

**EFFECTIVENESS OF TASK BASED LANGUAGE
TEACHING IN TEACHING WRITING**

**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for Master of Education in English**

**Submitted By
Manoj Singh Bhandari**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal**

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Declaration

I declare hereby that to the best of my knowledge, this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 2068-07-23

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Manoj Singh Bhandari** has prepared the thesis on the topic '**Effectiveness of Task- based Language Teaching in Teaching Writing**' under my guidance and supervision.

I recommend this thesis for acceptance.

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Dedication

**Dedicated to my family, teachers and
friends who have supported me to
succeed.**

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Manoj Singh Bhandari

ABSTRACT

The research study entitled '**Effectiveness of Task- Based Language Teaching in Teaching Writing**' was carried out to find the effectiveness of task based language teaching in teaching writing and suggest some pedagogical implications. For conducting this study, I purposively sampled secondary schools of Dadeldhura district. The school was Ghanghasya Secondary School Khateda and then 20 students of class ten were selected for the study. For the present study, I used interactive approach to teach writing under TBLT framework. I took pre-test to determine the students' proficiency in writing. During my teaching I administered two progressive tests to find out pace of the students' progress and finally I took post-test to determine the effectiveness of TBLT in teaching writing skills. The increase in the score in two progressive tests and post test in comparison to pre-test shows that task based language teaching improves students' writing skills remarkably. Average score of pre-test is 15.2 where as in post test it is 27.6. The present thesis has been grouped into four chapters; Introduction, Methodology, Analysis and Interpretation, and Findings and Recommendations. The first chapter deals with the general background, literature review, objectives of the study and significance of the study. The second chapter contains the methodology which is again sub-chaptered as sources of data, sampling procedures, tools of data collection, process of data collection and limitations of the study. The third chapter includes the analysis and interpretations of the data received from primary sources. The fourth chapter has the findings and recommendations of the research study in which pedagogical implications have also been suggested.

List of abbreviations and Symbols

ELT	English Language Teaching
EFL	English as Foreign Language
ESL	English as second Language
etc.	Et cetera
GT	Grammar Translation
H.S.S	Higher Secondary School
i.e.	That is
e.g.	For Example
M.Ed.	Masters in Education
NELTA	Nepali English Language Teacher's Association
S.S.	Secondary School
T.U.	Tribhuvan University
TBLT	Task Based Language Teaching%
%	Percentages

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