of Iranian Intermediate-Level EFL Learners

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The main objective addressed in this study was to investigate the effects of process (negotiated) syllabus on meaning-focused speaking and writing in adult and young Iranian intermediate-level EFL learners. Using a cluster sampling method, a total of 104 adult and young intermediate EFL learners, 52 from each gender, with an age range of 12 to 28 were randomly assigned to four-group design; two control groups and two experimental groups. In order to determine the effects of process-oriented syllabus on adult and young intermediate EFL learners' productive competences, once the scores of the pretest and posttest were obtained, the descriptive and inferential statistics were implemented in data analysis procedure. The data were triangulated from both quantitative and qualitative perspectives. The statistical analysis of the data revealed that the experimental group after receiving process (negotiated) syllabus outperformed the control group on the posttest of writing and speaking. The results of this study also unraveled that adult experimental group surpassed those in the young experimental group on posttest of writing. On the contrary, the young experimental group outperformed the adult experimental group on the speaking test as a posttest. The findings of this study can provide certain implications to educational policy makers, material developers, TEFL teachers, and second language learners.