

## **Chapter: One**

### **Introduction**

#### **1.1 General Background**

Language, so far, is known as one of the prominent features of human beings. It distinguishes human beings from other animals. It is a powerful means of communication. We express our thoughts, feelings, emotions, desires and exchange factual information through it. Crystal (2003, p.255) gives the following definition of language.

The every day use of this term involves several different mass noun and count-noun senses (as language in general vs. a language in particular) which linguistics is careful to distinguish. At its most specific level, it may refer to the concrete act of speaking, writing or singing.

The design of a task-based lesson involves consideration of the stages or components of a lesson that has a task as its principal component. This research attempts to draw out whether communicative writing in the classroom improves students' proficiency in writing. Task-based language teaching does not necessarily mean systematization of language inputs or maximization of planned inputs as Prabhu (1987,p.1) states "it is the creation of conditions in which learners engage in an effort to cope with communication".

Writing can be a tough activity for students, even in their first language.

Learning to write fluently and expressively is the most difficult of the four macroskills for all language users regardless of whether the language in question is a first, second or foreign language (Nunan, 1989,p. 35). This study, then, considers Task – Supported Language teaching as an appropriate approach to language teaching in which the secondary level EFL learners need

more authentic communicative experience and more appropriate approach to cycle the grammatical and functional items – considering the limited time of the teaching and learning process. No one can be the best teacher in the world. Every teacher has bad teaching days and fabulous ones. Therefore, the findings of this study may not be the best but it attempts to gain a better way of teaching writing and make writing lively and entertaining classroom activity. Writing is an activity of creating pieces of written work, such as stories, poems or articles. Thinking is the foundation of writing. The nature of writing is that writing cannot be a natural activity. Writing is a complex process that allows writers to explore thoughts and ideas, and makes them visible and concrete. White in Nunan (1989, p. 36) states, "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".

### **1.1.1 English Language Teaching (ELT)**

English language teaching and learning has marched a long way since its beginning, as the grain of truth in the modern world has established the concept that every thing follows, nothing stays, English language teaching learning theories and practices are also in the vein of constant change. Richards and Rodgers (1986, p.1) say "The whole foundation of contemporary language teaching developed during early part of twentieth century ... drawing on the developing field of linguistics and psychology." The approaches and methods of language teaching have been changing throughout the history of language teaching. They further argue that today's controversies in the language teaching reflect the contemporary responses to questions that have been asked throughout the history.

Following Anthony (1963, p 63-67) "An approach is a set of correlative assumptions dealing with the nature of language and language learning. It

describes the subject matter to be taught (as cited in Richards and Rodgers 1986,p.19). He developed a hierarchical level, of approach, methods and techniques. Richards and Rodgers (ibid) modified the theoretical framework of Anthony. They developed a framework in which method serves an umbrella term. The method includes approaches, design and procedures respectively; approach is theory of language and language learning. Design involves objectives, activities, and role of teachers, learners and materials. Procedures are the classroom techniques, practices and behaviors.

There are many approaches and methods of language teaching. They have their own history of practices in ELT. Some of them are out dated because they can not go with newly established scientific principles in the field of linguistics and psychology, e.g. GT method and some other are altering as to be apt for the contemporary ELT situation, e.g. Audiolingual method. Here, I have listed the approaches, which are called communicative approaches by Richards and Rodger (1986) because they have been in the center of keen interest of the English language teachers and researchers. They are:

- (i) The Communicative Language Teaching
- (ii) The Natural Approach
- (iii) Co-operative Language Learning
- (iv) Content-Based Instruction
- (v) Task-based Language Teaching

### **1.1.2 Language Skills**

Using language means exploiting language in its various forms to communicate. To use language, we need to develop various skills through which we perform language functions. The basic language skills are listening, speaking, reading and writing. These four basic skills are categorized under receptive skills and productive skills on the basis of the way participants engage in communication. It can be made clear in the following diagram.

<b>Participants</b>	<b>Productive Skills</b>	<b>Participants</b>	<b>Receptive Skills</b>
Speaker	Speaking	Listener	Listening
Writer	Writing	Reader	Reading

Traditionally, listening and reading skills are also taken as passive skills. Reading and writing are known as active skills. It is because the participants in productive skills are physically and mentally active, where as in listening and reading the participants only process information cognitively. Though while reading aloud, the reader may be active in both the terms.

### **1.1.2.1 Teaching Writing Skills**

Simply, writing is encoding of a message in graphic symbols. Letter or combination of letters which relate to the sounds we make when we speak but just production of graphic symbols is not writing in its spirit. A writer is bound to follow certain conventions to form words , words have to be arranged properly to form sentences and sentences have to be linked properly to form/ compose a text/paragraph. A writer writes for some purpose and he intends reader in mind. Thus, writing is a communicative activity. According to Harmer (2001) the components of writing activity are as follows:

Bryne (1979, p.1) states, "It is by the organization of our sentences into a text, into a coherent whole which is as explicit as possible and complete in self, that we are able to communicate successfully." Therefore, to use writing as a medium of communication proficiently, one needs the knowledge of sub-skills related to writing. Bhattarai (2006, p.44) has given the following sub skills and sprcess of writing.

### **Writing Sub Skills**

1. Spelling
2. Capital letters and small letters
3. Punctuations
4. Lining of words
5. Placing of words

### **Process of Writing**

1. Generating ideas
2. Ordering ideas
3. Ending the draft

But Munby (1979) presents a more comprehensible list of writing sub-skills which are numbered below.

1. Manipulating Script of a Language

- i. Forming the Shape of Languages
- ii. Using the spelling system
- iii. Using punctuation

2. Expressing information explicitly

3. Expressing information implicitly

- i. Inferences
- ii. Figurative Language

4. Expressing communicative value of sentence and utterances.

5. Expressing relations within a sentence using elements sentence, modal auxiliaries and intra-sentential connectors.

6. Expressing relations between parts of a text through grammatical cohesion devices.

7. Expressing relations between parts of text using lexical cohesion devices.

8. Using indicators for

- i. Introducing an idea.
- ii. Developing an idea.
- iii. Transition to another idea.
- vi. Explanation of point already made and
- vii. Anticipating an object ( as cited in Sharma, and Phyak 2004, p.413)
- iv. Concluding an idea
- v. Emphasizing a point.

Thus, writing is not a single activity but a cluster of activities. Rivers (1978,p. 242) suggested writing as "a stage wise process of putting down conventional graphic forms of something, which has been spoken to the expression of ideas in a consecutive way according to graphic communication of the language."

Writing is taken as a more difficult skill than other three skills, namely listening, speaking and reading. It is also least skill to develop to other skills. It

is because; written language generally demands standard forms, syntax and vocabulary. Rosan (1981) gives the following reasons for difficulty in writing.

- (i) Writing is detached from wide range of expressive possibilities in speech.
- (ii) A writer is unable to exploit all the devices available to a speaker i.e. gesture, body movement, facial expression, pitch and tone of voice, stress etc.
- (iii) A writer cannot clarify and revise ideas as speakers.
- (iv) The conventions of writing in different language are also different (as cited in Hedge (1988, p.5).

The above points also reflect the pedagogic importance of writing skills.

### **1.1.2.2 Approaches to Teaching Writing**

A piece of writing is not always the product of same process. There are many alternative ways of teaching writing. The approaches to teaching writing gives answer to the question, how to teach writing to the students in EFL/ESL classrooms. The differences in teaching styles of teachers' and the learning styles of the learners' results in the differences in approaches to teaching writing. There are several approaches to teaching writing. According to Raimes (1983, p.5-10), there are following approaches to teaching writing;

- (i) The controlled to free approach
- (ii) The free writing approach
- (iii) The paragraph-pattern approach
- (iv) The grammar-syntax-organization approach
- (v) The communicative approach
- (vi) The process approach

The brief introduction of all those approaches is given below

### **(i) The Controlled to Free Approach**

This approach was widely practiced in between 1950 to the early 1960. This approach best served while audio-lingual method was in practice. Students are first given sentence exercises, then paragraphs to copy or manipulate grammatically. This approach stresses on grammar syntax and mechanics.

### **(ii) The Free Writing Approach**

The approach emphasizes content and fluency rather than grammatical accuracy. Students are given topic on free writing. Ideas are directly put down on page. The teacher does not correct on these pieces of writings. The students simply read them aloud and may comment on the ideas the writer expressed. Audience and content are taken as important elements.

### **(iii) The Paragraph-Pattern Approach**

It is based on the principle that in different culture people construct and organize communication with each other in different ways. In this approach, the students put scrambled sentences into paragraphs, they identify general and specific statements etc. Instead of accuracy of grammar, fluency of content and organization is stressed.

### **(iv) The Grammar-syntax-organization Approach**

The approach of teaching writing focuses on teaching separate writing skills. The skills are learnt sequentially. It contains the features of controlled to free writing approach. The students are trained to pay attention to organization while they also work in necessary grammar and syntax. The purpose of writing is linked to the forms of writing in this approach.

### **(v) The Communicative Approach**

This approach to teaching writing is based on the question;

- Why am I writing this?



- Who will read it?

The first question asks to be clear about the purpose of writing and the second about the audience. The communicative approach to teaching language provides platform for communicative approach to teaching writing. The students are taken as real writers, writing for a real reader, not for teachers. Extending readership of teacher to others is the basic premises.

#### **(vi) The Process Approachs**

The process approach is recent shift from a concentration on the written product to an analysis of the process of writing. In process writing, learners need some time and feedback. It follows the consecutive process of planning, making an outline, preparing the first draft, editing and producing final draft. Thus, process-writing approach does not only address the purpose and audience but also the process of beginning to producing final draft.

#### **1.1.2.3 Stages of Teaching Writing Skills**

Writing skill is the most difficult skill because it is not learned in isolation and it needs considerable time to get proficiency. Teaching writing skills in ELT classroom should follow stages of writing. In this respects, Rivers (1968, p. 245-252) says, "To be able to write in foreign language the students must be trained systematically through five stages of development." According to him there are the following five stages:

- (i) Copying: It is also known as transcription. In this stage, copying symbols for corresponding sound is practiced. Word spelling is 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. 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. Completion, Replacement, Expansion of simple sentences in complex one are some activities.
- (v) **Composition:** It is individual selection of lexical items and structure for expressing personal meaning. It is creative and final level of writing essays, stories, play, writing descriptions, poem etc. are some of the activities. Students in this stage should be careful about difference between spoken and written language in terms of correctness, style, mechanics etc.

### **1.1.3 Task Based Language Teaching (TBLT)**

Task-Based Language Teaching (TBLT) provides an educational framework for the theory and practices of teaching second/ foreign language. It is a particular view on second/ foreign language pedagogy originally developed by Prabhu in 1987 while implementing a five years project of exploratory teaching. The project is also known as 'The Banglor Project' or 'Communicational Project Prabhu (1987, p.1). Richard and Rodgers (1986, p. 223) define TBLT as "an approach based on the use of tasks as the core unit of planning and instruction in language teaching." Larsen – Freeman (2000, p.144) also takes TBLT as an approach but he adds to Richards and Rodgers by saying that "It aims to provide natural context for language use." In these respects, it is partially related to Krashen (1983) 'Natural approach' and from methodological point of view, it also matches with Communicative Language Teaching (CLT). Thus, it is communicative in its spirit. It emphasizes the accidental learning not only intentional learning. Accidental learning refers to

acquisition of second/ foreign language naturally as we do in the acquisition of L<sub>1</sub>. This can be made possible by creating real life tasks in ELT classroom.

The prominent characteristic of TBLT is the focus on communication by engaging learners in doing task. Markee (1994) defines TBLT as "An analytic approach to syllabus design and methodology in which claims of information gathering, problem solving and evaluative tasks are used to organize language teaching and learning" (as cited in Oxford 2007,p.2). He further argues that TBLT is a meaning focused approach, which is realized through 'Procedural syllabus' where students have to solve problems through reasoning and self-reliance.

In a nutshell, TBLT is an approach, which offers students materials, which they have to actively engage in the processing in order to achieve a goal or complete a task. The tasks are much like regular tasks that we perform everyday, such as making the tea, writing an essay, talking to someone on phone. TLBT seeks to develop students' interlanguage through providing a task and using language to solve it.

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

- (i) Meaning is Primary
- (ii) There is some communication problem to solve
- (iii) There is some sort of relationship to comparable real world activities.
- (iv) Task completion has some priority.
- (v) The assessment is done in terms of outcomes.

TBLT is broadening its horizon in the field of teaching English as second language (ESL) and teaching English as foreign language (EFL) situations. Communicative nature and task-oriented activities lead learners to natural mode of language learning. TBLT can prove useful approach in our context because first, it aims to develop communicative competence second, real life

task are the core of designing syllabus which culminates motivation in students learning.

### **1.1.3.1 Task**

To understand TBLT better we need to be clear about what is task in ELT classroom in its different modes, Oxford (2007, p.1) gives the following definitions of task from different perspectives.

- ) An imposed duty.
- ) An everyday piece of work.
- ) A job responsibility.
- ) A general activity or exercise for language learners.
- ) An outcome oriented general instructional segment.
- ) A behavioral framework for research.
- ) A behavioral framework for classroom learning.

But in language classroom, task is often viewed as ‘an outcome oriented instructional segment’ or ‘behavioral framework for research or classroom learning. The tasks in ELT classroom are meaning focused exercises and tools for causing accidental language learning.

### **1.1.3.2 Major Approaches of TBLT**

Within the TBLT, there is a variation in terms of approaches to theory and practices, mainly there are two major approaches to TBLT: Ellis (2000) as cited in Phyak (2008, p.91-101).

#### **a. Psycholinguistic Approach**

From psycholinguists' perspectives, tasks are taken as tool to involve in information processing while learning language. There are various studies of TBLT from psycholinguistics perspectives e.g. cognitive approach to language

teaching (Skehan (1986), communicative effectiveness (Yule 1997), output hypothesis (Swain 1985) etc.

## **b. Socio-cultural Approach to TBLT**

In this approach, language learning is the process of co-construction of meaning through dialogues. It emphasizes interactions to accomplish a task. Swan (2005, p.200 ) says “ One of the central claims of socio-cultural theory is that participants always co-construct the activity they engage in, in accordance with their own socio- history and locally determined goal”( as cited in Phyak (2008,p.93). Task, according to socio-cultural perspectives is a tool that can be interpreted by the learners differently in different context and interlocutors.

### **1.1.4 Task-Based Approach to Teaching Writing**

The task-Based Approach to teaching writing is apparent with the theory and practices of TBLT in EFL/ESL classroom. Massi (2007, p.6) states “in TBLT framework task-Based writing should combine cognitive and social element together in the process of self discovery and social interaction."

The task-based writing requires accommodating mental writing models to new experiences in social and cultural context. In this setting, writing is driven by a task. It is used in social interaction. It is believed that forms and meaning eventually are subject to the requirement of purpose. The aim of task-based writing is to improve an individual's writing competence generated on purposeful communication, which cannot be separated from social context. The main features of writing task as noticed by Massi (2007, p.6) are (i) authenticity (ii) autonomy and (iii) Collaboration.

Authenticity refers to the writing in real communication context using real language of outside the classroom. Autonomy is the strong features of learners in writing-task. They take charge of their own learning, being an active participant. Collaboration is a goal directed and social interaction.

Social interaction enhances writing skills from three different angles, namely generation in brainstorming, meaning construction in drafting stage and peer review. Boughey (1997) defines writing in EFL situation as "the successful transmission of ideas from an addresser to an addressee via a text and this exchange of information becomes powerful means to motivate and encourage the development of writing skills" (as cited in Massi 2007, p.3). But Atkinson (2003, p.4) writes "writing is a social act. Even when writers are English as foreign language students in language class room context, their text always reflects their ability to solve problem and their awareness of their own communicative goals of the reader and of the writing context"(as cited in Phayak, 2008, p.95). Grabe and Kaplan (1996) also put similar ideas with that of Atkinson. They argue that the text produced by EFL writers is "the product of a socio-cognitive abilities as well as linguistic and cultural competence" (ibid). There are again two ways of (approaches) teaching task-based writing.

#### **a. Genre-Approach (GA)**

GA shares some common assumptions with communicative task-based instruction (CTBI) to teaching of language. In this approach, the tasks created in writing classroom are genre-oriented, e.g. paying at the cashier with very clear purpose, clear roles played by participants and the written genre of the letter to the editor are two tasks. The students need to perform those tasks. CTBI to language syllabus includes GA approach to teaching writing.

#### **b. A Task-based Discourse Approach to Writing**

Willis (1996, p.19) as cited in Massi (2007, p.6) states "our discourse approach to teaching writing follows a task-based framework which aims to encourage classroom interaction so as to maximize opportunities for students to put their language to genuine use and to create a more effective learning environment." It focuses on discursive skills ( style of writing or speaking) and functional skills in accordance with student's developmental stages. The discursive skills includes (i) selection of topic, (ii) disposition of information, (iii) complexity of

utterances, (iv) lexical choices or tone of the text according to the students' developmental stages where as functional skills focus tasks on informing, persuading, requesting, asking for conformation etc.

### **1.1.5 Writing Tasks**

The writing tasks in this approach are (i) writing for different purposes, (ii) writing for different audiences and (iii) writing for different roles. For e.g. a letter to the teacher, sending letter abroad, writing a letter to the author of story, providing alternative ending etc.

Writing task in the classroom are instructional segments for some outcomes. Some writing tasks in the classroom are rehearsal tasks where as others are activation tasks. A single task involves learning of all the structural aspects along with its clear function. Tasks in the classrooms can be graded from controlled to free. Some instances of writing task in the classroom are as follows:

- A. Writing letter to the teacher to share experiences of education tour
- B. Writing letter to head teacher to complain about the dirty ground
- C. Writing letter to the friend absent in the classroom etc.

The above instances may involve following tasks:

1. Reading reference materials/ textbooks
2. Discussion and note important point
3. Parallel Writing
4. Individual /group writing
5. Inter group sharing/target group sharing
6. Peer editing and writing suggestions to the friends etc.

### **1.1.6 Procedures of Task-based Language Teaching**

This approach to teaching writing adopts the general procedures of drafting writing and revision. But it does not mean that the practice of writing TBLT framework is exclusive of teaching other skills. Listening, speaking, reading and writing are intertwined in a task sequence. Development of all four skills is fostered through activities like thinking, talking, consulting sources, doing research, peer editing and so on. All these activities are designed under the model developed by Willis and Willis (1996, p. 56-57) has designed following activities:

- i. Pre-task activity
- ii. Task-cycle (Task Activity)
- iii. Language focus and feedback (Post-task activities) (as cited in Richards and Rodger (2003, p.338-239).

#### **i. Pre-task Activity:**

This pedagogical task involves an introduction to topic and task. The teacher during this phase defines topic and learners engage in activities that help them to recall words and phrases, which will be useful during task stage.

Pre-task activities include the following activities:

##### **a. Negotiation of the Task:**

It is the negotiation between the teacher and the students in ELT classrooms. It promotes opportunity for students to interact with their teacher and with their peers. The teacher asks the students how to perform the task. It is important for the following reason:

- i. It helps the students to focus on the problem.



- ii. It protects the identity of the writer by allowing the use of an invented name.
- iii. It promotes the chance to receiving more objective information.

#### **b. Exposing Students to Similar Text**

Before students are really involved in writing, they need to be exposed to the text from same genre. The students are given examples from relevant genre and contextualize it.

#### **c. Genre Specification**

The teacher draws the students' attention to the structure of a particular genre e.g. letter to ask advice. This step focuses on linguistic features of written text, register and style etc.

### **ii. Task Cycle**

This is real task stage in ELT classroom. This stage typically involves task designing/planning and reporting activities. The learners do reading, listening or problem solving activities in pairs or groups. And then they prepare report on the whole class. This reporting may be oral or written or both.

**Assigning Roles:** In task cycle stage, students work either in peer or group. They write letter and exchange it with each other accepting their rules in the context. They apply the genre-based knowledge acquired in pre-task stage and engage in the genuine production of text to accomplish a task.

### **iii. Post-Task Activities**

This primarily involves the activities of language focus and feedback. Any specific language features from the task are highlighted and worked on. It involves following specific activities

### **a. Reviewing and Rewriting:**

Revising follows the feedback given by the teacher, the students work together to solve the problems of syntactic rules or other rhetoric problems related to audience, purpose and roles.

### **b. Exchanging Role Relationship**

The students who worked in peer in task stage inverse their role relationship and write to each other. This stage can also be utilized as follow up of task cycle.

Task-based activities in language classroom according to Pica et al.(1993) are classified as jigsaw task, information gap task, problem solving task, decision making task and opinion gap task on the basis of type of interaction that occur in task accomplishment (as cited in Richards and Rodger 1986,p.234).

## **1.1.7 Roles of Teacher and Learners**

Second or foreign language learning in tutored setting is an outcome of collaboration between teachers and learners and between learners themselves. In task- based foreign language learning the learners are assumed to be able to perform tasks adequately, hence they play central role in the process of language learnings, Nunan (2004) writes:

Sometimes teachers play passive role i.e. a certain sacrifice to both form and content. While at the other times, they play active role to serve preparatory functions with both teaching language form and in establishing the expectation of a greater student's role.(as cited in Cabal, 2004, p.3).

On the other hand, Richards and Rodgers (1986, p235-236)) specify roles of teacher as selector and sequencer of task, preparing learners for task and consciousness rising where as students work as group participant, monitor, risk-taker and innovator.

Stage-wise Roles of Teacher and Learners in task –based language teaching classroom are specified below:

<b>Tasks Stage</b>	<b>Student role</b>	<b>Teacher role</b>
Early stage (form)	Reading: gap filling activity Writing: Glossary Construction	Supportive, facilitator
Early Stage (form)	Listening I: solo Listening II: Small group accurate re-construction of dictation text	Central (giving brief dictation, vocal, checking)
Early Stage (meaning)	Reading, comprehension, gist	Monitor (Circulation and checking understanding)
Letter stage (meaning)	Interactive, peer work (consolidating differing perspective into whole)	Facilitator (helping students consolidate material from text)
Early or Late (Meaning/form)	Active listening (individual, pair work and collaborative note taking)	Central (Lecturing, recycling of content and vocabulary)
Final stage (Meaning)	Presentation leading the seminar (Learner Centered communication of context)	In the class =assessment Out of class = Facilitation ( Private consultation)

Source: <http://www.asian-efl-journal.com/sep06-dl.php>.

## **A. Writing Task Instructions**

Efficacy of writing in classroom or in test depends, to some extent, in writing instruction of the task. Instruction needs to be appropriate to the level of the learners. If learners' level is intermediate or advance, instruction should be as detail as possible where as for beginners, it should in detail but simplified one. When writing instruction for task-based writing, we need to be careful about the following aspects:

- i) Spell out communication or writing situation e.g. the topic, the cause, an issue, an accident etc to supply necessary detail.
- ii) Spell out the role, the student plays (i.e. the rhetorical writer) in written product and specify the role of the reader.
- iii) Spell out genre type expected to carry out the communication writing (letter, proposal)
- iv) Spell out the exact writing introduction using imperative (e.g. write a letter to the editor list the instruction one step per line and enumerate each step.)
- v) Spell out other essential requirements and limits such as length, the formatting of the final document, the name of the writer and the reader, which are relevant to the final assessment.
- vi) Simplify your language and use short sentences where possible
- vii) Number your instruction or notes where needed.s

### **1.1.8 Testing Writing Skills**

Testing writing is one of the variables of testing language. Language testing means testing of language elements, namely; pronunciation, intonation, grammatical structure, vocabulary, and testing of language skills: listening, speaking, reading and writing. Translation is also taken as one of the skills of foreign language testing. Therefore, it should also be tested. We test language elements and skills to measure or know the level of student's language proficiency. Therefore, any foreign language classroom includes examination as a part of teaching learning process. Heaton (1988, p.50) states, "test may be constructed primarily as device to reinforce learning to motivate students or as a means of assessing students' performance." Thus language testing is a purposeful activity. In this respect, Khaniya (2005, p.1) states, "testing is used as a process of scrutinizing how far learners have learned what teacher wishes them to learn."

Testing serves two functions. First, It is an instrument for educational reform, second, It is a tool for research. A language test only serves its first function if it focuses on testing everyday communication activities. Any type of test produces some sort of effect on the learners' learning process. It might be positive or negative. Khaniya (2005, p.54) states "because of the intrinsic and extrinsic values associated with exam, it has enormous power to exert on how learning takes place." This kind of effect is known as wash back effect (ibid).

Lado (1965, p.249) defines foreign languages writing as "the ability to use the structure, the lexical items and their conventional representation in ordinary matter- of- fact writing." It is the reason to include language elements and graphic representation in testing students' writing. Furthermore, testing of writing involves assessing any piece of writing in terms of the purpose, target audience, role of the writer and the reader, style and length. Testing language in foreign language classroom varies on the basis of student's level and stages of teaching writing namely; copying, reproduction, recombination, guided writing, and composition (Rivers 1968, p.245-252).

There are many techniques to testing foreign language writing. According to Lado (1965, p.250-253) they are the general technique, the written composition as a tool for testing writing skills, approaches through elements of writing, completion technique, and objective partial production technique. Heaton (1988, p.135) has noted five main areas of testing writing skills.

1. Language Use: It is related to the ability to write correct and appropriate sentences.
2. Mechanical Skills: It is related to the ability to use conventions of writing language in graphic symbols. For example, using punctuation marks correctly (e.g. comma, inverted comma, question mark etc.), writing correct spelling etc.
3. Treatment of Content: According to Heaton (1988, p.135), it is the ability to think creatively and develop thoughts excluding all irrelevant information.
4. Stylistic Skills: These are the skills related to manipulation of sentences and paragraphs and use of effective language to communicate.
5. Judgmental Skills: Judgmental skills are essential skills for foreign language writers. These skills are related to the ability to write in an appropriate manner, write for particular purpose, and audience in mind. It also includes selection and organization of relevant information.

### **Guided and Free- composition Writing Test**

This is one of the techniques of testing writing skills. Guided and free- writing skills are intermediate or advance level writing skills. In these types of writing, students use their ability related to above mentioned areas on their own. Though in guided –writing test, students are given lexical clues, they are free to choose structures, other lexical items, organization style, and content. Writing free composition is taken as a good technique of testing writing skills.

### **1.1.9 Action Research**

Action research is attracting more researchers in language classroom. It is perhaps because it increases our knowledge of our classroom and becomes a tool in teacher education. According to Carr and Kimmins (1985, p.220), action research is:

A form of self-reflective enquiry undertaken by participants in social situation in order to improve the rationality and justice of their own practices, their understandings of these practices, and the situations in which the practices are carried out (as cited in Nunan, 1989, p.12).

Carr and Mc Taggart (1988) gives three defining characteristics of action research. They are (i) it is carried out by practitioners, (ii) it is collaborative and (iii) it aims at changing thing (as cited in Nunan (1992, p.17). But Nunan (ibid) doesn't believe that collaboration is a defining characteristic of action research, rather he emphasizes a research question supported by interpretation and carried out by practitioner in his or her own context. Kumar (2005, p.108) adds to them by saying "most action research is concerned with improving the quality of service. It is carried out to identify areas of concern, develop the test alternatives and experiment with new alternative." Thus action research is scientific practice of investigating effectiveness of newly devised method, materials or tools in language classroom for professional enhancement.

#### **Steps of Action Research**

There is not always uniformity in the designing steps to action research between researchers. Kemins and Taggart (1985, p.14) give four steps; develop a plan of action, act to implement plan, observe the effect and reflect on these effect (as cited in Nunan 1992, p.17). But Nunan (ibid) gives following steps:

- ) Initiation
- ) Hypothesis

- ) Preliminary investigation
- ) Intervention
- ) Evaluation
- ) Dissemination
- ) Follow up

We can use many tools in action research for recording and collecting data. Some of them are (i) Questionnaire (ii) Observation (iii) Diary studies (iv) Case studies etc

### **Task and Time**

Procedurally, action research is taken as a reflective cycle. The professional practitioner need to record and analyze data related to this problem. The test records helps in reflecting and devising new writing tasks according to the students' need. Recording the task results of the students and processing of the scores supports to find out the progress status of the students.



## **1.2 Review of the Related Literature**

The use of TBLT in English language classroom has been appraised by many researchers. Hua (1966) conducted a research on ‘Task-based approach and its implications in English teaching and learning’ in Chinese context. He studied TBLT in language classroom for two years. His research findings show that most students taught in TBLT framework have learned how to learn English by themselves rather than being dependent on teacher. He states, “The average level of communicative competence in English has been greatly improved” (p.35). But he also underlines some problems in applying TBLT in ELT classroom. How to control the time of doing task and how to assign different tasks to different levels of students are two main problems.

Bhattarai (2002) carried out a research assuming that not only levels of students but also students from different academic field come with different level of English language writing proficiency. He conducted a comparative study of the writing proficiency of bachelor level students. His findings show that the students from medical science have greatest proficiency and the students from law have least proficiency in writing English.

Rimal (2004) studied the effectiveness of group work on learning writing skills. He experimented on the students of grade viii. His research findings is positive. His findings give impression that group work exerts positive influence on the learning writing skills. He recommends the use of group work in ELT classroom.

In a different context, Jeon and Jung- Won (2005) carried out a research on the topic ‘Exploring EFL Teachers’ perception of task-based language teaching: A case study of Korean secondary school classroom practice.’ They collected data using questionnaire and interview. They found out that majority of respondents have a higher level of understandings about TBLT concept, regardless of teaching level. But there existed negative views on implementing

TBLT with regard to its classroom practice. Their findings reflect that in Korea implementation of TBLT is discouraged.

Chen and Chen (2005) conducted a research on integrating reading and writing within collaborative task-based instruction. Their assumption was that good readers are good writers. Reading and writing are interactive and the relation between the two is bidirectional. They explored the students' attitude towards integrating reading with writing. They used survey instrument SURWA (the scale of reading and writing attitude). They concluded their findings by saying that the learners had positive attitude towards English instruction in integrating reading with writing. In TBLT, all language skills are interwoven in a classroom task.

Niure (2008) carried a research on written communication skills of students of grade x. His findings give impression that only thirty percentages of the total students bear good proficiency in writing skills. Even in that all the variables of writing skills are not equally attended. His findings provoke the need of effective methods and materials for teaching writing skills.

Dahal (2009) carried out research on 'Effectiveness of process writing in writing free composition.' He experimented process writing in grade ix. Though his findings are presented categorically like writing an essay, writing a story, writing an invitation letter etc. His overall findings show that process writing is fruitful in developing student's ability to write free composition. He writes, "The experimental group has higher incremental percentage than the control group by twenty three percentages" (p.33).

In a similar context, Niraula (2009) conducted an experimental research on 'Ungraded non-stop writing as a tool to improve writing skills'. Twenty four students of grade ix were his subjects of study. His post test result shows that both (experimental and control group) the groups improved a little bit. But the experimental group progressed by five percent more than the control group.

Al-jarf (2009) carried out an experimental research on using 'interaction based writing task.' He sampled sixty five college students for his research. His research findings show that there was good improvement in the writing ability of the students. According to him "the improvement was specially, seen on students' assignments, in essay length, neatness, mechanical correctness, and style (p.1).

The present study is a new area of research in our context. There is no thesis on use of TBLT for teaching writing in the Department of English Education T.U., Kirtipur. The researches carried out by other researchers are either experimental or attitudinal studies. But the present study is an action research. The socio-cultural setting of this research is different from foreign researchers. The independent variables of the research are TBLT and writing skills. To see effectiveness of TBLT in writing letters, essay, leaflet, story, and descriptions will be the focus of the study. The study will be conducted applying task-based discourse technique along with the implications of GA (genre approach).

### **1.3 Objective of the Study**

The objectives of the present study are as follows:

- a. To find out the effectiveness of task-based language teaching (TBLT) in teaching writing skills.
- b. To suggest some pedagogical implications.

### **1.4 Significance of the Study**

Despite the fact that language is primarily spoken, learning to write in mother tongue or in foreign language is essential. It is because some students learn language faster in its written form, written communication provides with some tangible evidence and it is a mode to language teaching. Writing is essential for formal or informal testing.

The present study is significant for secondary level English teachers who are trying their best to develop writing skills of students. It is also significant for resource persons (RPS) to develop relevant materials. The ELT practitioners, text book writers and others who are directly or indirectly involved in English language teaching will get benefit from this study.

## **Chapter :Two**

### **Methodology**

Methodology here refers to the research methods and procedures. As Kumar (2005, p.15) writes "The research process is similar to undertaking a journey having decided upon your research question or problem, you then need to think how to go about finding their answer." Thus, it is a sequence of steps to take while conducting a research. The following methodology was adopted to fulfill the objectives of the study.

#### **2.1 Sources of Data**

I had used both primary and secondary sources of data. The primary sources of data were used to collect required data and the secondary sources were used to facilitate the research.

##### **2.1.1 Primary Sources of Data**

Thirty students of class ten were the primary sources of data of this research. The students were purposively sampled from Ghanghasya Secondary School Khateda, Dadeldhura.

##### **2.1.2 Secondary Sources of Data**

I studied some articles, books, thesis, journals and proposals related to the proposed study. I also surfed different websites and studied relevant research papers. These all sources were put under secondary sources to this study, some of them are Byrne (1979), Richards and Rodgers (1986), Prabhu (1987), Hedge (1988), Krashen (2002). Harmer (2003), NELTA journal (2008, vol.13) etc.

## **2.2 Sampling Procedures**

**Population of the study:** The population of the study are students of class 10.

**Sample Population of the Study:** I selected Ghanghasya secondary School Khateda Dadeldhura using purposive non-random sampling procedures. The sample population of the research was 30 students of class ten of the school.

## **2.3 Tools of Data Collection**

Test items were my tool of data collection from the primary sources. Pre-test and post-test contained same test items. Two Progressive tests based on the class ten English text book were also taken. Test items were constructed on the basis of controlled, guided and free composition writing. All the tests were written and the test items covered of the contents of textbook of grade x. The test items were constructed to measure the target objectives of the study.

## **2.4 Process of Data Collection**

The process of data collection from primary sources involved the following steps.

- First of all, I consulted the relevant literature, curriculum and textbook of class x. A set of test items were developed as a tool for taking pre-test and post-test. The test items were constructed from within the selected portion of the course.
- Then, I went to the sampled school to meet the head teacher and the subject teacher. I informed them about my research and requested for seeking their consent.
- After getting permission, I built rapport with the students and informed them about my plan.

- After being acquainted with them I took pre-test to measure their initial writing skills and kept record of it.
- I devised new writing-tasks based on my proposed study and taught for 28 days. During this period, I took two progressive tests and devised refined tasks on the basis of progressive test results.
- At the end of my study, I took a post-test. The answer sheets were checked and further process of comparing, analyzing pre-test and post-test results were conducted.

## **2.5 Limitations of the Study**

- The study has been limited to one of the governmental schools of Dadeldhura district only.
- This has been limited to students of class x.
- It is limited to testing writing skills.
- The test items have been limited to English course for class ten.
- The test items have also been limited to task-oriented writing activities.
- It has also been limited to testing guided writing and free composition; letter, story, essay, writing leaflet.

## **CHAPTER: THREE**

### **ANALYSI AND INTERPRETATON OF THE DATA**

In this chapter, the data collected from primary sources are analyzed and interpreted. The main objective of the study was to find out the effectiveness of TBLT in teaching writing. The research was conducted for twenty eight days in grade ten students. For achieving the objectives of the study, I collected analyzed, tabulated and interpreted the collected data using appropriate mathematical tools like percentage, average score etc.

For my purpose I have analyzed the collected data in following order.

- a. Holistic Comparisons
- b. Time-on-Task Analysis
- c. Item-wise Analysis and Interpretation of the Test Score

#### **3.1. Holistic Comparison**

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

##### **3.1.1. Pre-test and Post- test**

This section involves analysis, tabulation and interpretation of pre -test and post-test scores. The pre-test was administered before the researcher's intervention began in classroom using Task Based Language teaching to find out the performance level of the students in writing. The test items were selected on the basis of the competence level of the students assumed by Government of Nepal, Curriculum Development Center. There were seven test items ranging from controlled writing to free writing. The test items covered seven different areas (genre). They are picture story writing, leaflet writing, writing letter ( formal/informal), paragraph writing, writing arguments, and writing essay. I administered the pretest, checked the test papers and recorded the scores. After 28 days of regular teaching based on TBLT, post-test was administered to see the level of students' progress in writing. Pre –test was the set-on point for the race. To see improvements in the students' writing, the post-test was a mission of the researcher.



The test scores of pre-test and post-test are analyzed and recorded in the following table.

**Table No. 1**  
**Individual Scores on Pre-Test and Post -Test**

S.N.	F.M.	No. of students in pre-test	No. of students in post-test	Pre-test scores	Post-test scores	Percentage in pre-test	Percentage in post-test
1	50	1	1	22	37	5	5
2	50	1	1	21	33	5	5
3	50	3	1	20	32	15	5
4	50	2	2	18	31	10	10
5	50	2	2	17	30	10	10
6	50	2	1	15	28	10	5
7	50	4	4	13	27	20	20
8	50	1	2	12	26	5	10
9	50	2	2	10	25	10	10
10	50	1	3	9	23	5	15
11	50	1	1	8	21	5	5
Average score in the pre -test :				15.2			
Average score in the post- test :				27.6			

The tabulation of the pretest scores shows that 5% of the students obtained twenty two (22) highest score out of 50 full marks. 21one and 22 are the second and third highest scores respectively where as 5% of the students obtained eight (8) lowest score. 20% of the students got 13, which is below pass marks. Total 55% of the students secured higher than average score 15.2 in the pre-tesst. In the pre- test, 55% of the total students remained unsuccessful to get pass marks where as in the post-test 5 % students secured 37 highest score followed by 33 and 30 second and third highest score. Only 40% of the students scored lower

than the average marks 27.66. Only 5% scored 21 lowest score which is equal to the second highest score in the pre-test. The post test average score is 27.66 where as it was nearly two times lower in pretest i.e. only 15.2. 20% percent of students secured 27 marks in the post test which is also higher than the highest score of pretest i.e.22.All these numerical results shows that the use of task based language teaching is effective in developing students' writings.

### 3.1.2. Pre-test and First Progressive Test

After ten days of teaching learning using TBLT, the researcher administered first progressive test. It was taken to see whether there is any substantial change in students' writing. The first progressive test also contained seven questions of 50 full marks. The comparison between pre-test score and the first progressive test score can be seen in the table below:

**Table No. 2**  
**Individual Scores on Pre-Test and First Progressive Test**

S.N.	F.M.	No. of students in pre-test	No. of students in first progressive test	Pre-test scores	First progressive test scores	Percent age in pre-test	Percent age in first progressive test
1	50	1	5	22	23	5	25
2	50	1	3	21	20	5	15
3	50	3	2	20	19	10	10
4	50	2	2	18	17	10	10
5	50	2	2	17	16	10	10
6	50	2	4	15	15	10	20
7	50	4	4	13	13	1	20
8	50	1	1	12	12	1	5

9	50	2	2	10			10
10	50	1	1	9			5
11	50	1	1	8			5
Average score in the pretest : 15.2							
Average score in the first progressive test: 18.2							

The table shows that the average score in the pre-test is 15.2 but the average score of first progressive test is 18.2. The average score of the first progressive test is higher than pre-test score by 6%. In the pre-test 40% students have obtained higher than the average score (25.2), where as 50% of the students have exceeded the average score in the first progressive test. The highest score in the pre-test is 22 but it is 23 in the first progressive test. The lowest score in pre-test is 8 but on the corresponding sides it is 12. Moreover 70% of the students have obtained higher than 16 marks in the first progressive test but only 40% succeeded in scoring higher than 16 in the pre-test. These facts prove that students have improved writing due to the task based language teaching in their first progressive test

### **.3.1.3 First Progressive Test and Second Progressive Test**

The second progressive test was administered after ten days from the date of first progressive test to find out progress through different areas of writing. Whether the progress is continuous or not?, To find out what is wrong with teaching if not? are some basic questions behind taking the second progressive test. In the second progressive test, there were 7 questions of total 50 full marks.

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

**Table No. 3****Individual Scores on First Progressive Test and Second Progressive Test**

S.N.	F.M.	No. of students in first progressive test	No. of students in second progressive test	First progressive test scores	Second progressive test scores	Percent age in first progressive test	Percent age in second progressive test
1	50	5	1	23	31	25	5
2	50	3	3	20	30	15	15
3	50	2	2	19	29	10	10
4	50	2	2	17	27	10	10
5	50	2	1	16	26	10	5
6	50	4	3	15	25	20	15
7	50	1	2	13	24	5	10
8	50	1	4	12	22	5	20
9	50		1		19		5
10	50		1		18		5
11	50						
Average score in the first progressive test : 18.2							
Average score in the second progressive test: 25.35							

The highest score (23) is obtained by 25 % of the students in the first progressive test. In the second progressive test, thirty one is the highest score attained by 5 % of the students. Fifty percentages of students have attained higher than the average score in the first progressive test. On the other hand, 60% have obtained either equal or higher score than the average score. The second and third highest score in the first progressive test are 20, 19 where as it is 30 and 29 respectively in the second progressive test. The average score of first progressive test was only increased by 6% from pre-test score but it is increased by 14% in the second progressive test. The increasement in the

scores of the second progressive test provides evident that the task based language teaching is very fruitful for developing students' writing skills.

### 3.1.4 Second Progressive Test and Post-test

At the end of my intervention, I administered post- test. During the period, I conducted two progressive tests. The items in the test were same as in the pre-test so that students' progress can be compared on logical basis. The comparison of the second progressive test and the post –test scores has been tabulated and analyzed as follows.

**Table No. 4**

#### **Individual Scores on Second Progressive Test and Post-Test**

S. N.	F.M	No. of students in second progressive test	No. of students in post-test	Second progressive test scores	Post-test scores	Percent age in second progressive test	Percentage in post-test
1	50	1	1	31	37	5	5
2	50	3	1	30	33	15	5
3	50	2	1	29	32	10	5
4	50	2	2	27	31	10	10
5	50	1	2	26	30	5	10
6	50	3	1	25	28	15	5
7	50	2	4	24	27	10	20
8	50	4	2	22	26	20	10
9	50	1	2	19	25	5	10
10	50	1	3	18	23	5	15
11	50		1		21		5
Average score in the second progressive test : 25.35							
Average score in the post-test test: 27.6							

The tabulation of the scores shows that thirty one is the highest score in second progressive test attained by 5% of the students but thirty seven is the highest score obtained by 5% in the post-test. The second and third highest score in second progressive test are 30 and 29 but 33 and 32 are the highest scores in the post-test. Average score in the second progressive test is 25.35 but it has been increased by 4 % and reached to 27.6 in the post-test. In both tests, 60% students have either equal or higher score than the average score and 40% are below the average score. The lowest score in the second progressive test is 18 obtained by 15 % of the students but in the post test it is 21, which is obtained by just 5% of the students. Twenty-five percent is the most frequent score in the second progressive test which is scored by 15% whereas 27 is the most frequent score in the post test attained by 20% of the students.

In comparison to the second progressive test, post- test result reflects substantial improvements in the students' writing.

### **3.2 Time –on -Task Analysis**

This section contains descriptive analysis of time on task activity along with the analysis of the scores. Every class ended after ten minutes time -on –task activity. The students were asked to write answer of questions which were based in the contents taught during the class. I collected the entire task and checked them every day and recorded the scores. It made easy for me to reflect on the previous class and plan the next class focusing on the weaker aspects of the students writing.

#### **Day 1**

The students were asked to write caption under six pictures. Each picture contained one mark. The students were shown some examples of caption writing from The Kathmandu Post. But majority of the students wrote answers simulating the notes written under picture story. It was asked to find out the students' ability to identify what the picture actually contains. Twenty students

took part in the task. The writing task was scored in six full marks. The students' average score in the task was 2.75.

### **Day 2**

There were six pictures along with short description under them. The students had to read the whole sequence of pictures and arrange them in correct order and copy the description written under the pictures on their note book so as to develop a continuous sequence of events. The average score on this task was 3.3.

### **Day 3**

Words and phrases were written under each picture. The task was a bit more difficult than previous tasks because the students had to write complete sentences under each picture and after that link together to make a complete story. This task focused on testing formation of meaningful sentences and use of logical and structural tools for organization. It was found that the students were weak in this aspect of writing because average students scored 2.1 marks only.

### **Day 4**

It was free writing task. The students were provided with sequences of pictures. They had to find correct sequence of the pictures and then write a complete story using proper organizational tool. The use of concord and appropriate tense was focused in the task. I found the students using coordinative devices like and, but more frequently sometimes and unnecessarily. The average score on the task was 2.9.

### **Day 5**

In the fifth day I introduced new area (genre) of writing i.e. Leaflet writing. The students read 'Parsa wild life reserve' a leaflet in their text book. A leaflet on Ghanghasyako Ukalo was given to the students which contained six mechanical (punctuation, spelling, capitalization etc.) errors. The students had to find out the incorrect spots and correct them. The average score in the task was 3.15.

### **Day 6**

A leaflet of Ghanshaya secondary school was provided to the students but the information on the leaflet was not written in required order (picture, introduction, description, special features, quotations etc).The students had to draw the pictures of their school and arrange the information of the leaflet on required format. The students scored 3.7 in average.

### **Day 7**

On the seventh day of the teaching leaflet writing, the students were provided with blank leaflet sheet and some words and phrases as clues were written on the board. The majority of the students wrote leaflet in the good format but the organization of the sentences and subject-verb agreement was not correct. For e.g. one of the students wrote 'my school have three building and rooms 12.' The average score in the task was 3.3.

### **Day 8**

The topic for writing leaflet was selected from the local ones. It is Ghanghasys Cooperative Ltd. The students were left free to write about it. They were given 5 minutes for discussion. The students drew pictures of the office building. The format was followed well and majority of the students had included necessary facts about the topic but some answers were found with incomplete sentences, and with multiple grammatical errors. The average scores on the task was 3.9. On this day the average score was increased which reflected that the students were improving their writing day by day.

### **Day 9**

On the ninth day, my third topic of intervention began. Writing letter was one of the most important writing skills. I introduced formal letter according to the communicative task based activity and in the time –on- task, the students were provided with the photocopies of original letter from the ex-students of the school. It contained multiple errors. The students underlined the mistakes and corrected them .The correction made on the letter was written on their note book. The students' attention was found to be focused on errors related to punctuation, spelling and capitalization. Some of the students had corrected



unnecessarily (over-correction). The average score increased from previous tasks. The average score on the task was 4.

### **Day 10**

From the reflection of the previous time-on –task score analysis, it was concluded that the students' knowledge on coherence and cohesion of the text was poor. So, I planned the next lesson to teach how to select proper coordinative device while joining two sentences or more. An activity to show logical organization of the text was also conducted (inside-out/outside-in techniques).The students were asked to name parts of a formal letter and organize the given jumbled sentences in to communicative task. The average score on the task was 3.5. It was higher than 2.7 and 2.9 of the similar task in the previous lessons.

### **Day 11**

A request letter from the reporter of The Kathmandu Post was photocopied and given to the students. They had to read the letter and write a response letter to the reporter. Majority of the students followed a standard format of formal letter, the salutation and body was found good but they had committed errors at the 'ending' of the letter. Many of the students had ended the letter by writing 'your lovely' and no name was written under it. The students scored 3 in average.

### **Day 12**

It was also free writing task. The context was approximated to the students by asking them to write a letter on the annual function celebrated in their school. Majority of the students had committed errors on using proper tense and another weakness was the length of the letter. Some of the letters were very short and information needed to identify the subject matter was lacking. The average score in the task remained stable i.e. 3.

### **Day 13**

Paragraph writing was an important writing skill. Paragraph writing is not a separate but integrative skill in all types of writing. But some typical features of a good paragraph can be learned by practicing writing paragraphs. The students

were given a paragraph to read and write extracting main points and supporting details. In the task, the students found out main points and supporting details and wrote them separately. The average score on the task was 3.7

#### **Day 14**

In the second day of teaching paragraphs writing, students were given 10 separate sentences. The task for the students was to organize the separate sentences into a coherent paragraph and provide it a suitable title. The individual sentences were all related to future plans of Mr.Ramesh. In average the students got 3.6 marks.

#### **Day 15**

It was guided writing task. Words and phrases of somebody's future plans were provided as clues. The students were asked to write two paragraphs. Writing of two different paragraphs was asked to compare consistency of a learner in paragraph writing. More than 40% of the students showed consistency in the format of paragraphing i.e. main point first and supporting details later. The average score in the task was 4. The increase in the average score showed TBLT had influenced students' learning positively.

#### **Day 16**

The students were only provided a context that "if they were prime minister of Nepal what would they do." They had to write two paragraphs. The students scored 2.80 in average. It was lower average score than the guided paragraph writing. It might be because of the structural uniqueness of the later task because majority of the students have committed error on the structure 'if I were prime minister of Nepal I would.....'.I realized that the structure is difficult enough for the students of class ten specially from the governmental schools.

#### **Day 17**

The students were acquainted with formal letter writing. Though they needed to write informal letter in their daily life but not necessarily in English, but they had to learn to write for the academic point of view. As time- on- task students were given photocopies of original letter. They had to skim the letter and

extract six most important words and phrases. The average score on the task was 4.2.

### **Day 18**

The students were given a formal letter that they already read. After that they were asked to re-write the letter as an informal by changing the addresser, addressee, salutation and ending. The task was devised to enable the students differentiate between a formal letter and informal letter. The average score on the task was 4.05.

### **Day 19**

During the class, the teacher told the students about the GAURA festival. On the time-on –task the students were asked to write a letter to their pen-friend narrating the GAURA festival. The students were found more confident in doing the task. It was perhaps they knew many things about their GAURA festival. The students scored 4.4 in average in the task.

### **Day 20**

Task in the previous class was guided in a loose sense because they wrote letter on the basis of the verbal clues but for this time they were provided with written clues. The students scored 4.9 in average in the task which is higher than the 4.4 average score of the previous task. This led me to conclude that clear written clues and context approximated to the students put positive effect on the students' writing.

### **Day 21**

Before writing any piece of writing, students need to think. In other words 'they need to' brain storm'. For writing arguments, the students had to think the same point from different angles. To practice this skill, the students were provided with a topic i.e. Education and Wealth. They had to write as many separate points on the topics within 10 minutes. The students scored 6.9 average score.

**Day 22**

During the teaching session, the students were engaged in task of arguments writing and practiced the structures for writing arguments in task based framework. Two columns; statements in 'A' and reasons in 'B' were given. The students had to match the statements with reasons and copy down in their notebook. In the task, the students scored 6.50 in average.

**Day 23**

In the task, the students had to incorporate the given clues on village life and town life and make arguments in favor of one of them. The average score in the task was 6.5. Some of the students wrote excellent answer but majority of the students got lower marks than the average score.

**Day 24**

They were only provided with a question and they had to write the arguments on their own. The topic was 'Education is more Important than the Wealth'. The average score in the free writing task decreased than the guided writing task. It was 6.5 in the guided argument writing where as it was only 5 in the free arguments writing. It can be concluded that the students in the level can better write if we provide them some clues.

**Day 25**

Essay writing is the most attended question of the students in examinations. But skills needed for writing essay were not practiced in classrooms. In the task, a short essay was given which contained errors related to punctuations, spelling, capitalization etc. The students scored 5.2 in average.

**Day 26**

An essay was cut into three strips and the strips were put in a bowl. The students were given a task to read the separate strips and make a complete essay copying the strips in correct order. The average score in the task was 6.2 which was higher than the first task in the essay writing.

### **Day 27**

In the 27th day of my teaching, the students were only provided with some written clues to write essay on My Pet Animal. Majority of the students scored above the average score i.e. 6.4.

### **Day 28**

In the last day of teaching essay, the students were given three different but locally selected topics namely; My village, Dashain, and The cow: my pet animal so as to match the level of students' knowledge. The average score in the task was 5.6. It was lower than the guided essay writing task i.e. 6.6. It is the best way to help the students by providing them guided writing task.

## **3.3 Item-wise Analysis and Interpretation**

In this section, the students' progress in each separate item is analyzed. It contains item-wise analysis of pre-test and post-test scores. The students' status on individual item is analyzed in pre-test and their progress after the intervention is analyzed and tabulated in the post-test. Seven writing tasks were set for the study.

The item-wise performance is evaluated on the basis of four scales namely; poor, satisfactory, good and excellent. The scores below 40% were categorized as poor, 40%-50% were put under satisfactory, 50%-60% score were categorized as good and scores above 60% were evaluated as excellent

### **3.3.1 Pre-test**

The analysis of item-wise performance is tabulated and interpretation of the data is made as follows.

**Table No.5****Item-wise Performance on the Tre-test**

S. N.	Items	No. of Item s	Achievements				Acgievements in percentages			
			poor	Satisfa ctory	good	Exc ellen t	po or	Satis facto ry	good	exce llent
1	Picture story writing	1	8	7	5	-	40	35	25	-
2	Leaflet writing	1	13	3	4	-	65	15	20	-
3	Letter formal	1	12	5	3	-	60	25	15	-
4	Paragraph writing	1	17	-	3	-	85	-	15	-
5	Letter (informal)	1	16	2	2	-	80	10	10	-
6	Arguments writing	1	18	2	-	-	90	10	-	-
7	Essay writing	1	15	2	3	-	75	10	15	-
Total		7	99	21	20	-	70 %	15%	15%	-

According to the above table, item no.6 (arguments), 5 (Letter informal), 4 (Paragraph writing) and 7 (essay writing) have higher percentage of poor achievements in pre-test. The percentages of poor achievements are 90%, 85%, 80% and 75% respectively. None of the items in the pre-test, is excellent. The highest percentage of good achievements is 20% in leaflet writing, and 15% in

formal letter writing and paragraph writing. In the total performances, 70% of the items are poor, 15% of the items are satisfactory and rests of the 15% items are good one.

After observing the above statistics, it can be concluded that the students' proficiency level of writing is very low. Some major areas that needed special treatments in the students writing were techniques of writing like punctuations, capitalization, paragraphing, organization of the ideas, and techniques of content expansion etc. These areas were found by the researcher by studying their pre-test papers. The analysis of pre-test score on individual items also provided me guide to focus on the items like arguments writing, paragraph writing, informal letter writing and essay writing because these were the items in which the students have obtained poorest marks.

### **3.3.2 Post-test**

The post test was taken at the end of the intervention The test items were same as in pre-test. Item -wise analysis of post –test score was conducted to know how far students have progressed in individual items and which items remained still to be worked out. The following table shows the students' progress after teaching writing using task based language teaching method.

**Table No.6**

### Item –wise Performance on the Post-test

S. N.	Items	No. of Item	Achievements				Achievements in percentages			
			Poor	Satisfactory	Good	excellent	Poor	satisfactory	good	excellent
1	Picture story writing	1	1	4	7	8	5	20	35	40
2	Leaflet writing	1	3	2	4	11	15	10	20	55
3	Letter (formal)	1	1	2	6	11	5	10	30	55
4	Paragraph writing	1	2	3	6	9	10	15	30	45
5	Letter (informal)	1	2	3	9	6	10	15	45	30
6	Arguments writing	1	2	6	8	4	10	30	40	20
7	Essay writing	1	2	7	6	5	5	35	30	25
Total		7	13	27	46	54	9.28	19.28	32.85	38.57

It is clear from the above table that among the total 140 items 38.57 % are excellent, 32.85% items are good, 29.28% items are satisfactory and only 9.28% items are poor.

The table shows that 11 out of 20 answer in formal letter writing are excellent which covers 55% of the total answers in the item. There are 5 % have achieved poor scores. Another item in which the students have shown better performance is writing leaflet. In leaflet writing, 55% of the total achievements



are excellent. These results are proud worthy because the students have remarkable progress in the items. The second and third highest scored items are paragraph writing and picture story writing. In the items, the students have obtained 45% and 40% excellent scores. Most poorly attended item in the post test was writing leaflet despite the fact that in the same item 55% of the answers are excellent only 15 % have poor performance. Though in writing arguments only 10% of the answers are poor. It can be seen in the result of the pre-test on the item i.e. 90% achieved poor scores in the pretest. One reason for not getting 100% excellent score might be the short time period of teaching.

All these primary data support that task based language teaching develops students writing skills remarkably despite the anomalies in the level of the progress in the different items.

## **CHAPTER: FOUR**

### **FINDINGS AND RECOMRNDATIONS**

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

#### **4.1. Findings**

After analyzing the data collected from primary sources, findings are made by comparing and contrasting the analyzed data. All the findings have been extracted as follows.

1. The average score in pre-test is 15.2 but in the post- test, it is 27.6. Twenty four percentage increment in the average score of post-test shows that the students have progressed resmarkably.
2. The students score was increased by 6% in the first progressive test. The average score in the first progressive test was 18.2 where as the average pre-test score was 15.2. This reflects the students' improvement in their writing skills.
3. The 14 % increase in the average score of second progresssive test than in the first progressive test mirrors very good speed of the students' progress in writing.
4. The average score in the post-test is 27.6 but it was 25.35 in the second progressive test. This 4% increasement in the score reflects satisfactory progress.
5. According to the item-wise performance in pre-test, the students' achievements in arguments writing was the lowest one. In the item 90% of the performances were poor. But in the post test only 20% performances in the item are poor. This reflect progress of the students in the item.
6. According to the post test, the level of progress in all the items is not proportional. In item wise responses of the post test, among total 140 performances, 38.58% performances are excellent, 32.85% performances

are good , 19.28% items have attended satisfactorily and poorly performed items are only 9.28 %. The students' proficiency in letter writing (formal) and leaflet writing is the highest one. In both the items, 55% performances are excellent.

7. According to the time on task analysis, the task in which group work, pair editing and interactive activities were conducted the students have scored higher than other tasks. For e.g. the students have scored 4.4 in average in letter writing task on the 19th day.

## **4.2 Recommendations**

Based on the findings of the research extracted from the analysis of the data, some pedagogical implications and suggestions are made as follows.

1. The overall research findings show that students' writing skill has improved to a great extent. Therefore, I strongly recommend that English teachers should use the Task Based Language Teaching in the classroom.
2. The students continuous progress in first progressive test and second progressive test claims that task based language teaching is fruitful for maintaining pace of learning. So the English language teacher should promote use of TBLT in classrooms for teaching writing.
3. Task-based language teaching is found very effective in teaching writing formal letters. I honestly recommend this methods for teaching letter writing.
4. In the TBLT framework group work, pair works, peer editing and interaction are major techniques of teaching learning and class management. Peer editing of their own writing ensures quality and they are found good in time-on -task analysis because students learnt better when they taught others what they had learnt. Therefore, I recommend the use of these techniques in teaching writing.

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## Appendix 1

### Pre-Test and Post -Test

Class: 10

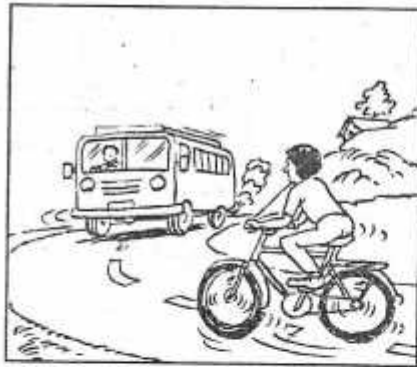
F.M.: 50

Subject: English

P.M.: 16

Note: Write Answer of all Questions.

Q.N.1 See the picture given below. You saw this accident yesterday. Your friend Raju is interested to know about this accident from you. Now, describe to him. While describing use simple past or past continuous tenses. -6



cyclist – ride – fast – traffic



bus – collide – fall - accident



injured – unconscious – damage  
- driver – help



telephone – hospital - ambulance  
- stretcher - carefully



Q.N.2 Write a leaflet about 'Ghanghsya Ko Ukalo'. Get ideas from Clues given below. -6

Q.N.3 Write a letter to the editor of 'The Kathmandu Post'. Inform him that your school is going to organize inter school quiz competition. There are 10 participant schools. Don't forget to request him to send a reporter on 26<sup>th</sup> Magh. -6

Q.N.4 Write a couple of paragraphs describing about what you would do if you passed SLC with a distinction. -6

Q.N. 5 Write a letter to your pen friend. He didn't know about your family but you have already got his letter describing about his family. Now, describe your family. Make a format of envelop too. -6

Q.N. 6. You live in a village but your friend lives in town. Use the clues given below and compare your life in village with your friend's life in town. Give reason which life is better. s -10

Town life: pollution, facilities (health, Education ...), opportunities, Crimes. Entertainment)

Village life: free time, co-operation, poverty, illiteracy, peace, and cleanliness, lack of facilities.

Q.N. 7 Write an essay on any one of the following topic. -10

GAURA: our Local Festival

My Country

Appendix 2  
Lesson Plan 1

Subject: English

Date:

Grade: X

Time: 45 Min

Unit: (Before you Begin)

The Teacher: Manoj Singh Bhandari

1. Topic : Writing
2. Teaching Item: Writing Picture Story
3. Specific Objectives: On the completion of the lesson the students will be able to:
  - a. Write description of the pictures given in page no. 6 of the textbook to develop a complete story.
4. Teaching Materials:
  - a. News paper cutout pictures
  - b. Clue cards (lexical items)
5. Teaching Activities:
  - a. Revision: The teacher asks, "How do you make a polite request, if you want to go out from the classroom now?"
  - b. Presentation: The teacher attaches a newspaper cutout picture on the board and writes a sentence under it. E.g. it was early in the morning.  
.....  
T: What other things do you see?  
.....  
One student comes in front and continues writing sentences that are told by his friends.

- c. Task Stage: The teacher groups the students in six groups and selects a volunteer for each group.
    - ) The volunteers are given a picture for each group.
    - ) The teacher writes on the board: Discuss with your friends and write, but you should write it using simple past and past continuous tense.
    - ) After finishing, the writing task, they exchange their piece of written last to other groups.
    - ) The teacher shows clue cards to the individual groups.
    - ) Now teacher collects all pictures with written description and attach on the board. He reads them al in sequence to form a story.
    - ) The students write story on individual basis.
    - ) The teacher asks, "why do you think, people in the picture were angry? (Whole class discussion)
  - d. Post-task activities: The teacher gives feed back on individual group work related to use of vocabulary, and grammar (tense).
6. Evaluation: Teacher shows a new picture and asks, "Write a sentence what was happening here?"
- ) Teacher moves around the class and checks it.
7. Homework: Tomorrow we will have a wall-display competition. Please, write a story along with pictures. (You can draw your own pictures).

*Lesson Plan 2*

**Subject: English**

**Date:**

**Grade: X**

**Time: 45 Min**

Unit: 9

Number of

Students: 26

**The Teacher: Manoj Singh Bhandari**

1. Topic: Writing
2. Teaching Item: Writing a Leaflet.
3. Specific objectives: On the completion of the lesson, the student will be able to:
  - a. Write a leaflet about their school.
  - b. Elicit information about school from concerned people.
4. Teaching Materials:
  - a. Model leaflet
  - b. Blank copies of leaflet format.
5. Teaching activities:
  - a. Revision: The teacher reminds the students about wall-display of their picture-story.
  - b. Pre-task activities: The teacher selects a student and asks to come in front. He asks following questions to elicit answer.
    - i. Where is your school located?
    - ii. What is the total area of your school?
    - iii. What are the facilities available in your school?
    - iv. How many teacher and students are there?
    - v. Why do you think you school is good?

) The teacher notes down the answers in words or phrases on the board.

) The students read the leaflet of Parsa Wild-Life research, which is given in there book. (p.16)

) The teacher demonstrates the model leaflet.

c. Task activities: The students will be grouped.

) Each group will be provided with a blank leaflet format and asked to write a leaflet on their school.

) The work in group, consult book for what topic to include and how to write them.

) They share information with each other and prepare a rough draft of a leaflet.

) The teacher guides and helps, if they ask.

) Now, each student write a leaflet about their school including the information about, name, location, area, teacher, students, buildings, other facilities.

) They exchange of with their peer and go for necessary correction.

) The teacher collects some leaflet and reads loudly.

d. Post-task Activities: The teacher asks on open question to whole class: why do you think people or institution write leaflets?

) The teacher after listening ideas of all gives his idea. (To introduce the place or institution to the people who want to know about it and to advertise it to visitors).

6. Evaluation: The teacher collects all the leaflets written by students and keeps them for checking.

) He asks an oral question: What are the types of information that should be included in a leaflet?

7. Homework: Design a leaflet on your own village. Include the information about name, area, number of house, environment, accessibility, facilities etc.

### Appendix III

Table No. 1

#### Difference between Pre-test and First Progressive Test Individually

S.N.	Name of the students	Marks obtained in pre-test	Marks obtained in the first progressive test	Differences between Pre-test and the first progressive test	Differences in percentage
1	Naresh Singh Bhandari	18	19	1	2
2	Mahesh Prashad Bhatta	13	13	0	0
3	Suresh Singh Bhandar	13	15	2	4
4	Pradip Singh Bhandari	17	17	0	0
5	Ganesh Singh Bhandari	20	23	3	6
6	Dhana kumara Bhandari	20	23	3	6
7	Gauri Kumari Bhatta	23	23	0	0
8	Naresh Singh Bhandari	12	16	4	8
9	Gita Kumari Bhandari	17	17	0	0
10	Suresh Singh Bhandari	13	15	2	4
11	Manoj Singh Bhandari	21	23	2	4
12	Krishna Prashad Bhatta	9	12	3	6
13	Ganesh Singh Bhandari	10	19	9	18
14	Ram Singh Bhandari	22	22	0	0

15	Puspa Sunar	18	20	2	4
16	Dhana Kumari Bhandari	13	15	2	4
17	Ramesh Bdr. Kathayat	15	15	0	0
18	Anita Kumari Bhandari	20	23	3	6
19	Ratna Kumari Thalal	8	16	8	16
20	Padma Kumari Thalal	15	20	5	10

**Table No. 2**  
**Differences between the First Progressive Test and the Second**  
**Progressive Test Individually**

S.N.	Name of the students	Marks obtained in first progressive test	Marks obtained in second progressive test	Differences between first progressive test and second progressive test	Differences in percentage
1	Naresh Singh Bhandari	19	22	3	6
2	Mahe Prashad Bhatta	13	24	11	22
3	Suresh Singh Bhandari	15	19	4	8
4	Pradip Singh Bhandari	17	24	7	14
5	Ganes Singh Bhandari	23	27	4	8
6	Dhanakumari Bhandari	23	30	7	14



7	Gauri Kumari Bhatta	23	25	2	4
8	Naresh Singh Bhandari	16	22	6	12
9	Gita Kumari Bhandari	17	22	5	10
10	Suresh Singh Bhandari	15	22	7	14
11	Manoj Singh Bhandari	23	26	3	6
12	Krishna P Bhatta	12	18	6	12
13	GaneshSingh Bhandari	19	25	6	12
14	Ram Singh Bhandari	22	30	8	16
15	Puspa Suna	20	27	7	14
16	Dhana Bhandari	15	30	15	30
17	Ramesh Bdr. Kathayat	15	31	16	32
18	Anita Kumari Bhandari	23	29	6	12
19	Ratna Kumari Thalal	16	25	9	18
20	Padma Kumari Thalal	20	29	9	18

**Table No.3**  
**Difference between Second Progressive Pest and Post-test**  
**Individually**

S.N	Name of the students	Marks obtained in second progressive test	Marks obtained in Post-test	Differences between second progressive test and post- test	Differences in percentage
1	Naresh Singh Bhandari	22	23	1	2
2	Mahesh Prashad Bhatta	24	27	3	6
3	Suresh Singh Bhandari	19	21	3	6
4	Pradip Singh Bhandari	24	27	3	6
5	Ganesh Singh Bhandari	27	27	0	0
6	Dhana Bhandari	30	31	1	2
7	Gauri Kumari Bhatta	25	26	1	2
8	Nares Singh Bhandari	22	23	1	2
9	Gita Kumari Bhandari	22	25	3	6
10	Suresh Singh Bhandari	22	23	1	2
11	Manoj Singh Bhandari	26	30	4	8
12	Krishna Prashad Bhatta	18	27	9	18
13	Ganesh Singh Bhandari	25	28	3	6
14	Ram Singh Bhandari	30	37	7	14
15	Puspa Sunar	27	32	5	10
16	Dhana Bhandari	30	25	5	10

17	Ramesh Bdr. Kathayat	31	31	0	0
18	Anita Kumari Bhandari	29	30	1	2
19	Ratna Kumari Thalal	25	26	1	2
20	Padma Kumari Thalal	29	33	4	8

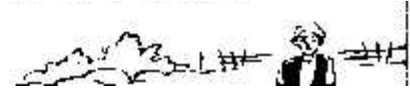
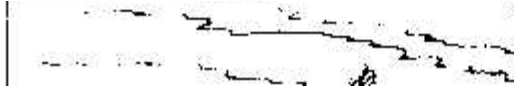
**Table No. 4**  
**Differences between Pre-test and Post-test Individually**

S.N.	Name of the students	Marks obtained in pre-test	Marks obtained in Post-test	Differences between pre-test and post-test	Differences in percentage
1	Naresh Singh Bhandari	18	23	5	10
2	Mahesh Prashad Bhatta	13	27	14	28
3	Suresh Singh Bhandari	13	21	8	16
4	Pradip Singh Bhandari	17	27	10	20
5	GaneshSingh Bhandari	20	27	7	14
6	Dhana k. Bhandari	20	31	11	22
7	Gauri Kumari Bhatta	23	26	3	6
8	Naresh Singh Bhandari	12	23	11	22
9	Gita Kumari Bhandari	17	25	8	16
10	Suresh Singh Bhandari	13	23	10	20
11	Manoj Singh Bhandari	21	30	9	18
12	Krishna Prashad Bhatta	9	27	18	36

13	GaneshSingh Bhandari	10	28	18	36
14	Ram Singh Bhandari	22	37	15	30
15	Puspa Sunar	18	32	14	28
16	Dhana Bhandari	13	25	12	24
17	Ramesh Bdr. Kathayat	15	31	16	32
18	Anita Kumari Bhandari	20	30	10	20
19	Ratna Kumari Thalal	8	26	18	36
20	Padma Kumari Thala	15	33	18	36

### **Progressive Test**

Q. N 1. See the pictures below and describe each picture individually. Use the Clues given below the pictures.



- Accidentally-hands and 1000 rupees - swims in the pound-deceived -

Note-want it-

Q.n.2 Write a leaflet about Ghanghasya Cooperative Ltd. Use the clues given below.

Established in 2005, altogether 105 members, own building, Ganesh P Awasthi- The president, Raj Bdr Bhandari – Secretary, 5 lakhs credit, others can also apply for membership, Membership fee- 50, first installment-RS. 250.

Q. N 3. Write a letter to VDC secretary asking for information on how to get a citizenship card.

Q.N.4. Write a couple of paragraphs. Describe your family and house.

Q. N 5. Write a letter to your brother who is living abroad. Ask him if he is coming to home for this Dashain and request for buying a mobile phone for you.

Q.N.6. You think education is greater than Wealth. Use the clues given below and argument in favor of education.

### **Education**

Knowledge, job, occupation, better life stander, no fight and unnecessary fight, way to earn more property, source of satisfaction

### **Wealth**

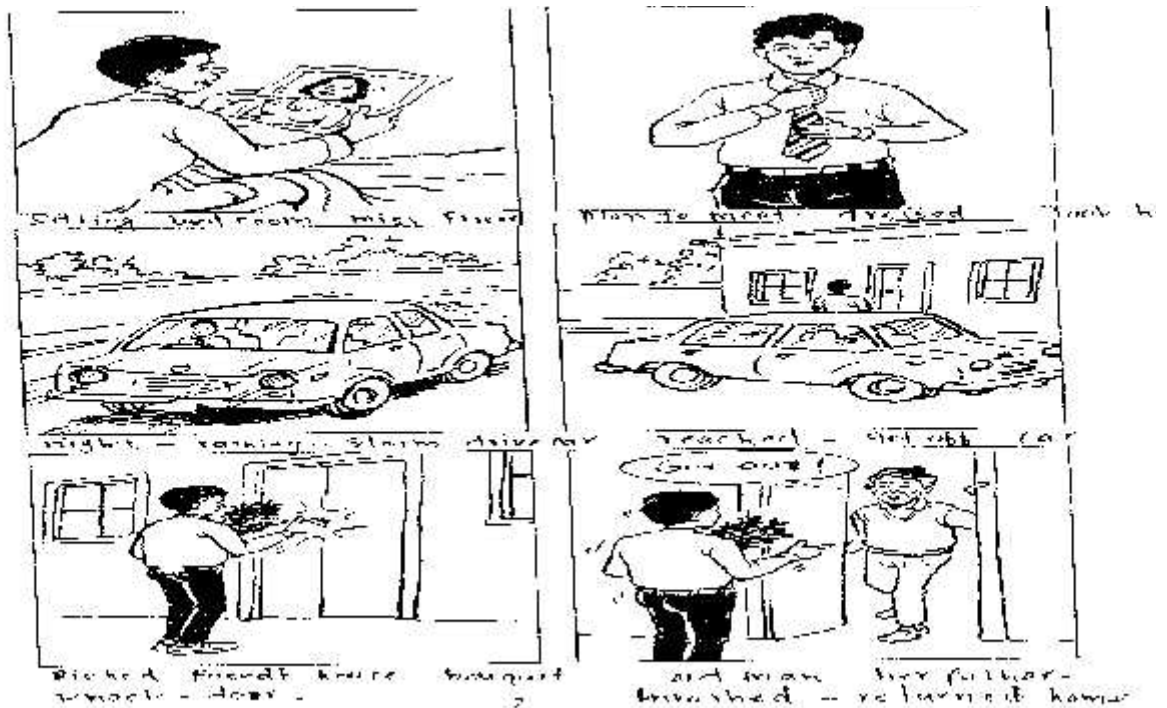
Fear and source of tension, unnecessary fight and dispute, Source of greed, never satisfied,

Q. N 7. Write an essay on any one of the following topic.

- a. My village
- b. Students life

### Progressive Test II

Q.N.1. There are pictures those constitute a story. Stitch them together and write a complete story using the clues given below the pictures.



Q.N.2. Write necessary information about your school in the blank spaces given below (leaflet).

Name of School:

Established in: .....

Name of the Founder of the school: .....

Number of school buildings: .....

Total number of rooms: .....

Toilets: .....

Temple. ....

Total number of teachers.....Male .....

Female.....

Total number of students: Boys .....Girls .....

Picture of My School:

How do you feel about your school?

.....

What does your parents and teachers say about it?

What do ex-students say?

.....

.....

What are its main achievements?

.....

Q.N.3. Read the letter sent to you by your class teacher and write a response letter to him. Write answers of the questions he has asked to you.

Q.N.4. Describe your best friend and his family in two paragraphs.

Q.N.5. Write a letter to your sister who is ill and admitted to hospital. Ask her about her sickness and report of medical checkup and wish her to get recovery soon.

Q.N.6. your father and mother don't send your sister to school. But you think both son and daughter are equal. Write to your father arguing that girls can also do better if they are send to school for study. Use the clues given below.

Your parents say.....

Boys are stronger than girls

Boys have fate to study

Girls need to do household work.

Girls can't go abroad for work. Boys are stronger than girls

Boys have fate to study

Girls need to do household work.

You say.....

Some girls are stronger than boys.

Girls and boys are equal.

It is abuse of their rights if we don't send them to school.

Many women have become head of the state.

Q.N.7. Write an essay on any one of the following topic. Follow the structure given below.

a. Education b. My Pet Animal c. My Family

) Introduction

) Part by part description

) Your feeling

) Summary