CHAPTER - ONE

INTRODUCTION

This is the study entitled 'Effectiveness of Task-Based Language Teaching in Teaching Writing'. It begins with background of the study. It reviews related literature, objectives of the study, significance of the study, methodology, analysis, interpretation and presentation of data and findings and recommendations.

1.1 General Background

Language is a powerful means of communication. We express our thoughts, feelings, emotions, desires, and exchange information through it .The English is one of the richest language in terms of written literature and large number of users. Stating the future of English, Crystal (1991) says, 'If in 500 years it will be the only language left? Such an outcome would be the greatest intellectual disaster that the planet has ever known"(as cited in Harmer 2008, p.16). He added that the English language will be the most language in the world. If we look at the history of English language we get different methods, approaches and techniques of English language teaching (ELT). Different methods and approaches are developed one after another in teaching and learning the English language .

Grammar translation method (GTM) begins with the explicit statement of the rules followed by exercises involving translation into mother tongue. The goal of foreign language study is to learn a language in order to read its literature (Tornbury, 1999). The first language is maintained as the reference system in the acquisition of the second language. Stern (1991) says, the main objective of using GTM is; "it is mainly book-oriented method of working out and learning the grammatical system of the language (p, 454)". Generally, the major defect of

grammar translation lies in the overemphasis on the language as a mass of rules then, it was not very effective so, the Direct method (DM) existed as a radical change from GTM. This emerged in the mid to late-nineteenth century, prioritized in oral skills, and rejected explicit grammar teaching. Richards and Rodgers (2010, p.23) say the DM has one very basic rule, no translation. It lays greater emphasis on language use in the language classroom.

Then, the Audio-lingual method (ALM) is a largely North American innovation. Stern (1991) says, the Audio-lingual method has dominant emphasis is placed on 'the fundamental skills' i.e. listening and speaking precede reading and writing. Generally, this method emphasizes on pattern practice drills.

After, these methods lacked fluency and appropriateness, the Communicative language teaching (CLT) came in the field of language teaching in the 1970s. The main focus of CLT is to develop communicative competence. Richards and Rodgers (2010) list the following communicative approaches in the following way:

i)   The Communicative Language Teaching (CLT)
ii) The Natural Approach (NA)
iii) Co-operative Language Learning (CLL)
iv) Content-Based Instruction (CBI)
v)   Task-Based Language Teaching (TBLT)
vi) The Post Methods era.

These all methods and approaches are used in English language teaching (ELT). But, here, my concern is about Task-Based Language Teaching.

1.1.1. Task-Based Language Teaching (TBLT)

This is an approach based on the use of task as the core of planning and instruction. The concept of TBLT first introduced by Prabhu (1987, p.1) in his

Banglore Project. This is natural acquisition process by having students work through a syllabus of task, which has no formal grammar instruction was supposedly needed nor provided. The Bangalore project was the predecessor, what is known as Task-based learning (TBL). Task based learning is more recently relaxed approach. It is a famous and mostly researched area in the field of language pedagogy.

Crookes and Long (1992,as cited in Markee 2010, P.35) state, "TBLT is not a distinct type of analytic syllabus, it is an umbrella term that subsumes the process syllabuses, the procedural syllabus, and pedagogical applications of more recent theoretical and empirical work in SLA studies, classroom research and an action research".

In short, TBLT is an approach which seeks to allow students to work some what their own pace and within their own level and area of interest to process and restructure their inter-language. It provides freedom and autonomy into the learning process. The teacher's role is also modified to that of help.

The major premise of the TBLT is that language acquisition takes place when learners negotiate meaning to perform a particular task. Prabhu (1987, pp.138-143) some major list of task type used on the project are:

  i)   Diagrams and formations
  ii)   Drawing
  iii)   Monthly calendars
  iv)   Maps
  v)   Tabular information
  vi)   Rules
  vii)   The postal system
  viii)   Stories and dialogues

ix)   Personal details.

1.1.1.1   Tasks in Language Class

The task is easy to introduce and design in the second language setting, from real life situation. There are infinite number of tasks that can be easily picked up to use in the classroom. The researchers can easily elicit the data what is required when the students are forced to negotiate meaning through task. In other words, we can say,' task' is the best way to engage learners in Communication.

 Specifically, Crookes (1986, as cited in Ellis 2010, P.4) says
"a task is a piece of work or an activity, usually with a specified objective, undertaken as a part of an educational course, at work or use to elicit data for research" .

Bygate, Skehan and Swain (2010, as cited in Ellis ibid) say "A task
is an activity which requires learners to use language with emphasis on meaning, to attain an objective".

TBLT is broadening in the field of teaching English as second language (ESL) and teaching English as foreign language (EFL) situations. TBLT just as communicative language teaching (CLT) has gained wide-spread acceptance. For example, whereas the teacher leads tasks where the norm in the Banglore Project one of the picture may illustrate the idea that serves as a departure point for task-based activity. Most of the syllabuses are synthetic and analytic not mutually exclusive. TBLT can prove useful approach in our context because real-life tasks are the core of designing syllabus which culminates motivation in students' learning. It is also called Task-Based Learning (TBL). It makes the performance of meaningful tasks central to the learning process. It is a belief that if students are focused on the

completion of a task, they are just as likely to learn language as they are focusing on language forms.

1.1.1.2   Features of TBLT

The main features of TBLT as given by Skehan (1996,p.1) are as follows:

i)   Meaning is Primary -This approach focuses on meaning.

ii) There is some sort of communication problem to solve- This approach focuses on communicative activities and problems solving

iii) Task completion has some priority- It focuses on the completion of task to achieve the objectives.

iv) There is some sort relationship to comparable real world activities- This approach gives emphasis on real world activities.

v)   The assessment is done in terms of outcomes- Students are evaluated with their completed task.

In conclusion, TBLT aims the learners work to complete a task, they have abundant opportunity to interact. They facilitate by using their language in natural context. The learners have to work to understand each other and to express their own meaning. The process of task- based language teaching moves from prescribed developmental sequence and provides freedom and autonomy into learning process.

1.1.1.3   Components of Task

The language learning task requires specification of four components, the goals, the input, the activities derived from this input, and finally the roles implied for teacher and learners.

Candlin (1987, as cited in Joshi 2010) suggests that task should contain; input, roles, settings, actions, monitoring, outcomes and feedback. Input for data presented for learners to work on roles specify the relationship between participants in a task setting refers to the classroom and out of class arrangements entailed in the task. Actions are procedures and sub-task to be performed by the learners. Monitoring refers to the supervision of the task in progress outcomes are the goals of the task and feedback refers to the evaluation of the task.

Shvelson and Stern (1981,as cited in Nunan 1995, p.47), the people are concerned with general educational planning rather than TESOL planning, suggest that task design should take the following components :

i)   Content – the subject matter to be taught
ii)   Materials – the things that learners can observe
iii)   Activities – the things the learners and teacher will be doing during the lesson
iv)   Goals – the teachers' general aim for the task
v)   Students – their abilities, needs and interests are important
vi)   Social community – the class as a whole and its sense of 'group'.

These all components need to match in any task. The task designers need to think about these components. Then, the task will be more effective and appropriate in the context.

1.1.1.4   Meaning-Focused Activity in TBLT

Task- based language teaching also helped to clarify the project group's notions about learners' preoccupation with language and meaning. According to Prabhu (1987,p.27) categories following four categories of classroom activity:

i) Rule-Focused Activity

In this activity the learners are occupied with a conscious perception (or memorization) of the rules of language structure. this activity focus on explicit knowledge of the rules did not lead to an ability to use the language automatically.

ii) Form-Focused Activity

The learners are occupied with repeating or manipulation in given language forms, or constructing new forms on the model. It relates to the notion of language skills, both in the sense of providing experience in different skills.

iii) Meaningful Activity

The learners repeat, manipulate, or construct language forms with attention not only to the forms themselves but to the meanings or contexts which are associated with them. It ensures the assimilation both of structural regularities and of their associated meanings in the contexts.

iv) Meaning-Focused Activity

Learners are occupied with understanding extending [through reasoning], or conveying meaning and cope with language forms as demanded by that process. Attention to language forms is thus not intentional but incidental to perceiving, expressing, and organizing meaning.

This categorization indicates how the project group saw the difference in classroom activity, pedagogy and project teaching. So, these shows, task-based teaching not only focuses on rules, it is the way of reconstruction of meaning through the activities based on tasks.

1.1.1.5 Attribution Factors that Affect Task-Based Language Teaching

Task-based language teaching is an innovation, in early twenty first century. Even innovation should have their characteristics for adoption or rejection by the teachers. So, task- based language teaching has gained widespread range of

acceptance. Markee (1997, p.39) has given the following attribution factors that affect for adoption of task-based language teaching:

i) Relative advantage

ii) Compatibility

iii) complexity

iv) Trialability

v) Observability

vi) Form

vii) Explicitness

viii) Originality

ix) Adaptability

x) Feasibility

Similarly, Ellis accepts task-based language teaching as an innovation. He listed the attributes of innovation are as follows:

i) Initial dissatisfaction- At first, we have to judge the students' needs and interests.

ii) Feasibility-it is need to be possible and applicable in practical situation is another attribution.

iii) Acceptability- The students will easily accept or not it's need to evaluate.

iv) Relevance- The things of innovation should be contextual.

v) Complexity- The innovation shouldn't be difficult.

vi) Explicitness- The things of innovation should be clear.

vii) Triability- The innovation need to try to apply properly.

viii) Observability- The innovation need to make any noticeable change.

ix) Originality- The innovation should be original. For example, new wine put in new bottle.

x) Ownership- The innovation should be in favor of the students

The most important characteristics of task-based language teaching has no monolithic identity for its acceptance. Due to several factors, task-based language teaching has been known as an innovation. The potential adaptors of TBLT accept its importance and use it as a new approach to language teaching.

1.1.1.6 Principles Relating to Design of Task-Based Course

Teachers need to ensure that the decisions they make with regard to the design and participatory structure of a task-based lesson are principled ones. The overall purpose of task-based methodology is to create opportunities for language learning and skill development through collaborative knowledge building. Ellis (2010, p.276) mentioned the following principles to design task-based course:

i) **Ensure an appropriate level of task difficulty**
    Teachers can adjust the difficulty of task methodologically. For example, by incorporating a pre-task phase into the lesson, by appropriate use of teacher talk or by choosing to perform the task with the students.

ii) **Establish clear goals for each task-based lesson**
    Clear goals for each task-based lesson not only help the learners' inter-language but also prioritize strategic and online planning for different aspects of language use.

iii) **Develop an appropriate orientation to performing the task in the students**
    It's not the fun they need to know seriously about why they performing task. They need to treat them seriously, not just as 'fun' . In this respect, post-task options may play a crucial role as they demonstrate to the students.

iv) **Ensure that students adopt an active role in task based lessons**

They need to be active for negotiating meaning. One of the major goals of task based teaching is to provide learners with and opportunity to participate in class rooms' discourse.

v) **Encourage students to take risks**

Methodological choices that encourage the use of private speech when performing the task, that crate opportunities for 'pushed output', and that help to create an appropriate level of challenge.

vi) **Ensure that students are primarily focused on meaning when they perform a task**

The main purpose of a task is to provide a context for processing language communicatively   .

vii) **Provide opportunities for focusing on form**

In any stages (pre-task, during-task, and post-task) of the lesson have been proposed for achieving the form of language. In particular, it has been emphasized that attention to form is both possible and beneficial in the during-task phase.

viii) **Require students to evaluate their performance and progress**

There is need to evaluate the progress and if they need help. A task-based lesson needs to engage and help to foster meta-cognitive awareness of the students.

These principles are intended as a general guide to the teaching of task-based lessons. It is not as a set of commandments. Teachers must make their own methodological decisions based on their understanding of what will work best with their own students.

1.1.2 Teaching Language Skills

Teachers tend to talk about the way we can use language in terms of four language skills viz., reading, writing, speaking and listening. The teacher can judge the skills by providing different opportunities. According to Harmer (2008, p.265) these four skills are divided into two types. Receptive skill is a term used for reading and listening, where meaning is extracted from the discourse. A productive skill is the term for speaking and writing skills where students actually have to produce language themselves. Generally, we can say that receptive skills are somehow passive whereas productive skills are in some way more active.

Sometimes we mix, what we are doing with other skills, too. Eli Hinkel points out, 'in meaningful communication, people employ incremental language skills not in isolation, but in tandem' (as cited in Harmer 2008, p.265). When we are engaged in conversation, we are bound to listen as well as speak because we could not interact with the person who we are speaking to.

1.1.2.1 Teaching Writing Skills

There is no doubt that writing is the most difficult skill for the learners tomaster it. Writing is rarely done in isolation. Nowadays, there is electronic communication, we read what people sent to us and then reply, instantly. Actually, writing is encoding of a message in graphic symbols. The writers have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice and so on. Many implementation factors to consider, planning and teaching a course in writing can be daunting.

Raimes outlines a set of guidelines in Richards and Renandya (2010, p.303):
This can make the planning of a writing course a less intimidating task. While designing a course; goals, theories, content focus, syllabus, materials, methodology, activities and course evaluation need to take in consideration.

Seow describes in Richards and Renendya (2010,p.304); the process approach to teaching writing, that comprises four basic stages; planning, drafting, revising and editing. Three other stages could be inserted after the drafting stage; these are responding, evaluating and post writing. Anyway, writing is a systematic process that develops stepwise. Some grammatical inaccuracies can have negative effects on the overall quality of students' writing.

1.1.2.2 TBLT in Writing

Writing is an interactive process by nature since, it evolves out of symbolic interplay between writer, text and reader. In task-based language teaching the condition is more authentic while planning a written piece. The writer need to consider the audience and to adopt a reader oriented approach a persuasive, emotive or objective function interactively. It can be promoted in the writing class by implementing suggestions given by Lyons and Hesley (1992, as cited in Massi 2001) list,

i) **Group-Brainstorming on a Given Topic**
   Students work cooperatively and write down the ideas in connection with a task. They can concentrate their ideas by thinking in a group.

ii) **Collaborative Writing**

   Students work together to write a previously agreed text. The whole class constructing and composing a text on the blackboard.

iii) **Writing Workshop or In-Class Writing**

   The students consult each other and co-construct text while the teacher moves around listening to their comments, providing feedback or answering questions on grammatical patterning, lexical items etc.

iv) Group Research on a Text Topic

Students divide out the responsibility for different aspects of the information gathering stage on a certain topic. They can fulfill the task (writing task) in group.

v) Peer-Editing

Students exchange their first draft of a text and point out changes which are needed to help the reader. The whole class examines the text produced by other students for the purpose of analysis on specific aspects.

Thus, interactive writing becomes valuable, communicative and powerful. It enables the students to permanently challenge their current language practice and gain the most from the experience.

1.1.2.3 Activities Characterize in Writing Process

There can be different activities in writing process. Hedge (2010, pp.305-307) gives following activities characterize the writing process:

i) Planning

First, good writers concentrate on the overall meaning and organization of a text, and engage in planning activities. This will involve thinking about the purpose of the writing. Like a letter to inform friends about a daughter's wedding. The particular purpose implies an organization for writing and a style appropriate for the readers. Planning may vary in relation to the type of writing task. Flower and Hayes (1989) contributed to our understanding of planning when they suggested that it goes on many levels and throughout the process of composing. Initial planning before writing is a subject to review at any point as the writer evaluates and thinks new ideas to organize.

ii) Revising

A good writer proceeds through alternating phases of writing and reflection. During reflection, writers may re-read the sentences for original plan. After writing part of the draft, they may review the text and think to arrange properly. The expert writer made almost no revisions, almost stream of consciousness the writing task also depends not only writer's skill but also on the purpose of the writing, the genre, the level, etc. The revision help the writing to express the writer's goals clearly.

iii) Producing 'reader-based prose'

A third characteristics of successful writers is that they are aware of their readers and seek to produce reader-based prose. They think about what the reader need to know, how to make information clear and accessible, and what is an appropriate style. Most of the writing, undertaken in the real work had a particular readership, which provides a context for the writing and which influences the selection of content and style. Writing is social and interactive in nature. Good writers are sensitive to the audience of their writing.

1.1.2.4 The Nature of Writing

It has been argued that learning to write fluently and expressively is the most difficult aspect. All children these with physiological disabilities, learn to comprehend and speak their native language. Only fewer are still learn to write fluently and legibly. Accepting White's view Nunan (1995,p.36), summarizes ; Writing is not a natural activity. All physically and mentally normal people learn to speak a language. Yet, all people have to be taught how to write. This is a crucial difference between the spoken and written forms of language. There are other important differences as well. Writing, unlike speech is displaced in time. Indeed,

this must be one reason why writing originality evolved since it makes possible transmission of a message from one place to another. A written message can be received, stored and referred back to at any time. It is permanent in comparison with the ephemeral 'here are minute and gone the next' character of spoken language even of spoken language that is recorded on tape or disk.

In this way, we can say that there is difference between written and spoken. The written message is permanent, original, received, stored and return back to any time.

Bell and Burnaby (1984) point out that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control a number of variables. These include control of content format, sentence structure, vocabulary, punctuation, spelling and letter information. The writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts.

According to Nunan (1995, p.36) there are two views on the nature of writing have emerged. The first is product approach to writing focuses on the end result of the act of composition, i.e. the letter, essay, story and so on. This nature is concerned to see the end product is readable, grammatically correct. It also includes the main points and supporting details.

The second is a process approach to writing; see the act of composition from very different perspectives, focusing as much on the means to creed end product. The process approach is important to find out how writers arrive at their final product. Zamel (1982), found out that, the act of composing evolves through several stages as writers discover through the process.

In conclusion, the process approach to writing is very important for product approach. In developing final product there is need to master in main information

spelling, punctuation, organizing content, style etc. and in all process approach. Then, the final product can be successful.

1.1.3 Procedures of TBLT

In process of selecting and sequencing a set of tasks and preparing appropriate work plans, decisions have to be taken regarding the methodological procedures for executing the work plans in the classroom. First, the activities mentioned in the syllabus can be converted into actual lessons. Second, there are procedures relating to how the teacher and learners are to participate in the lessons. According to Ellis (2010,pp.243-275) these procedures will be considered under the headings of lesson design and participatory structure:

i) Lesson Design

While designing a lesson, task has its principal component. Various designs have been proposed by different proponents e.g., Prabhu (1987), willis (1996)… , but most of them involved:

a) The Pre-Task Phase

The main purpose of pre-task phase is to prepare students to perform the task. Dronyei (2001) as mentioned in Ellis (2010,p. 244), the importance of presenting a task in a way that motivates learners. For example, by asking them to guess what the task will involve and for helping them to perform the task. Skehan (1996,p.25) refers to two broad alternatives available to the teacher during the pre-task phase; linguistic and cognitive demands of the task. If we go in detail it includes performing a similar task, providing a model, non-task preparation activities, strategic planning.

b) The During-Task Phase

There are two methodological options in this phase. First, how the task is to be performed, this will be called 'task performance options' and second, there are number of 'process options' about how to perform the task as it is being completed.

c) The Post-Task Phase

The post-task phase affords a number of options. These have three major pedagogic goals:

To provide an opportunity for a repeat performance of the task

To encourage reflection on how the task was performed and

To encourage attention to form, in particular to these forms that proved problematic to the learners when they performed the task

ii) Participatory structure

The participatory structure of a lesson refers to the procedures that govern how the teachers' and students contributions to the performance of the tasks are organized. Each students works by him or herself, or social, i.e, interaction occurs between the participants.

Pica (1987) calls for tasks that require information exchange and emphasize collaboration and equal participant structure. So, it is very important. The participatory structure can be shown:

a) Individual⟶by means of private speech

b) Social ⟶teacher ⟵students, students ⟵⟶teacher and other students, student ⟵students (teacher) interaction. The same task can be performed using different participatory structures. This may include picture, questionnaire, relea, cards, etc.

In conclusion, planning a task-based lesson requires that careful consideration be given to the participatory structure of the different phases of the lesson. It is typically based on group work other structures, i.e., students working

independently and teacher centered activities including peer teaching, are also available.

One way of looking at task-based learning is to see it as a kind of deep-end strategy. Willis (1994, as cited in Harmer 2008, P.71) says "like a sort of PPP upside down" . In other words, students are given a task to perform and only when the task has been completed the teacher discusses in the language that is used. Then, the teacher corrects and adjusts the students' performance of the task in desirable way. Willis (1996a) gave the framework/procedure of TBLT for beginner and young learners are as follows:

Phases	Main activities in each phase
Longer pre-task	Introduction to topic and task
Task cycle	More sets of short tasks followed by lots of teachers chat about tasks and emphasis on planning and report.
Language focus	Analysis-Practice

Willis makes clear about task- based methodology by suggesting in these three stages. In the pre-task stage, the teacher explores the topic with the class and may highlight useful words, phrases, helping students to understand the task instructions. In task cycle stage, the students perform the task, collaborate and negotiate in a group either written or orally to reach in the task completion.

In the language focus stage, the students discuss in specific features which they have looked at for the task. The teacher makes some specific practice by analyzing the main focuses of language through the task.

1.1.3.1 Stages of Teaching Writing Skills

Writing is the most difficult skill because it is not learned in isolation, and it needs considerable time to get proficiency. While using Task-Based Approach to develop writing skill, the teacher need to consider different stages/process of writing . Rivers (1968, pp.245-252) said, "To be able to write in foreign language the students must be trained systematically through five stages of development". He gave the following five stages of teaching writing skills:

i) Copying

It is also known as transcription. In this stage, copying symbols for corresponding sound is practiced. Words spelling are also practiced in this stage.

ii) Reproduction

It is copying without originality. The students reproduce the once copied words, phrases on sentences without looking at it.

iii) Recombination

It is the reproduction of learned work with minor adaptation by making substitution transformation, expansion, contraction drills are the best activities.

iv) Guided writing

In this stage students are given freedom for selection of lexical items and structural patterns. Completions, replacement, expansion of simple sentences in complex one are some activities.

v) Composition

It is individual selection of lexical items structure for expressing personal meaning. It is final level of writing essays, stories, plays, writing descriptions, poems, etc.

In this way, while teaching writing skill the teacher need to go through these stages. If the teacher used the random process writing cannot be fully developed.

1.1.3.2 Guided Writing

Guided writing is one of the stages of teaching writing skills. Guided writing is an inseparable stage to develop Guided writing serves as a scaffold to independent writing. Teachers discuss and model writing strategies with students. Rivers (1968, p.245-252) used it as a stage of writing. It includes acronyms, templates, and writing frames. More or less support can be provided depending on the needs of students. It is sometimes called semi- controlled writing activity. Writing is not totally controlled but guided in some way. Students are free to use their own vocabularies and structures where is possible. It contributes to the teaching sequence for writing. It should be targeted with specific needs of students. The main aim is to teach a specific skill to lead to independence in writing. Basilicato describes, guided writing activities help student learn to write by providing them with a partially completed draft or some other form of assignment. Guided writing activities are typically done in the classroom so the teacher can interact with students individually as well as with the entire class. Guided writing can be simple or highly complex according to the level and it can be used kindergarten classes as well as with college students. It is also be more effective for classes that teach skill other than writing. Some benefits of guided writing are:

i) It builds confidence.

ii) It allows immediate feedback on success and further areas for improvement.

iii) It encourages the students to discuss writing.

iv) It is a group activity it allows the teacher to observe and respond to the needs of individuals.

v) It is an effective way of modeling the structure and language of a range of text types.

vi) It supports students to sequence their ideas to meet the purpose of the writing task.

While planning need to begin with assessment and the identification of learning is needs. The students need to make group with similar needs. The groups of students may vary in similar class it's need to be clear. There is need to support them according to their ideas this may include, drama and role play. There is need to develop sentence construction and punctuation. They can reread the ideas for clarity and their purpose.

First, the teacher shares the objectives with the class and to use more powerful verbs and adverbs to improve how to write. The teacher uses sentences from the students' work and encourages them to apply the whole learning independently. The learning environment needs to manage focus on guided writing by constructing lesson properly. The teacher needs to set writing task to improve student writing performance.

1.1.3.3 Guided writing activities

While teaching through Task-based approach, there can be used different activities and exercises in different area. Basilicato (2005) gives the following activities:

i) Essay development

This guided writing exercise requires several classes periods. The topic needs to be relevant with certain guidelines. The teacher asks students' opinion on the topic then assigns them to write essay based on the arising points for individual writing ability.

ii) Story

At first, the teacher gives students a handout with the beginning of a

story on it and asks them to finish the story. We may start with the main information and to write the story by including these points.

iii)   Newspaper report

Teacher can give list of questions. In process of answering these questions they can write an article, in this way the teacher gives outlines and asks to complete the article.

In other way, the activities for teaching guided writing include:

a) Paraphrasing

Paraphrasing is the text of producing alternative version of a sentence or paragraph to give same meaning, e.g.

Gold is too expensive to buy.

Gold isn't ……

Ram listens news on radio, buys 2 newspapers.

He wants……………

b) Parallel writing

In this activity the students are asked to write similar paragraph on the basis of the text they have studied, e.g.; read the description given below and write similar in the given points.

Ram Bahadur is my best friend. He is 24 years old. He lives in Baglung. He is 5.5 feet tall and his weight is 60 kg. He is an honest, co-operative and helpful boy.

c) Developing skeleton into a fuller text.

In this activity students complete the text on the basis of its skeleton. It Includes the task of writing story, essay, dialogue using hints e.g.

Name, age, address, physical features, habits

Write a short story on the basis of the following points;

Three men pass through the forest………………….. a bag of gold…………………. divide it,…………....buy food …………………..they eat poisoned food…………………died ………………………conclusion.

iv)   Writing Para-orthographic Text

The students are given visual charts, flow charts, maps, pictures, etc. to describe these in paragraph.

In this way, there can be different activities in guided writing. The task presentation needs to be based on such activities in the classroom.

According to Tikoo (2009, pp.79-80), teachers need to consider the following directed activities in process of teaching guided writing through Task-based approach :

i)   Picture as Prompts

Pupils are provided with a series of pictures and asked to write a description or a story using the pictures.

ii)   Question as Prompts

Pupils find answers to teacher's question and use them to write a composition parts (e.g. when do I get up? What do I do at first?...)

iii)   Writing Composition Parts

Pupils are asked to write the concluding parts with the help of introductory part given in the composition.

iv)   **Listen to and Write**

Pupils listen to a story or description and take notes; they then put together the notes into a composition.

v)   **Using Outlines**

Pupils make use of a given outline to write their composition. The teacher may provide guidance on what tense and what verbs etc. are to be used.

vi)   **Summarizing**

Pupils summarize a simple piece of writing into a given number of words.

vii) **Writing as Response**

Pupils are given a piece of writing (e.g. a letter of complaint) and they respond to it.

viii) **Answering Questionnaires**

pupils write answer to a series of questions e.g.; questions that are asked about themselves: name, address, school, parents, brothers, etc.

ix)   **Joint Writing**

Pupils in organized groups write a composition. Each group presents their product to the class.

x)   **Writing to Models**

Pupils read a model composition and then write one according to

the model. The teacher directs their attention to some characteristics of the text-type.

The writing begins from simple process while the students engaged in continuous practice activities then they can develop their good writing.

1.1.3.4 Tasks for Guided Writing

There can be constructed different tasks to teach guided writing through

TBA in the classroom. The teacher needs to consider different tasks in process of using TBLT. Nunan (1995) mentions the following tasks for guided writing:

i)   Listen in phone and write a dialogue
ii)   Writing article through given points
iii)   Write a story from the guidelines given in the box
iv)   Listen the lectures and make a note
v)   Fill in the dialogue from the given clues
vi)   Write a leaflet on the basis of given points
vii)   Look the pictures and describe in a paragraph
viii) Writing a reply of letter, etc.

 These tasks can be used based on the situation and level of the students, etc.

1.1.4 Planning a Writing Course

Raimes describes in Richards and Renandya (2010, p.306), in fact both learning and teaching a language promote anxiety. There is even more anxiety when writing is involved. Many teachers themselves do not feel entirely comfortable with writing in English. Today, there is burgeoning of conflicting theories, planning

a writing course is like walking a mine-field. It involves what is the best step to take.

1.1.4.1 Steps in Planning a Writing Course

Writing is a systematic process we need to follow different steps in writing. Richards and Renandya (2010, pp.306-314) mentioned ten steps in planning a writing course are as follows:

i) Ascertaining Goals and Institutional constraints

The researchers found themselves discussing under every heading the constraints imposed upon teachers by their institutions, by ministries of education, examining, funding sources etc. If institutional constraints limit teachers' ability to peruse their goals, they need to change the constraints. The teacher needs to find ways to ensure by varying the means of working towards the prescribed ends.

ii) Deciding on Theoretical Principles

Terry Santos talks about the role of ideology in teaching writing. The teacher first need to confront their ideological position and recognize their perceptions of the relationship between the type of writing they teach and the roles they are preparing students for an academia and the wider world of work. In writing theory is the choice of focus on content or form. So, principled teaching will always reveal principled theoretical underpinnings.

iii) Planning Content

There is controversy about what the content of writing. There is no right answer to the question of content. If we turn writing as one of four skills, it neglects the real value of writing. So, it is a valuable tool for subject matter, for discovery of learning.

iv) Weighing the Elements

Writing consists of many consistent parts and we need to

consider which ones will be the most important for a course: content organization originality, style, fluency, accuracy, forms etc. So, we have to form priorities and weight the elements according to the students' needs and our own philosophy.

v) Drawing up a Syllabus

In this stage, the teachers need to know how to organize that content and weighting elements.

vi) Selecting Material

Teachers need to construct different materials, such as videos, soft ware, books. The materials have to fit with the

goals, principles, content weight etc.

vii) Preparing Activities and Roles

The teachers need to think about what they will be doing.   While writing, same activities may not work in all classes.

viii) Choosing Types and Methods of Feedback

The students can do journal writing, response to reading, free writing, guided writing, etc. They may focus on fluency. So, teacher decides feedbacks by using audio taped response, written response, by grading , asking for rewrite etc.

ix) Evaluating the Course

Teachers use sentence tests and essay tests to evaluate students' progress. They may construct portfolios, lead students to revise and to present their best work.

x)   Reflecting the Teachers' Experience

Goals, theories, content, focus, syllabus, activities feedback and course evaluation are matters to address the design of a writing course. Any teacher who tests out a new approach and notes its efforts is a researcher, theorist and practitioners.

1.1.4 Planning lesson in Task Based Language Teaching

There are different ways to planning lessons and Teaching to develop different language skills. According to Tessa Woodward (2010), following steps need to follow:

i)   Warm up-create relaxed atmosphere
ii) Vocabulary - introduce vocabulary that will use in this lesson
iii) Key structures-introduce main grammar
iv) Practice-the most crucial part
v)   Wrap up

vi) Closing-reviewing the day's lesson

Scrivener (2005) says while planning lessons for TBLT need to consider the following areas:

i)   Atmosphere: students' feel
ii)   The learners: engagement
iii) The aims: targets to be achieved
iv)   The teaching points: subject matter
v)   The tasks and teaching procedures
vi)   The challenge to the learners
vii) Materials
viii) Classroom management

1.2 Review of Related Literature

Many research studies have been carried out in the field of English language teaching all over the country. Basically, many research studies have been carried out in the effectiveness of TBLT. Among them some of them have been conducted to find out the effectiveness of TBLT in teaching reading, TBA and it's implication in English Teaching and Learning, using Task-based techniques for teaching simple present tense, etc. But I haven't got research in TBLT to teach writing. Some of the researcher carried out action, experimental, survey and case study research design. The related studies are reviewed as follows:

Hua (1966) conducted a research on 'Task Based Approach and its implications in English Teaching and Learning' in Chinese context. Test was the major tool of data collection .This was applied in different level of students. He studied TBLT in language classroom for 2 years. His research findings showed that most students taught in TBLT framework have been learnt how to learn English by themselves rather than being dependent on teacher. But he also underlined some problems in applying TBLT in ELT classroom, how to control the time of doing task and how to assign different task to different level of students are two main problems. Rimal (2004) studied on 'Effectiveness of Group Work on Learning Writing Skills'. He experimented on the students of grade XII by using random sampling. His research finding gave impression that group work exerts positive influence on the learning writing skills. He recommends the use of group work in ELT classroom.

Oli (2005) conducted a research entitled 'The Effectiveness of Task-Based Techniques for Teaching Simple Present Tense'. The students were randomly selected as primary source of data from one government school. The main purpose of this study was to find out the effectiveness of task-based technique for teaching simple present tense. The findings of this study suggested that task-based

techniques are very effective in teaching simple present tense. He also suggested implementing TBLT in classroom to teach grammar.

Joshi (2010) conducted a research on 'Effectiveness of Task Based Approach in Teaching Reading'. The primary sources of data were the students of grade nine, who were selected randomly. The main purpose of this research was to present a framework of TBLT for teaching reading and to find out the effectiveness of task-based language teaching in teaching reading. The overall finding showed that by giving a task the student collaborate, negotiate and exchanging ideas and enhanced the Reading skills. But the problem can be, it develops only reading skills.

The present study is a new area of research in our context. There is no research works carrying out on effectiveness of TBLT for teaching writing in secondary level in the Department of English Education T.U, Kirtipur. This present study will be carried out as an action research design. The study will be conducted applying task- based approach with different techniques in writing.

1.3 Objectives of the Study

The objectives of the study are as follows:

 i) To find out the effectiveness of TBLT in teaching writing in secondary level.
 ii) To suggest some pedagogical implications.

1.4 Significance of the Study

The fact about language teaching is learning to write. Writing is essential for formal and informal testing. This study will be significance for developing writing skills of students. It will be significance to those who are interested in language teaching, curriculum designers, course developers, material writers and syllabus designers of TBLT, Text-book writers, publishers, students as well as methodologist. Anyway, these related people directly and indirectly involve in English language teaching will get benefit from this study. This study will be useful for the further researchers who want to carry out similar type of research in the similar field.

CHAPTER - TWO

METHODOLOGY

Every research works has to follow some stepwise procedures while carrying out the research activities. Methodology refers to the research method. This chapter

describes the method and procedures adopted to carry out this study. The following methodology is adopted to fulfill the objectives of my study.

2.1 Sources of Data Collection

The sources of data are the things, places and persons. I used both primary and secondary sources of data in this study.

2.1.1 Primary Sources of Data

The primary source of data for this study were the students of grade nine from Universal Sublime Academy, Baglung.

2.1.2 Secondary sources of data

The secondary sources of data for the study are related books and articles such as Prabhu (1987), Nunan (1995), Ellis (2010), Harmer (2008), Markee (2010), Richards and Rodgers (2010), Richards and Renandya (2010), Journals, theses, web sites, and other related materials.

2.2 Sampling Procedure

I used random sampling procedure and I selected the private secondary school of Baglung district. The actual numbers of private schools of Baglung district were collected from District Education Office, Baglung. The students were selected using random sampling procedures from grade nine of the same school.

2.3 Tools for Data Collection

Test items were my tool for data collection. Pre-test and post-test contained same test items. The test items were constructed on the basis of writing and all the tests

were written. The test items were constructed to measure the targeted objectives of the study.

2.4 Process of Data Collection

The following processes were used in process of data collection;

i) At first, I visited the concerned authority to get permission to carry out the research and explained the purpose and process of my research.

ii) I talked to the students of grade nine and concerning teacher.

iii) Then, a set of test items were designed, and I gave pre-test to measure the ability of the students in writing before teaching.

iv) I checked the answer sheets and got the mean score.

v) After analyzing the score of pre-test the teaching began teaching writing applying TBLT procedure.

vi) I gave two progress tests to find out the effectiveness of this approach in teaching writing. I checked the answer sheets and got the mean score.

vii) Then, I gave post-test .

viii) I checked the answer sheets of the post-test and I got the mean

score.

ix)   Finally, the score of the pre-test and post-test were analyzed to determine the effectiveness of TBLT in writing.

2.5 Limitations of the Study

i) This study was limited to only one private school of Baglung district.

ii) This study was limited to the students of class nine.

iii) This study was limited to teaching writing skill.

iv) This study was limited only on test as a tool for data collection.

v) This study was limited only on 24 lessons.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

This chapter consists of analysis and interpretation of data collected from primary source. The main objective of the study was to find out the effectiveness of the TBLT in teaching writing. The main tool of data collection was test. The primary sources of data were obtained through a pretest, two progress tests and a post-test. The research was conducted for twenty eight days in grade nine students. While achieving the objective of my research I collected, tabulated, analyzed and interpreted data using appropriate mathematical tools like percentage, mean score.

Analysis and interpretation of the data are given in the following order:

    a) Analysis and Interpretation of Individual Test Scores
    b) Holistic Comparison of Different Test Scores
    c) Time on Task Analysis
    d) Item-Wise Analysis and Interpretation of the Test Scores

3.1 Analysis and Interpretation of Individual Test Scores

This section contains analysis and interpretation of the scores of individual students in pre-test, two progress tests and post-test.

3.1.1 Pre-test Scores

This section analyses, tabulates and interprets pre-test scores before I began the research using Task-Based Language Teaching Approach . I administered a set of test items (i.e. pre-test) to determine the students' initial proficiency level of

writing . The pre-test items consisted of newspaper report, condolence letter, paragraph writing, story writing and biography writing I administered the pre-test, checked the test papers and recorded the scores. I analyzed the mean score of the pre-test. The scores of the students on pre-test are as follows:

Table No:1

Individual Scores on Pre-test

S.N.	F.M.	Scores	Scores in %	No. of studs.	Studs. in %	Average score
1	50	31	62%	3	12.5%	
2	50	30	60%	2	8.33%	
3	50	29	58%	4	16.66%	
4	50	28	56%	2	8.33%	
5	50	27	54%	3	12.5%	26.625
6	50	26	52%	3	12.5%	
7	50	25	50%	3	12.5%	
8	50	24	48%	2	8.33%	
9	50	22	44%	1	4.16%	
10	50	20	40%	1	4.16%	

 As the above table shows 12.5% of the students have got 31 marks out of 50 full marks. It is the highest score in pre-test. The lowest score is 20 which is scored by

4.16% of the students. The average score in pre-test is 26.625 out of 50 full marks. 14 students out of 24 got marks above the average score, others below the average score.

From this result, it is clear that students are found with mixed ability. Some students are medium and some are weak on writing proficiency. Though they had already taught by the teachers and practiced in writing but the result presents unsatisfactory level of proficiency.

3.1.2 Progress tests

After the administration of the pre-test, the students were taught in the real class following the Task- Based Approach. During the classroom teaching, two progress tests were administered in an interval of eight teaching days. Each test was analyzed and interpreted under the following sub-headings:

3.1.2.1 The First Progress Test Scores

The first progress test was administered after the interval of eight teaching classes to obtain information of the students' insight on the effectiveness of the task-based approach in teaching writing. The main objective was to find out how the classes were improving and what further improvements in teaching learning strategy required to meet the target point. Only two test items were included under this test. These are dialogue writing and describing pictures. The scores of the first progress test are as follows:

Table No:2

Individual Scores on First Progress Test

S.N.	F.M.	Scores	Scores in %	No. of studs	Studs in %	Average Score

1	20	14	70	2	8.33%	
2	20	13	65	3	12.5%	
3	20	12	60	4	16.66%	
4	20	11	55	4	16.66%	10.625
5	20	10	50	2	8.33%	
6	20	9	45	4	16.66%	
7	20	8	40	5	20.83%	

The above table shows that the highest score was 70% obtained by 8.33% of the students in the first progress test. The highest score was 14 out of 20. The lowest score was 8 out of 20. So, the lowest percentage was 40% obtained by 20.33% students. The average score in the first progress test was 10.625 out of 20.

3.1.2.2   The Second Progress Test Scores

The second progress test was administered after teaching 16 lessons. It was administered to find out whether students are progressing or not. The scores of the students in second progress test are tabulated as follows:

Table No.3

Individual Scores on Second Progress Test

S.N.	F.M.	Scores	Scores in %	No. of studs	Studs in %	Average score

1	20	18	90	4	16.66%	
2	20	17	85	5	20.83%	
3	20	16	80	4	16.66%	
4	20	15	75	5	20.83%	15.75
5	20	14	70	5	20.83%	
6	20	12	60	1	4.16%	

The above table shows, the highest score was 18 out 20 full marks, which was the 90% score obtained by the 16.66% students of this class. The lowest score was 12 out of the same full marks. This was the 60% in total obtained by 4.16% students. Similarly, the average score was 15.75.

3.1.2.3 Post-test Scores

At the end of the teaching, a test was given to the students to get the insight into the effectiveness of the intervention i.e. teaching writing through Task- Based Approach. This test was carried out after teaching 24 lessons. The aim of this test was to find out how much they have learnt during the time of teaching for the research. The individual scores on the post-test are presented in the following table:

Table No. 4

Individual Scores on the Post- test

S.N	F.M.	Scores	Scores in	No. of	Studs in %	Average

			%	studs.		Score
1	50	42	84	1	4.166%	
2	50	39	78	2	8.33%	
3	50	38	76	1	4.166%	
4	50	37	74	3	12.5%	
5	50	36	72	3	12.5%	34.45
6	50	35	70	1	4.166%	
7	50	34	68	3	12.5%	
8	50	33	66	1	4.166%	
9	50	32	64	6	25%	
10	50	30	60	1	4.166%	
11	50	29	58	2	8.33%	

The above table shows that 42 out of 50 is the highest score obtained by 4.166% of the students and 29 is the lowest score of the students. It was obtained by 8.33% students.

3.2 Holistic Comparison of Different Test Scores

This section contains not only analysis and interpretation of the scores of individual students in pre-test, post-test and progress tests the process of comparison given in the following way:

3.2.1 Pre-test and Post-Test

This section involves analysis and interpretation of the pre-test and post-test scores. The test items were selected on the basis of the competence level of the students of grade nine . The items in pre-test before the intervention in classroom using Task-Based Approach is to find out the performance level of the students in writing. There were five test   items based on controlled, guided and free writing. It covers, newspaper article, condolence letter, paragraph writing, story writing, biography writing. I administered the pre-test, checked the test paper and recorded the mean score. After 28 days of regular teaching based on TBA, post-test was administered to see the level of students' progress in writing. I checked the test papers and recorded the mean score. The test scores in pre-test and post-test are analyzed and recorded in the following table:

Table No. 5

Comparison of Scores on Pre-test and Post-test

S.N.	F.M.	Pre-test Scores	Post-test Scores	No. of studs. in Pre-test Scores	No. of studs in Post-test Scores	% in Pre-test	% in Post-test
1	50	31	42	3	1	62	84

2	50	30	39	2	2	60	78
3	50	29	38	4	1	58	76
4	50	28	37	2	3	56	74
5	50	27	36	3	3	54	72
6	50	26	35	3	1	52	70
7	50	25	34	3	3	50	68
8	50	24	33	2	1	48	66
9	50	22	32	1	6	44	64
10	50	20	30	1	1	40	60
11	50	-	29	-	2	-	58

Total No. of students: 24 in both tests.

The mean score in pre-test- 26.625.

The mean score in post-test is 34.45

Difference in the mean scores is -7.825

The pre-test and post-test items were same and the full marks 50. The tabulation of the pre-test scores shows that 62% is the highest percentage secured by 3 students but 84% is the highest percentage in the post-test. So, 31 is the highest score in the pre-test: and 42 is the highest score in the post-test. The lowest scores in the pre-test and the post-test are 20 and 40 respectively. The average score in the pre-test is 26.625 and in the post-test is 34.45. If we see the difference between two average scores, 7.825 marks is more in the post- test.

These all prove that , in the pre-test students secured less marks than the post-test . If we see the numerical result from the above table the average score in the post-test is higher. The ratio of all percentage also higher in the post-test. This all prove that, application of TBA is effective in developing students' writing.

3.2.2 First Progress Test and Second Progress Test

The first progress test was administered after teaching eight lessons. Second progress test was administered after presenting sixteen lessons. Second progress test was administered for finding out whether the progress is continuous or not. To find out what is wrong with teaching.

The comparison of these two progress test scores are analyzed and tabulated as follows:

Table No.6

First Progress Test and Second Progress Test Scores

S.N	F.M.	No. of students. In 1st P.T	No. of students. In 2nd P.T	1st P.T Scores	2nd P.T Scores	Percentage in 1st P.T	Percentage in 2nd P.T
1	20	2	4	14	18	8.33	16.66
2	20	3	5	13	17	12.5	20.83
3	20	4	4	12	16	16.66	16.66

4	20	4	5	11	15	16.66	20.83
5	20	2	5	10	14	8.33	20.83
6	20	4	1	9	12	16.66	4.16
7	20	5	-	8	-	20.83	-

Average score in the first progress test: 10.625.

Average score in the second progress test: 15.75.

Difference between two progress tests average is: 5.125

From the above table, the highest score 14 out of 20 full marks is obtained by 8.33% of the students in the first progress test. In the second progress test, 18 is the highest score attained by 16.66% of the students. The average scores in the first progress test was 10.625 out of 20 and in the second progress test was 15.75. If we see the difference between two average scores in two progress tests is 5.125. It means 5.125 is more average score in second progress test.

This entire thing shows after teaching 16 periods the students progressed in writing effectively. The increasement of the second progress test provides evidence that the task -based approach is very effective for developing students' writing skills.

3.3 **Time on Task Analysis**

This section contains descriptive analysis of time on task activity. After conducting pre-test, I started real teaching by giving tasks to the students.

Before First Progress Test

I taught eight lessons by using Task- Based Approach in class nine during this period. I taught eight different items; newspaper report, story through pictures, condolence letter, dialogue writing, letters writing, describing picture, paragraph writing. Most of the students achieved good marks in letter writing .It was 10 out of 10 by 12.5% of the students. During the period of teaching before first progress test the highest score was10 out of 10 and second highest score was 9 out of 10 only by a little number of students. The lowest marks in some items was 2 out of 10. Some of the writing lessons were more effective to teach through Task-Based Approach like; letters, story through pictures etc. than paragraph writing. I found that if we teach and test them regularly they can achieve the better proficiency.

After First Progress Test

I taught more eight lessons through Task-Based Approach in the same class after the first progress test. During this period I taught different items like; sympathy letter, news story, biography writing, leaflet writing, picture story, instructions writing and essay writing. Some students achieved 10 out of 10 marks in picture story writing, news story writing etc. It was the highest score. The lowest mark i.e.2 by 20% of the students in instruction writing etc. are less effective than picture story writing, news story writing through Task-Based Approach.

After Second Progress Test

I taught more eight lessons by using Task-Based Approach in the same class.

During this period I taught different items like; instruction, describing events, letter writing, advertisement writing, essay writing, describing pictures, constructing sentences, sentences about persons. Full score achieved by some students in some items like; letter writing, instruction writing, describing pictures, constructing sentence etc. It proves that, these items are more effectively taught by using this approach. The lowest score among these items was in describing

events achieved by 3 students. The score was only 3. Anyway, after teaching 24 lessons by using Task-Based Approach, it is really effective in teaching writing. It can be claimed that TBA is an effective approach to develop students' writing skill.

3.4 Items-wise Analysis and Interpretation

In this section, the students' progress in each separate item is analyzed. It contains item-wise analysis of pre-test scores. The students' status on individual items is analyzed in pre-test and their progress after the intervention is analyzed and tabulated in the post-test. Five writing tasks were set to study. The item-wise performance is evaluated on the basis of four scales namely; poor, satisfactory, good and excellent. The scores below 45% were categorized as poor, 45-60% was categorized as satisfactory, 60-70% as good and above 70% was categorized as an excellent.

3.4.1 Pre-Test

The researcher designed the pre-test items by including newspaper report, condolence letter, paragraph writing, story writing and biography writing. The analysis of item-wise performance is tabulated and interpretation of the data is made in the following way:

Table No. 7

Item-wise Analysis on Pre-test

S.N.	Items	No. of item	Achievement				Achievement in %			
			Poor	Satisfactory	Good	Excellent	Poor	Satisfactor	Good	Excellent

		s						y		
1	News paper Report	1	1	9	11	3	4.166	37.5	45.83	12.5
2	Condolence letter	1	3	10	7	4	12.5	41.66	29.16	16.66
3	Story writing	1	11	9	4	-	45.83	37.5	16.66	-
4	Paragraph Writing	1	12	11	1	-	50	45.83	4.16	-
5	Biography Writing	1	11	12	1	-	45.83	50	4.16	-
Total		5	38	51	24	7	32	42	20	5.8

Above table shows that item no. 3 (story writing), item no.4 (paragraph writing) and item no.5 (Biography Writing) have higher percentage of poor achievements in Pre-test .The percentage of poor achievement are 50%, 45.83% and 45.83%. Only 7 students achieved excellent marks; 3 students in newspaper report and 4 in condolence letter writing .If we see the total percentage of poor items , it is 38% in pre-test .

After observing the above records, it can be concluded that the students' proficiency level of writing is very low. Some major areas that needed special treat in students' writing were: techniques of writing viz.; punctuation, capitalization, paragraphing, organization of the ideas and techniques of content expansion etc.

These areas of weaknesses found by the researcher by studying their pre-test papers.

3.4.2 First Progress Test

The first progress test was taken after teaching eight lessons. Item-wise analysis of the first progress test score was conducted to know how far the students have progressed in individual items. Only two items were administered under this test. The following table shows the results of the first progress test:

Table No. 8

Item-wise Analysis on First Progress Test

S.N	Items	No of items	Achievement				Achievement in %			
			Poor	Satisfactory	Good	Excellent	Poor	Satisfactory	Good	Excellent
1	Dialogue writing	1	5	10	7	2	20.8	41.6	29.16	8.33
2	Describing pictures	1	7	14	3	-	29.16	58.33	12.5	-
Total		2	12	24	10	2	25	49.6	20.8	4.16

The above table makes clear that 12 students achieved poor marks which are 25% of the total percentage. Only 24 students were achieved satisfactory marks and only 2 students achieved excellent marks, which is only 4.16%. It makes clear

that 8.33% students were excellent in dialogue writing. None of them were excellent in describing pictures.

3.4.3 Second Progress Test

The second progress test was taken after teaching sixteen lessons in the same class. It was taken for how far the students progress in the related items after teaching by using Task-Based Approach. Only two items were tested under second progress test. The achievement of all students is given in the following table:

Table No. 9

Item-wise Analysis on Second Progress Test

S. N.	Items	No of items	Achievement				Achievement in %			
			Poor	Satisfactory	Good	Excellent	Poor	Satisfactory	Good	Excellent
1	Letter writing	1	-	-	6	18	-	-	25	75
2	essay writing	1	-	2	8	14	-	8.33	33.33	58.33
Total		2	-	2	14	32	-	4.16	29.16	66.66

It is clear from the above table that, no one is poor in writing letters. 6 students out of 24 were good and 18 were excellent. It was 75% 0f the total students, there were altogether 32 achievements were excellent. 18 students were excellent in letter writing. This shows most of the students highly progressed in these items while teaching by using Task-Based Approach.

3.4.4 Post-test

The post-test was taken at the end of the intervention. The test items were same as in pre-test. It shows the students' item-wise progress after teaching 24 days by using task-based approach. The following table shows the students' item-wise progress:

Table No. 10

Item-wise Analysis on Post-test

S.N	Items	No of items	Achievement				Achievement in %			
			Poor	Satisfactory	Good	Excellent	Poor	Satisfactory	Good	Excellent
1	Newspaper Report	1	-	16	3	5	-	66.66	12.5	20.83
2	Condolence letter	1	-	6	10	8	-	25	41.66	33.33
3	Story writing	1	-	15	7	2	-	62.5	29.16	8.33

4	Paragraph Writing	1	-	7	5	12	-	29.16	20.83	50
5	Biography Writing	1	-	10	2	12	-	41.66	8.33	50
Total		5	-	54	27	39	-	45	22	32

The above table makes clear that, among the total items; paragraph writing and biography writing have higher percentage of excellent achievement in post-test. The percentage of excellent achievement is 50% of each. If we see the achievement of the newspaper report writing, it covers 66.66% satisfactory and only 20.83% items were excellent.

If we analyze deeply all the items, the students highly progressed in post-test items. In the pre-test 32% were in poor achievement but in the post-test it's zero percent in poor achievement. Only 5.8% Excellency can be seen in the pre-test but it is 32% in the post-test.

All these primary data support that Task- Based Approach develops students' writing skill remarkably in level of progress in different items.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

The present study was carried out to find out the effectiveness of task-oriented activities in teaching writing at a secondary (grade-nine) level English classroom. I carried out a practical study to fulfill the objectives which helped me to be experienced in my way to research. The students got chance to play with different tasks in the classroom while learning writing. Though the class was heterogeneous with varying degree of proficiency level, the effectiveness of this approach shows satisfactory result, that I found through administering different tests.

On the basis of the analysis and interpretation of the data, findings of the study have been made. On the ground of findings some recommendations are also suggested.

4.1 Findings

On the basis of analysis and interpretation of the primary data, the findings are derived as follows.

i) The highest score of the students in the pre-test was 31(62%) out of 50 but 42 (84%) in the post-test. The average score in pre-test is 26.625 but in the post-test, it is 34.45. This shows the students have progressed remarkably.

ii) After the analysis of the score on the progress tests, it is found that task-based approach is effective in developing writing proficiency .The students obtained average score of 10.6 and 15.75 out of 20 in the first and second progress tests respectively. In both tests students' scores are not less than 50% of the full marks so use of Task-based approach is satisfactory.

iii) While teaching writing through TBA, students were found to be highly motivated because there was active participation of all students.

iv) The 22% increase in the average score of second progress test than in the first progress test. It mirrors very good speed of the students' progress in writing.

v) The students' performance in specified items in pre-test, progressive tests and post-test were impressive. In must of the items Excellency in the post-test than that of pre-test. In pre-test only 3 out of 24 students got Excellency in newspaper report. It was only 12.5% but in post-test 5 out of 24 students got Excellency in the same item, it was 20.83%. We got item-wise increasement in the post-test. Their progresses in the specified items assert the effective application of the method.

vi) Task-based approach is very useful and helpful to the teacher as well. It makes teachers very active and devoted towards their profession. I found teaching becomes interesting using TBLT because all the students were very active towards teaching and learning process.

The findings of this research study were determined by the marks obtained by the students. This shows that using Task-Based Approach in teaching writing is more effective and useful.

4.2 Recommendations

On the basis of the findings derived from the analysis and interpretation of the data, the following recommendations (Suggestions) for pedagogical implication have been forwarded.

i) In the field of teaching second language, using task-based approach in the classroom was found to be more beneficial and effective than other methods. So, task-based approach should be used in teaching.

ii) The overall research findings show that students' writing skill has improved to a great extent. Therefore, I strongly recommend that English language teachers should use the TBLT in the classroom.

iii) Post-test shows better result in comparison to the pre-test. From this, we can say that teaching writing through TBLT is better. So, it should be applied for better results.

iv) In Task-Based Language Teaching; group work, pair work, peer editing and interaction are major techniques of teaching learning and classroom management. So, I recommend the use of these techniques in teaching writing.

v) This approach focuses on meaning. So, language is easy if it is related to the real-life situation. They can understand it easily and it is much plausible to implement in school level.

vi) The present study was limited to one of the private school of Baglung district at grade nine. The findings derived from this single study are incomplete and insufficient in all contexts. So, further research should be carried out to find out its effect in other contexts.

vii) The syllabus designers and methodologists should encourage the use of TBLT in teaching second language. So that, in a language classroom a language teacher can present writing items by making the active participation of the students.

viii) The present study proves that TBLT is an effective method in teaching writing. However, it's effectiveness in other skills and aspects cannot be granted.

ix) TBLT can be used in almost all levels, age and ability of the students.

Finally, it is recommended that writing items should be taught through the use of TBLT as far as possible which gives emphasis on learning by doing and result shows the long last memory of the students.

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