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Effects of Task Based Language Teaching In Developing Student Writing Skills and Their Perception in EFL Classroom: Fajita General Secondary and Preparatory School Grade Ten in Focus

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BAHIR DAR UNIVERSITY

FACULTY OF HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

**EFFECTS OF TASK BASED LANGUAGE TEACHING IN DEVELOPING
STUDENTS' WRITING SKILLS AND THEIR PERCEPTION IN EFL
CLASSROOM: FAGITA GENERAL SECONDARY AND PREPARATORY
SCHOOL GRADE TEN IN FOCUS**

BY:

BOGALE MELESE

AUGUST, 2022

BAHIR DAR, ETHIOPIA

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SCHOOL GRADE TEN IN FOCUS.**

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**A Thesis Submitted to the Department of English Language and Literature in
Partial Fulfillment of the Requirements for Master of Education in Teaching
English as a Foreign Language (TEFL).**

Faculty of Humanities, Bahr Dar University

AUGUST 2022

BAHIR DAR, ETHIOPIA

Declaration, Confirmation and Approval and Evaluation

Thesis Title: Effects of Task Based Language Teaching in Developing Students' Writing skills and their perception in EFL classroom: The case of Fagita General Secondary and Preparatory School Grade 10 in Focus.

Declaration

I, the undersigned graduate student, declare that this thesis is my own original work, and has not been presented for a degree of master in any university. All sources of materials used for the thesis have been duly acknowledged.

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Confirmation and Approval

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Abstract

This study was targeted to investigate the effect of task based language teaching on students' writing skills and assessing their perception towards TBLT in Fagita General Secondary and Preparatory School in the academic year 2022. A group of grade ten students (N=58) was involved in the experimental group based on the use of Task Based Language Teaching method in the students' writing skill experiment process in the study and a group of students in this grade level (N=56) was involved as a comparable group. To achieve the aims of the study and to find answers to questions of the study, the researcher used quasi-experimental research design. A post-test was employed to measure the effects of the intervention task. A close ended questionnaire was also conducted to authenticate the result of the tests. An independent sample T-test was employed to see the level of significant difference between the two groups before and after intervention in terms of paragraph writing skills. A paired sample T-test also was used to determine the improvement level of experimental group before and after the training program. A statistically significant difference between the pre-test and post-test of the two groups was observed which indicated that the use of Task-Based Language Teaching writing practice helped students to improve their writing skills ($p < 0.05$), 0.004. Thus, teachers of English Foreign Language should expose their students on the regular use of various teaching writing activities related to the real world conditions and methods like task based writing to help them to go for and back in their writing tasks during the writing classes. And as the study proved that Task Based Language Learning is effective in teaching writing and high school students have a positive perception on writing tasks. However, further research needs to investigate the students' creativity and motivational levels, and the effectiveness of different writing tasks and what kind of tasks enjoy learners more in teaching writing students in particular and English Language in general due to TBLT intervention.

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Definitions of Key Terms

- ✓ **Perception about writing:** are students' views about the nature, importance, approach, focus, methods and procedure, and feedback system of writing.
- ✓ **Task:** it is a work or an activity which requires students to process and practice language practically to achieve an outcome (Ellis, 2003).
- ✓ **TBLT:** According to Prabhu (1987), it can be defined as "an approach which needs learners to come to a conclusion from given information through some process of thought, and which allows teachers to handle and control that process" (p. 24).
- ✓ **Real world Tasks:** are communicative tasks that students achieve through language outside the classroom (Nunan, 2004).
- ✓ **Pedagogical tasks:** are classroom tasks which students are involving in understanding, manipulating, producing or interacting in the language while their attention is principally focused on meaning than language forms (Nunan, 2004).
- ✓ **Writing skill:** is a complex process which lets learners to engage in pre-writing, planning, drafting and final writing activities (Ghait, 2004).

Operational definitions

TBLT----Task Based Language Teaching

TBLL----Task Based Language Learning

PPP---- Presentation Practice Production

MOE----Ministry of Education

ELA----English Language Acquisition

EFL----English Foreign Language

E.G -----Example

MA----- Master of Art

PHD-----Doctor of Philosophy

SLA----- Second Language Acquisition

CHAPTER ONE: INTRODUCTION

This research is aimed to investigate the effects of TBLT in developing EFL students' writing skills and assess their perception towards TBLT in Fagita General Secondary and Preparatory School in Awi Zone. This chapter of the research presents the background of the study the problem statement and research objectives. It also includes the significance of the study and scope of the research.

1.1. Background of the study

“...we are what we believe in this world...” as Altan (cited in Dawit, 2008) stated. The present day foreign language pedagogy has come through a number of theories and methods designed through time. It used to happen that as one was reported to be inadequate, another method took the turn. Making same critique on the existing approach, innovations were introduced; adaptations were made where believed necessary (Dawit, 2008). Different teaching English methods were practiced to teach English effectively but it doesn't have the end. Different scholars state about this idea that many attempts have been made although the targeted promising have not been accomplished to the ultimate solution of effective EFL learning (Richards and Rodgers (2001), Stern (1983) and Howatt (1984).

Currently, different communicative and interactive methods of teaching are introduced to promote active learning in writing. One of these methods is Task-Based Language Teaching (TBLT). Many scholars such as Nunan (2004) argue that TBLT provides many advantages in teaching English. Ellis (2003) on the other hand, proposes different advantages of TBLT that it makes learners engaged in the activity or creativity mind during learning and it serves to specify the learners' needs and purposes.

TBLT method follows on the principles and effectiveness of experiential learning introduced by Dewey (1963) and real life situations are rehearsed in the language teaching class rooms (Ellis, 2003). More recently, in modern theories of learning, TBLT is based on the constructive theory of learning. History of TBLT goes back to 1980s as it emerged out of the communicational language teaching project in India (Prabhu, 1987). The rationale behind its origination is the lack of performance in the target language production and other limitations of the traditional language

teaching methodologies based on the structural approach following presentation-practice-production (ppp) paradigm. The ppp approach is based on the behaviorist theory of learning focusing on the grammatical or structural way of learning (Ellis, 2003). In the past many years, it was assumed that students could only master a language i.e learning about the language but not using a language. Through time, learners knowing only theoretical grammatical rules of the target language were not able to communicate fluently in their real life situations (Prabhu, 1987; Krashen, 1985; Ellis, 2003). Later on, constructivism theory criticizes and adds another alternative of teaching. Constructivism emphasizes learners' autonomy, reflectivity, personal involvement and active engagement of the learners in the process of learning practically which is the same with TBLT principles. When a learner undertakes a communicative task, he/she uses his/her existing linguistic resources in order to achieve an outcome (Ellis, 2003). TBLT asserts that language is best learned when focused on meaning than form i.e grammatical structures of the target language based on the traditional linguistic or structural syllabus. This means that Learning by using a language is more effective than learning about the language (Willis & Willis, 2001).

In the present era, interest in TBLT and learning has grown extremely (Ellis, 2000). It has stimulated interest among the teachers, scholars, researchers as well as learners. The reason is that task is taken as a construct of equal significance to second language acquisition researchers and to language teachers as well. Task Based Language Teaching is a new attention taking methodology of teaching language. It is in contrast to the traditional methods of teaching foreign language. The aim of this method is to improve the functional use of communication language. This method gives a free environment to the learners to practice language. He/she learns language without any external pressure or control, but in the traditional methods of teaching language, the teacher controls the whole environment of teaching learning process. He/she chooses the forms of target language which help him to accomplish the communicative goal (Ellis, 2003; Willis, 1996). Task Based Language Teaching (TBLT) is born out of Bangalore Project that started in 1979 and ended in 1984. The project was started by Prabhu in India. Prabhu lays emphasis on competence and communication in this project. By competence, he means 'grammatical competence' while communication refers to conveying meaning (Sanches, 2004). Although it was a short term project, it gave insight to language scholars and debates and enlarged its scope through different countries. At the present age, there are various versions of

TBLT. But the term task is the key concept in all the various versions of TBLT. The term task has been defined differently by different scholars and researches. In the second language learning, a task is considered as an activity which is undertaken by the learners to accomplish some specific goal (Bygate et al., 2001; Nunan, 1989; Skehan, 1998). Carless (2009) and Skehan (1996) differentiated strong from weak forms of TBLT. The strong TBLT form focused more on meaning making in real life situations along with authentic and accurate performance of the tasks. The weak form of TBLT accommodates more flexible tasks for communicative teaching and language pedagogy. The roles performed by the language learners in TBLT are labeled as participants, risk takers, listeners, speakers, story tellers etc. They participate in pairs and groups during the task cycle for successful target language development.

The basic unit of a lesson in TBLT class room is the task and various tasks are designed to facilitate the learners with real life communicative situations enabling them real communicators of the target language. As stated by Ellis (2003), TBLT is a learner centered approach, based on which the constructivist theory of learning and the teacher plays as the role of facilitator of the communicative interaction among the learners. During a task based language teaching, a language learner plays a dynamic role in the whole process of language learning as he/she takes active part in interactive and communicative activities throughout the task performance cycle to achieve the outcome (Ellis, 2003).

As stated by Ellis (2003), the basic purpose of task is not only to communicate but also to achieve a purpose and outcome while focusing on meaning. According to Nunan (2004) on the other hand, tasks are classified as pedagogical tasks and real life tasks. Real world tasks mean that the real life interactive communications outside the classroom such as: job interviews, making new friends, reserving an air ticket, telephone conversations, buying and selling etc. While pedagogical tasks refer that the communicative activities performed in the class room to achieve an outcome. The basic purpose of these tasks is to rehearse the real world communication all around. Moreover, Willis and Willis (2001) have classified tasks in a broader sense as the rehearsal tasks and the activation tasks. Rehearsal tasks help the learners to perform any thing which requires the learners to attempt outside the classroom. These tasks are not exactly the same as the real world situations but there is some adaptation to fit in the classroom situation. For example, job interview by a pair or a group, to search an advertisement in the

newspaper for a suitable employment are rehearsal tasks in the classroom. Whereas, activation tasks are not real world tasks rather they are designed to stimulate and to improve integrated language skills. As stated by Ellis (2003) and Robinson (2011), text book adaptation by a skillful teacher facilitates the second language learners to improve the target language learning.

According to Freeman (2000), task based language teaching is an approach seeking to give learners with a natural context for language use. As learners work to complete a task, they have a good opportunity to interact. Such interaction is thought to facilitate language acquisition as learners have to work to understand each other and to express their own meanings.

As Branden (2006) stated, TBLT attracts the attention of SLA researchers and language teachers for the past. But, task based language teaching has not been sufficiently researched or investigated empirically in the real classroom practice in foreign language learning contexts.

Currently, English becomes the most important language in our country and throughout the world for many purposes most specifically to the field of education. It is mainly used as a medium of instruction at secondary and university or college levels. It also has a wider function for the business, commerce, industrial and even technological facilitation in different institutions. English language, being an international language of education, science and technology, business, economics, politics etc has gotten the increasing power in education in the Ethiopian context. And it is used as a medium of instruction for higher institutions, and taught as a one subject starting from grade one to the next other grades (MOE, 1994).

Even though the students learned English for a long time in Ethiopia, they couldn't achieve the expected minimum proficiency level. Many teachers at the primary and secondary schools and university levels claimed that those students who have learnt English in those schools and even who join university are below the expected proficiency level in writing skills, even there are so many students that unable to write their names properly in different schools. This is because writing is a difficult skill to accomplish for Ethiopian students, and the other is inappropriateness of teaching English language by using an effective methodology of teaching writing applied in Ethiopian school context. Gashaw (2016) agrees on this idea and said that writing is an essential but a difficult skill to accomplish for English as a foreign language students. It is a complex process that requires writers to explore thoughts and ideas and make them practical. Different

researchers stated that Ethiopian students are not keen on and active writers in English language especially primary and secondary school students are poor in writing performance. Abiy and Ketema (2018) on the other hand stated that most EFL teachers in secondary schools have no good practices and perception towards TBLT and couldn't apply it in the class room rather they want to focus on teaching the form of the language than the communicative parts.

Similarly, the researcher's experience has shown that in Fagita Secondary and Preparatory School EFL classes, students are inactive and not write well in writing activities.

1.2 Statement of the Problem

According to MOE (2004), English as a foreign language has been considered as one of the most important languages which are used to gain information and has been taught at all school levels beginning from grade one. The main objective of teaching English in our country is to improve the learners' communication ability especially in the writing and speaking performance. But, this objective is not accomplished yet successfully. Now days, in Ethiopia, many schools and institutions focus on using this language especially communicating through writing. Currently, in Ethiopia different institutions especially educational sectors, health sectors, commercial sectors, business sectors and even politics etc focus on communicating through writing in English language. Due to this, the education sectors focus on writing skill that students should improve it and thus they are evaluated mostly by their writing ability beginning from lower grades. According to Nunan (1988), students are evaluated mainly by their ability to communicate through writing inside and outside the classroom. Hence, primary, secondary and tertiary school learners are expected to write home works, assignments, lab reports, interviews, discussion reports, letters, paragraphs, essays etc. communicatively and meaningfully. To do this, students should be able to practice and write well like these social and educational requirements in schools and outside schools. Moreover, we EFL teachers should use effective, interactive and learner centered teaching methods of teaching English in order to improve students' writing skills.

The researcher's experience has shown that writing is a poor deed in Fagita General Secondary and Preparatory School even different other teachers complained that students in this school can't report their assignments and project reflections fluently and accurately in writing. Their

weakness is also reflected at their performances of writing assignments, projects and class works in English and other subjects especially in writing skills.

According to Gashaw (2016), in Ethiopia, on this method of teaching writing skills, attention of research is not given to primary and secondary schools especially to the application of TBLT. There are few studies that have been done to improve learners' writing ability by using TBLT. For example, Gashaw (2016) conducted a research on the effects of TBI in grade 9 students of Hara secondary school and found a significant improvement of students' writing ability. Moreover, Abiy and Ketema (2018) conducted a study on the English teachers perceptions and practices of TBLT in 3 secondary schools in Awi zone. They investigated and concluded that teachers in that schools seemed not to have a complete perception of the theories, practices and methods of TBLT. And TBLT has not been implemented successfully as teachers have only limited perception and incomplete practice of its theories and methodologies. As they stated teachers didn't do or apply this method due to many factors such as teachers' inability to adjust effective teaching contexts, the wrong plan of using appropriate assessment methods for TBLT, and limited opportunities for students to use English communicatively. In short, based on their investigation, the real challenge lies in the actual language teaching learning process and learner plays a dynamic role in the whole process of language learning as he/she takes active part in interactive and communicative activities throughout the task performance cycle to achieve the outcome (Ellis, 2003). TBLT attracts the attention of SLA researchers and language teachers for the past. But, it has not been sufficiently researched or investigated empirically in the real classroom practice in foreign language learning contexts (Branden, 2006) like in Ethiopia.

Obsa (2021) also conducted a study on factors that hinder English language teachers to design authentic writing tasks for writing lesson in Ambo high schools. He found that most teachers around that area were not active to prepare authentic writing tasks and the students were poor in writing ability due to the teachers' passiveness. Abiy and Ketema (2018) also conducted an other research entitled 'Investigating English teachers' perceptions and practices of TBLT in Awi Zone three high schools' and found that teachers in this schools didn't implement TBLT and even their perception towards it was not positive. In their study, students were not included and so they suggested that further research is needed to examine how students perceive TBLT method and the consequences of it in their writing performance. Therefore, the researcher was

initiated to fill this gap and investigate the effects of TBLT method in students' writing performance and how they perceive it.

Thus, the researcher was initiated to conduct this study because of the following reasons:

1. Students in Fagita General Secondary and Preparatory School were poor and reluctant in writing performance that the researcher has experienced during teaching in this school about 7 years.
2. The methodology that EFL teachers have used to teach writing in this school was focusing on language forms and structures by controlling students to come up with those structures of the language accuracy. They neglected task practice stages recommended by Willis (1996) focusing on using TBLT.
3. According to Abiy and Ketema (2018), effective implementation of TBLT is still an immense challenge for teachers. As they stated, most underlined principles and rationales of TBLT have been widely researched in the field of SLA towards teachers. The real challenge lies in the actual implementation of TBLT in teaching practices. These researchers suggested that the objective of their study solely lay on exploring the teachers' perception and practice of TBLT. The sample framework of their study was restricted to secondary school teachers only. They didn't include students in their research. And they suggested that this gap needs further research. Due to the above reasons, in this study, the researcher formulated the following hypotheses in terms of:

Ho: There is no significant effect of using TBLT on students' writing skill improvement.

Ha: There is a significant effect of using TBLT on students' writing skill improvement.

1.3. Objectives of the Study

Based on the background of the study, the researcher formulated the following general and specific objectives.

1.3.1. General Objective

This study aims to investigate if Task-Based Language Teaching has a significant effect on improving students writing skills and asses their perception towards TBLT method in Fagita General Secondary and Preparatory School.

1.3.2 Specific Objectives

In accordance with the general objective of the study, the researcher formulated the following specific objectives.

1. To examine the significant effect of TBLT method on students' writing skills.
2. To assess the students' perception towards TBLT in writing skills in this school after intervention.

1.4. Research Questions

In accordance with the research objectives, the researcher formulated the following research questions. These are:

1. What effect does TBLT method have in students' writing skills?
2. What is the perception of the students towards TBLT method in writing skills after the application of writing tasks?

1.5. Significance of the Study

In our country, English is taught as a foreign language as one subject or course book in different institutions like primary schools, high schools, colleges and universities. And also English language is used as a medium of instruction for other subjects. Thus, students in these institutions in different subjects are expected to write their assignments, projects, papers etc reports may be fluently and accurately. Additionally, when they will join the universities and colleges, it is also expected from them to write term papers, thesis and other projects correctly and meaningfully. Thus, to do this, they should improve their writing skills especially in English classes at least at high school and preparatory school level.

Being an ELT practitioner, the researcher wants to enable English language learners in Fagita Secondary and Preparatory School to improve their communication abilities especially in writing skills. To do this, an appropriate and practical learner centered teaching method should be implemented in the classroom learning teaching process. TBLT is thus, a currently encouraged practical method as stated by different scholars like Carless (2009), Nunan (1988) Richards and Rodgers (2001) and Gashaw (2016). Therefore, by validating the effectiveness of TBLT in improving students' writing skills in this school, the researcher believes that students, teachers, course designers and other researchers will have benefited by this study. Students can improve their writing skills, teachers can use it to give practical, interactive and student centered language teaching to the students. Syllabus designers also can be benefited to revise and include different well organized tasks in the text book. Moreover, other researchers can use this study as a clue to do other related studies.

1.6. Scope of the Study

The main purpose of this research is to investigate the effect of TBLT in improving students' writing skills. This study was conducted in Fagita General Secondary and Preparatory School, in Fagita Lecomaworeda, Awi Zone. The researcher selected this school by using purposive sampling method because the researcher has taught in this school about seven years and observed students' writing problems in this school. Students in this school were poor in writing skills and feel shy especially in writing and speaking classes as the researcher experienced. To do this research in other schools needs more time and expense. And students feel shy and unhappy during writing class as the researcher experienced in this school. Due to these, the study was limited to this school and writing skill only. The study included only grade 10 students in this school and the researcher selected this grade level by using purposive sampling method because the researcher believed that the problem is more severe in this grade level compared with 11 and 12 grades and they may give more relevant data than grade 9 students. Because grade 9 students were fresh to this school and they may feel shy to give relevant data.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

Introduction

In this part of the study, research findings and scholarly experiences concerning teaching of writing through TBLT were reviewed. And the research review was organized in the following topics:

2.1. Definitions of Tasks

The core concept of TBLT is the task. There are different definitions based on everything from the real world to pedagogical perspectives of tasks. In TBLT, the most basic element we need to define is the 'task' itself. Therefore, the definition of the task by different scholars is mentioned below:

As Prabhu (1987) explained, task is an activity which requires learners to arrive at an outcome from the given information through some process of thought and that allows teachers to control and regulate that process. Long (1985) on the other hand, define it as it is a piece of work undertaken for oneself or for others freely or for some reward. Hence, there are some examples for this regard such as dressing a child, painting a fence, filling out a form and buying a pairs of shoes. On the other hand, task means the hundred and one thing that people do in everyday life, at work, at play and the like. His definition focused on authenticity which is a close reference to real life activities.

According to Candlin (1987), task is one of a differentiated, has a sequence, and problem posing activities. It involves learners and teachers in some joint selection from a range of varied cognitive and communicative procedures applied to existing and new knowledge in the collective exploration and pursuance of foreseen or emergent goals within the society. Candlin's definition connects task to the goals of education which include the development of the students' awareness, responsibility, tolerance, self realization and self confidence.

There is also another scholar Nunan (1989) who define task on the other perspective. To him, task means it is a piece of classroom work that involves students in comprehending,

manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form.

Willis (1996) argued that task is an activity where the target language is used by the learner for a communicative purpose in order to achieve an outcome.

Tasks as defined by Skehan (1996) are activities which have meaning as their primary focus. Success I task is evaluated in terms of achievement of an outcome, and tasks generally bear some resemblances to real life language use. Skehan's focus is on meaning or purpose with product at the end.

Recently, Bygate (2003) has defined a task as an activity which requires learners to use language , with emphasis on meaning , to attain an objective. Tasks are intended to be holistic which bring together different number of skills. Tasks help students to practice language through reading, listening, writing etc. Bygate's definition focuses on holistic, integrated skills of language teaching.

According to Breen (1987), a Task is any structured language learning Endeavour which has a particular objective, appropriate content and a specified working procedure.

Richards and Rodgers (1986: 194) stated that TBLT is the way of making considerable demands on both teachers and learners, since TBLT courses have to be developed "bottom up" based on the teaching or learning context. Task is the central unit of planning and teaching; hence, the concept of task needs to be clearly articulated in order to understand the nature of TBLT. Although definitions of task vary in TBLT, there is a common sense understanding that a task is an activity or goal that is carried out using language, such as finding a solution to a puzzle, reading a map and giving directions, making a telephone call, writing a letter or reading a set of instructions.

Furthermore, according to Zakime (2018), Task-based language teaching (TBLT) is an approach in which learning revolves around the completion of meaningful tasks. In the TBLT approach, the main focus is the authentic use of language for genuine communication.

In short, while the above definition seem different, they focused on the communicative purposes of the task in which the learners' attentions should focus on meanings of the language.

Therefore, task is an activity which has a process, a plan, an outcome and a purpose. Thus, the students should focus on meaning exchange in writing than learning about writing.

2.2. What is TBLT Method?

TBLT is a pedagogical method that is based on the idea that language is best taught when the learner uses the language in the way it is used in natural communication. Natural communication is not something to explain objectively, as many teachers probably interpret natural communication differently. However, in this study natural communication is simply conversations between learners where they have or no script to keep to. To achieve natural communication, TBLT uses different tasks, such as discussions, games, problem solving, reading texts, listening, comparing, debating, arranging, and so on. By design, the task segment should have a non-linguistic goal. This goes hand in hand with the idea of having a focus on real language use in the real world. However, at the end of the task segment, the teacher should focus on a linguistic element which the learner should use and apply to the former task. Hence, if working with grammar, the teacher should present a grammar rule that is applicable to the task, and at this point focus changes from meaning (the task) to form (grammar). According Norris and Van den Branden (2009), a second language was not as easily acquired as the PPP method perhaps assumed. Many preeminent language researchers and educationalists advocated a more holistic and learner-driven pedagogy, and had done so since the beginning of the nineteenth century. The idea of a method that was not restricted to only presentation, practice and production of language continued to develop and Henry Widdowson (1978) wrote *Teaching Language as a Communication teaching method*. Hence, TBLT is a product of a pedagogical shift that has been ongoing for decades and where the core and the most important feature of communication. Bygate et al.(2009) argue that it was a logical development at the time to put communication “at the heart of the teaching procedures”, much because of previous research concerning the field of Communicative Language Teaching (CLT) (Bygate et al., 2009). In practical terms, the task in task based language teaching can be divided into different stages, often called segments. The names and in some cases the order and types of the stages do sometime diverge between different researchers and authors, but the basic principle is the same. The present study’s lesson-design is constructed with Willis and Willis’s (1996) and (2007) book

doing Task-Based Teaching as a framework, with four main stages. 1. Priming stage/pre-task, 2. Main task/task cycle stage, 3. Language focus 4. Report stage.

The function of the priming stage is to prepare the learner for the upcoming task segment and engage their pre-knowledge of the subject and to stimulate it. The facilitating task is meant to be a help for the learner in the upcoming task by using knowledge that already exists, activating this knowledge and in that manner help the student to complete the main task in a better way. The main task stage is the core of the task segment, and also the stage where, to a large extent, the language is produced by the students. This is where the learner uses the language communicatively. In the third stage, the focus changes from meaning to form, which includes a shift from using the language communicatively to also being able to look at the language with more attention to structure and grammar? This helps the learner to make sense of the language they have experienced and used, and it motivates the students as they are made aware of what it was they were actually studying. As Willis and Willis (2007) point out: “By putting grammar at the end of the cycle there is every chance that we can increase motivation.” The purpose of the last stage called report is to have the learner conclude the prior stages and use the language that has been acquired. To sum up, the priming stage stimulates the learner and prepares them for the upcoming task. In the main task stage, the learner uses the language communicatively, which is followed by a focus on language form where, for example, a grammar rule is presented. The focus on an element of grammar or structure is connected to the task and the learner can then apply the linguistic element to the former tasks. This new knowledge is shown in the report stage and by putting grammar at the end - the motivation is increased since the learner can connect the grammar to real world communication.

2.3. A framework for implementing TBLT method

There has been a great deal of discussion about the best way to implement tasks in the language classroom (Prabhu, 1987). Arguably, the most influential person in defining TBLT task cycle has been Willis (1996). According to Willis, there are three principal phases of TBLT. These are: pre-task, while-task and post-task cycles. As Ellis (2009) stated, there is no single way of doing tasks. However, for the benefit of research project, take the model of Willis (1996). The framework of Willis modeled as below:

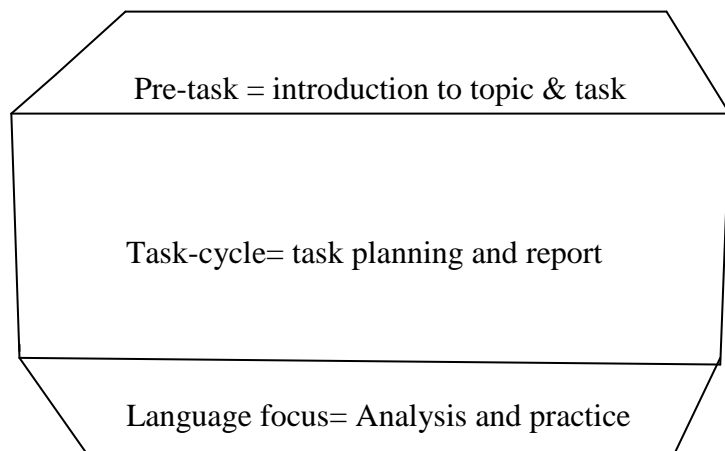


Figure 1. Willis framework of TBLT

It is in fact, very much advocated by other researchers. The reason for this choice is not only because of that this model is in a precise design, which enhances teachers' approach and understanding to it; no any other ways of task sequencing is modeled eligibly for better thought like this. Fundamentally, the choice depends on the research setting of both research goals and text book design's model. Many second language student text books now follow this practice. However, in our context foreign language student text book doesn't follow such practice in writing sections so that the researcher focused on Willis model to see its impact in EFLT classroom in F/G/S/P/S. Writing tasks in communicative oriented classroom are supposed to be implemented in phases. Therefore, the three phases of tasks are described in the following ways. According to Willis (1996), tasks are always activities where the target language is used by the students for a communicative purpose or goal to achieve an outcome. She holds that TBLT framework consists of three main phases namely: pre-task, task-cycle and language focus.

1. Pre-task: introduces the class to the topic and the task activating topic related words and phrases.
2. Task-cycle: gives students the chance to use whatever language they already know in order to carry out the task and then to improve their language under the teachers' guidance while planning their reports on the task. It offers learners a holistic experience of language in use. And there are three components of a task-cycle. These are:

- a. Task: students use whatever language they can master, working simultaneously, in pairs or small groups to achieve goals of the task.
 - b. Planning: it comes after the task and before the report, forming the central part of the cycle. The teachers' role here is that of a language advisor. Students plan their reports effectively and maximize their learning opportunities.
 - c. Report: it is the natural condition of the task cycle. In this stage students tell the class about their findings. Therefore, the report stage gives students a natural stimulus to upgrade and improve their language skills.
3. Language Focus: it allows a closer study of some of the specific features naturally occurring in the language used during the task cycle. Language focus has two components. These are:
- a. Analysis: these activities draw attention to the surface forms, realizing the meanings that students have already become familiar with during the task-cycle and so help them to systematize their knowledge and broaden their understandings. Instead of the teachers' present language to the students as new analysis activities, students reflect on the language already experienced.
 - b. Practice: these activities are based on features of language that have already occurred in the previous texts and transcripts or in features that have just been studied in the analysis activities.

2.4. Approach of TBLT

2.4.1. Theory of Language

According to Richards and Rodgers (1986) TBLT is motivated primarily by a theory of learning rather than a theory of language. However, several assumptions about the nature of language can be said to underlie current approaches to TBLT. These are: 1. Language is primarily a means of making meaning. TBLT focuses the central role of meaning in language use. 2. Language is a means of achieving real world goals which means TBLT emphasizes that developing language proficiency is not an end in itself but a means to an end. 3. Lexical units are central in language used and language learning. Lexical phrases, sentences, collocations, and words are important. 4. Spoken interaction is the central focus of language and the keystone of language acquisition, meaning many of the tasks that are proposed within TBLT involve conversation or dialogic

interaction based on a text or task. And. 5. Language use involves integration of skills which means learners should use two or more skills at the same time.

2.4.2. Theory of learning

According to Richards and Rodgers (1986), TBLT shares the general assumptions about the nature of language learning underlying communicative language teaching; however, it draws more centrally on second language acquisition (SLA) theory. These assumptions are: 1. Language learning is determined by learner internal, rather than external factors. Learning is promoted by activating internal acquisition process. Learning is not the mirror image of teaching but it is determined by internal mental processes. Learners should construct meanings. 2. Language learning is an organic process. It means language learning develops gradually and learners pass through several stages to restructure their language system over time. 3. A focus on form can facilitate language learning. Grammar is not taught as an isolated feature of language but has a meaningful communication. 4. Negotiation of meaning provides learners with opportunities for provision of comprehensible input and modified output. As learners engage in communication, their output is “stretched” and they acquire new linguistic resources. 5. Tasks provide opportunities for learners to “notice the gap”. This means students can manage their errors depending on the input they get and the output they produce.

2.5 Types of Learning and Teaching Activities

Pica, kanagy, and falodun (as cited in Richards & Rodgers, 1986) classify tasks according to the type of interaction that occurs in task accomplishment and give the following classification. These are:

Jigsaw tasks: these involve learners combining different pieces of information to form a whole. (e.g. three individuals or groups may have three different parts of a story and have to piece the story together).

Information gap tasks: one student or group of students has one set of information and another student or group has a complementary set of information. They must negotiate and find out what the other party’s information is in order to complete an activity.

Problem solving tasks: students are given a problem and asset of information. They must arrive at a solution to the problem. There is generally a single resolution of the problem.

Decision making tasks: students are given a problem for which there are a number of possible outcomes and they must choose one through negotiation and discussion.

Opinion exchange tasks: learners engage in discussion and exchange of ideas. They do not need to reach agreement.

2.6. What is the Objective of TBLT Approach or Design?

According to Branden (as cited in Richards & Rodgers,1986),it is suitable for designing courses at all levels from young learners to adults, and published account of course designs for learners of different ages. Richards and Rodgers (1986) for example noted that the objectives of young learners may be very different from those for older learners. For older learners TBLT advocates the use of needs analysis such as questionnaires or interviews, to determine learner needs as well as the domains and situations of language use a course should focus on. The course objectives will reflect these needs, whether they are related to academic needs, occupational needs or social needs. TBLT syllabus are chosen on the basis of the extent to which they provide for meaningful negotiation and interaction around content and activities that are motivating and meaningful to young learners, such as information gap tasks, problem solving tasks and games.

2.7. What are the roles of teachers, students & instructional materials?

2.7.1. Students' roles:

According to Richards and Rodgers (1986:187), there are a number of roles for students assumed in current proposals for TBLT. These are: Group participant: they should do tasks in pairs or small groups. Monitoring: learners should act as a “monitor” meaning paying attention during the task. Risk taker: students should ask for clarification, consult with other friends, guessing from the context etc.

2.7.2. Teachers' roles:

Vanden Branden (as cited in Richards & Rodgers,1986) suggested that teachers may have the following roles. These are: Motivate the students to invest mental energy in task performance, and to support their level of motivation. Efficiently organize the task-based activities. For example, giving clear instructions, guiding the formation of groups, check whether the learners

have or not all the necessary materials etc. Interactional support the students while they are performing the task (differentiate between students or groups.) Selector and sequence of tasks- selecting, adapting, and/or creating the tasks and sequencing with learner needs, interests, and language skill level. Preparing learners for tasks- teachers should promote pre-task activities to prepare students for learning. Consciousness-raising- employing a variety of form focusing techniques, including attention focusing pre-task activities, text exploration guided exposure to parallel tasks, and use of highlighted material.

2.7.3. The role of instructional materials in TBLT

As Richards and Rodgers (1986) stated, instructional materials play an important role in TBLT because it depends on sufficient supply of appropriate classroom tasks. Materials used for instruction in TBLT are limited only by the imagination of the task designer. Popular media obviously provide rich resources for such materials. Some of these are: News papers: students examine it, determine its sections. Television: students may take notes during the weather report.

2.8. Strengths of TBLT Approach

According to Ganta (2015), TBLT has different strengths. These are: 1. It helps learners to interact spontaneously, meaning learners are free to use whatever vocabulary and grammar they know. They can learn from other learners' expressions and they don't focus on isolated language structures. 2. Automaticity: means learning a language is more efficient, accurate and more stable performance. 3. Task-based learning gives language learners' opportunity to learn vocabulary- an interactive glossary is better than a marginalized glossary. 4. Maximizes the scope for communication: equips the learners with language for public use.

2.9. Weaknesses of TBLT approach

According to Ganta (2015) TBLT has the following weaknesses. This are: Task difficulty: If the tasks are full of code complexity like vocabulary load, redundancy; communicative stress which comprises of time limits, number of participants; cognitive complexity which consists of topic familiarity, discourse genre familiarity, information clarity and the extent of cultural knowledge etc. makes the task difficult. Mismatch between learners and teachers perception: Teachers' experience, cultural background, level of language proficiency also makes the task difficult. The students' attention level, visual clarity, vocabulary knowledge skill etc. makes the task more

difficult. Linguistic deficiency: learners who are beginners with no linguistic resources find it very difficult to take part in a task. Especially in speaking tasks like role play, learners may find it very challenging to continue the conversation. They may even lose confidence. Learners' language learning needs are neglected: Most learners of language have specific needs. Not all learners need the same kind of tasks. One particular task may not interest all of the learners.etc.

2.10 Contribution of TBLT

Before TBLT approach was established there was another approach called communicative language Teaching (CLT) which focused on communicative activities which almost neglected interaction in the classroom. However, after TBLT was emerged, teachers tried to focus on language as interactive communication among individuals. Teachers choosing to ride this wave began to treat the language classroom as a “locus of meaningful, authentic exchanges among users of language,” and language learning was coming to be seen as “the creation of meaning through interpersonal negotiation among learners.” Nunan (as cited in m. East, 2017) reinforced this idea when he argued that “learners learn to communicate by communicating.” TBLT was therefore, a means through which there could be “an emphasis on learning to communicate through interaction in the target language.”Cook (as cited in M. East, 2017) explained that TBLT conceptualizes communicative language teaching as tasks rather than the language or cognition based syllabuses of communicative language teaching. Engagement in tasks become the fundamental goal of task based lessons. The principal focus therefore became fluency or meaning. The rules couldn't be ignored. TBLT began to draw on a focus on form approach. Focus on form essentially involves briefly drawing student' attention to linguistic elements (words, collocations, grammatical structures, etc.) in context, as they arise incidentally in lessons whose overriding focus is on meaning or communication.

W. East (2012) adds that TBLT has aimed to address some of the limitations of communicative language teaching (CLT). It focuses on the use of authentic Language and on asking students to do meaningful tasks using the target language. The assessment of TBLT is also primarily based on the task outcome (in other words the appropriate completion of real world tasks rather than on accuracy of prescribed language forms. It helps for the students to interact freely by using vocabularies and structures and it makes learning more of efficient, authentic, interactive and flexible.

Nunan (2004) on the other hand, argued that learners learn to communicate by communicating. TBLT was therefore, a means through which there could be an emphasis on learning to communicate through interaction in the target language. Moreover, Cook (as cited in Richards & Rodgers, 1986) explained that TBLT conceptualizes communicative language teaching as tasks rather than cognition so it is crucial for learning of a language.

2.11. Writing Skills

Writing is a productive skill, which needs competence in other macro skills, namely listening, reading, and speaking. Silva (1993) had stated already that writing in a second language is definitely different in various aspects from writing in the first language. Thus, it is a demanding task especially to second language learners due to the undeniably difficult prerequisites to satisfy before being able to master writing. As Pajares and Valiante (2006) point out, writing is not only a process of making meaning but an activity through which individuals engage in self-understanding. Writing is a complex process, involving dozens of previously acquired skills. Thus, it can be said that writing involves many complicated tasks. Compared with other language skills, writing seems difficult in that it is a solitary task which requires the writer's psychological strength to cope with all the challenges indicated in the above. Scholars (Byrne and Heaton, 1988) attribute the difficult nature of writing to three factors: cognitive, linguistic and psychological. With regard to the cognitive aspect, writers are expected to think and process what they want to put down on paper because writing requires much more care and thinking than speaking as the audience is not present at the time of writing like that of speaking. The linguistic factor is related to the need to consider the accuracy of the linguistic elements in the writing activity. The psychological factor is concerned with the production of writing solitarily which may cause anxiety. Thus, compared to speaking, writing requires much more care, patience, skill and co-operation in its learning. Hedge (1988), for instance, explains that effective writing requires a number of things: a high degree of organization in the development of ideas, a high degree of accuracy to avoid ambiguity, the use of complex grammatical devices for focus and emphasis, a careful choice of vocabulary, etc. It is in addressing these problems that scholars are much concerned with the need for much practice in its learning.

2.12 Importance of Writing

Writing is a visual form of communication, produced in handwritten hard copy to computer form. It allows a person to compose his ideas and thoughts and writes it down for other people to read over time. In this case they both needed to educate to write and to read. People who can write creative piece are categorized as a talented person, which is not really required for all individuals (Nunnan, 2003). A person need to have the knowledge of writing in conveying information or message to another person or at a specific, targeted group such as employees, students, colleagues, clients, customers and so on. A person who can write well is considered to be well-educated, belongs to a literal society, an effective communicator and a successful one in both professional life and academic life because writing is an important skill for career development (Nunnan, 2003). Writing is essential part and parcel for everyday communication and academic learning from writing a shopping list to writing an essay for school. Writing connects us with the past information and works as a bridge towards the future world. It helps us to convey ideas, solve problems and to understand our changing world (Hedge (1988).

2.13. Approaches of Teaching Writing Skills

2.13.1 The Process Approach

The process approach of teaching writing skill focuses on how a text is written instead of the final outcome or what is written. In line with this expression (Hyland, 2003) notes that the process approach has a major influence on understanding the nature of writing and the way writing is taught. Therefore, the process approach emphasizes on the importance of certain procedures such as pre-writing, drafting, evaluating and revising. He also points out that the process approach involves introducing techniques that help students identify and engage in a topic. Students are required to produce multiple drafts of a work. The process approach, as it is called when writers present multiple pieces prior to final writing, is beneficial because it is learner centered and exposes the learners to pools of ideas while teachers can act as facilitators (Kolade, 2012). Hyland (2003) also indicated that the process approach focuses on how a text is written instead of a final outcome. He added that the process approach has a major influence on understanding the nature of writing and the way writing is thought. Therefore, the process approach emphasizes on the impotence of certain procedures such as pre-writing, drafting, evaluating, and revising. He points out that the process approach involves introducing techniques

that help the students identify and engage in a topic. Students are required to produce multiple drafts of a work. After a discussion and feedback from evaluators, the students would revise the drafts. Rewriting, revision and editing are essential parts to writing in this approach. In similar vein, Jorgan (1997) states that process writing enables the students to make clear decisions about the direction of their writing by certain procedures such as discussion, drafting, feedback and revision choices. The process approach of writing focuses on the composing process of writing instead of on the written final products. Encouraging students to have a sense of purpose and audience, while writing about a certain topic, is the major task of teachers who teach in line with the process approach. Hedge (1988) states that good writers appear to go through certain processes which lead to successful pieces of written work. Writing is an extremely complex understanding with a number of operations such as generating ideas, planning and outlining, drafting, revising, etc. At anytime a line can be erased, a page through away, and even sometimes everything that has been written can be changed, added to, deleted from and put into a completely different order. Writing is, thus, viewed as a series of overlapping and interacting process. At the process approach students also revise their first drafts and give them to other student for pre-reviewing and commenting on. The final stage is editing the written text by the writer himself and herself to eliminate any language errors. Boughy (1997), points out that process approach is one of the best methods for teachers to use in teaching L2 writing skills. He notes that students are able to improve their writing abilities step by step since teachers will guide them through the whole process of their writing tasks by giving them feedback. 18 Although there are many benefits of using this method in teaching writing skills, the process-based approach has been criticized on various grounds. Badger and White (2000) argue that learners have to spend quite a long time to complete one particular piece of writing in the classroom. They also point out that this may decrease students' learning motivation and hinder them from learning other type of writing. In critiquing the process approach to teaching writing, Freeman and Freeman (2004) argue that it is time consuming when dealing with large classes. This is so because teachers may not have enough time to schedule individual writing conferences in large classes.

2.13.2. The Product Approach

The product approach of writing focuses on the final products of written work rather than the process. Nunan (1989) describes that the product approach to teaching writing focuses on the end result of the act of composition that is letters, essays, stories and so on. The teacher who uses the product approach of teaching writing will be concerned to see that the end product is readable grammatically correct, and obeys discourse conventions relating to the main point, supporting details to the main points, supporting details and so forth. According to Getnet (1994) the product approach is an orientation whose primary focus is the end result of what students produce. Formal accuracy and correctness in grammar, spelling use of vocabulary, convention of lay out etc are given the utmost priority. According to Byrne (1988), the product approach of writing is an accuracy oriented approach that focuses on the control of mistakes in order to eliminate them from written works. Raimes (1983) says in the control approach of teaching writing students are given sentences to copy and manipulate grammatically and correctly with limited opportunities of making mistakes. Hedge (1988) suggests some points which students should include in the product approach of teaching writing. These include: Getting the grammar right having a range of vocabularies Punctuating meaningfully Spelling accuracy Linking ideas and information across sentences to develop a topic etc. According to Silva (1990) put Hedge's idea more directly as the product approach to teaching writing skills highlights form and syntax (sentence structure) and it emphasizes rhetorical/ symbolic drill. The product approach mainly focuses on the written product rather than the process 19 the learners should undergo to produce a good written text. In this approach, writing concerns the knowledge about the structure of a language, and writing development is a result of the imitation of input, in the form of texts provided by the teacher (Badger and White, 2000). Similarly, Myles (2002) confirms that if students are not exposed to written model texts, their errors in writing are more likely to persist or continue. In addition, Jordan (1997) indicates that the students are required to focus on a model, form, and duplication. In other words, the students study model texts and attempt various exercises that enable them to draw attention to relevant features of a text, and then rewrite them in their own writing. However, there are also weakness associate with the use of product –based writing. Badger and White (2000) point out that this approach gives little attention to audience and the writing purpose since learners and instructors tend to overemphasize on the importance of grammar, syntax and mechanics. Process skills such as pre-writing, drafting, evaluating and

revising are given relatively minimal role, and the knowledge and skills that learners bring to the classroom are underestimated or undervalued. Thus, students may lack motivation in learning and have high pressure in creating their writing tasks, as their instructors mostly focus on the accuracy of the language structures.

2.14. Types of Writing Activities

2.14.1 . Control Writing

In control writing the writer is given a lot of help with the actual writing or wording and has to make very few decisions about how to put his or her ideas into words or how to organize the text. In the same vein, Andualem, et.al (2015) also added that, Control writing is the most common working type emphasized in most English classes because there is little room for making errors, and because it is easy to be controlled by the teacher. Control writing activities are fundamental to teaching literacy to students. Unlike other techniques of writing activities, control writing focuses on establishing grammatical pattern, sentence structure, punctuation and word order. Control writing exercises can help students learn how to express themselves effectively in proper English. Learners are not free to express their ideas.

2.14.2. Guided Writing

Guided writing is an essential tool in a balanced writing curriculum, providing an additional supported step towards independent writing. Through guided writing, students are supported during the different stages of the writing process. The aim is to provide support that is going to help students to improve their writing and to work with increasing independent. In line to this, Hung-Ju Hus,et.al (2011), indicated that guided writing offers a greater opportunities for young writers to make valuable connections between texts, sentences, and word level decisions and help learners shape and redraft texts with a particular criteria in mind. In line to this, Andualem, et.al (2015), guided writing represents the other type of writing in which the focus is mainly on language accuracy or grammar.

2.14.3. Free/ Independent Writing

Free writing as the name suggests the writer is expected to use his or her own ideas without worrying the errors and put his/ her ideas into words. The writer is expected to use their own

decision about content and organization. This is supported by Peter (1992), Free or independent writing is prewriting technique in which a student writes continuously for a set period of time without regarding to spelling, grammar, or topic. It produces raw, often unusable materials, but helps writers overcome blocks of lack of interest and self criticism. Free writing is used mainly by prose writers and writing teachers. Some writers use the technique to collect initial thoughts and ideas on a topic, often as a preliminary to formal writing. Free writing is recording bits and pieces of ideas as they come to the writers mind. The idea is to keep pace with the writer's thoughts, getting them on paper before they disappear (Andualem, et.al., 2015). He also added that free writing is one of the better techniques that writers can use early on in the process. If you have an idea for a topic but are not sure whether it will work or not, one way to find out is free writing. Additionally, if you know what your topic is and perhaps even have a working thesis, you can come up with additional ideas and/or content essay through free writing. John (2005) also stated that free writing is the way of jotting down in rough sentences or phrases everything that comes to mind about a possible topic. See if you can write nonstop for ten minutes or more! Do not worry about spelling or punctuation correctly, about erasing mistakes, about organizing materials, or about finding exact words. Instead, explore an idea by putting down whatever pops into your head. If you get stuck for words, repeat yourself until more words come. There is no need to feel inhibited, since mistakes do not count and you do not have to hand in your free writing.

2.15. Problems in Writing

According to Zakime (2018) "For some people writing often come easily, for the rest of us, it is a continued struggle. Some people find writing a tiresome, others a release. Students very often find it hard to compose a piece of writing since they do not know the right words, they do not know the right grammar, or they are not good at composing and organizing. Sometimes they cannot even think of anything to write. These results in full of grammatical errors and empty of life and contents. Some of the factors, according to Smith, contributing for the writing difficulties are:

2.15.1 Psychological Problem

Psychological problems are the problems related with the writer's sense of segregation while writing because of the absence of any physical presence and feedback from the teacher. Byrne (1988) states that writing a solitary or private activity and the fact that we require to write on our own without interaction.

2.15.2.Linguistic Problems

Writing is a real test of one's linguist abilities where as in speaking a speaker can take help from paralinguistic devices. Similarly, a non native person will not have the same range of lexical and syntactic choices available and may find it difficult to write as compared to a native person. Hedge (1988) states that so as the writer to compensate the absence of the prosodic feature in writing, he/she has to write with high degree of organization, Mechanics, careful choice of vocabulary and using complex grammatical devices. Mechanical problems (grammatical problems), sentence structure problems and problems of diction are linguistic problems that hinder students' effective in writing in English.

2.15.3. Cognitive Problems

Writing involves knowledge of the writer and its purpose. Lack of knowledge will make difficult to write well. Cognitive problems that students encounter include problems of mechanics (punctuation and capitalization), content and organization.

2.15.4. Mechanical Problems (Capitalization and Punctuation)

According to Byrne (1988), the fact that punctuation has never been standard to the extent as spelling makes it problematic. Similarly, capitalization are useful for sentence initials, the beginning of important words, in topics, headings etc (Kroll, 1991). However, students have problems in using capitalization properly. There are reasons for students' problem in using capitalization as well as punctuation. The rules for capitalization and punctuation are not universal and classifying nouns as proper and common nouns are difficult for students (Gowere et.al, 1995).

2.15.5. Organization Problems

According to Kharma (1986) students have the problem of structuring the paragraph, topic development of a paragraph, structuring in the whole discourse and a theme in a discourse. The most common students' problems in paragraph writing are either the paragraph is not limited to a single topic or a single topic is not developed or exemplified adequately (West, 1996). Raimes (1983) says that the other problem of organization in students' writing is the difficulty of differentiating a topic and supporting details or generalizations and specific details.

2.15.6. Content Problems

In writing, learners face problems of exploring idea and thoughts to communicate with others. According to Leki (1991), this could be because of the traditional methods teachers use to teach writing for mechanics (Capitalization and punctuation), content and organization. Clifford suggests that teachers should encourage students to focus on message, ideas or thoughts they need to convey rather than grammar, spelling, punctuation and other language elements at the beginning.

2.16. Theories of English Language Teaching

2.16.1. Behaviorism Theory

Behaviorism is primarily concerned with observable and measurable aspects of human behavior. In defining behavior, behaviorist learning theories emphasize changes in behavior that result from stimulus-response associations made by the learner. Watson and Skinner are the two principal originators of behaviorist approaches to learning. Watson believed that human behavior resulted from specific stimuli that elicited certain responses. Watson's basic premise was that conclusions about human development should be based on observation of overt behavior rather than speculation about subconscious motives or latent cognitive processes (Shaffer, 2000). Watson's view of learning was based in part on the studies of Ivan Pavlov (1849-1936). Pavlov was well known for his research on a learning process called classical conditioning. Classical conditioning refers to learning that occurs when a neutral stimulus becomes associated with a stimulus that naturally produces a behavior. Skinner (1972) believed that that seemingly spontaneous action is regulated through rewards and punishment. Skinner believed that people

don't shape the world, but instead, the world shapes them. Skinner also believed that human behavior is predictable, just like a chemical reaction.

2.16.2. Cognitive Development Theory

Jean Piaget (1896-1980), a Swiss psychologist, is best known for his pioneering work on the development of intelligence in children. His studies have had a major impact on the fields of psychology and education. In his work Piaget identified the child's four stages of mental growth. In the sensor motor Stage, occurring from birth to age 2, the child is concerned with gaining motor control and learning about physical objects. In the Preoperational Stage, from ages 2 to 7, the child is preoccupied with verbal skills. At this point the child can name objects and reason intuitively. In the Concrete Operational Stage, from ages 7 to 11, the child begins to deal with abstract concepts such as numbers and relationships. Finally, in the Formal Operational Stage, ages from adolescence to adulthood, the child begins to reason logically and systematically. From his observation of children, Piaget understood that children were creating ideas. They were not limited to receiving knowledge from parents or teachers; they actively constructed their own knowledge. Piaget's work provides the foundation on which constructionist theories are based. Constructionists believe that knowledge is constructed and learning occurs when children create products or artifacts. They assert that learners are more likely to be engaged in learning when these artifacts are personally relevant and meaningful (Atherton, 2013).

2.16.3. Social Cognitive Theory

In 1986, Bandura published his second book *Social Foundations of Thought and Action: A Social Cognitive Theory*, in which he renamed his original social learning theory to be social cognitive theory. Social cognitive theory claims that learning occurs in a social context with a dynamic and reciprocal interaction of the person, environment, and behavior. Social cognitive theory posits that people are not simply shaped by that environment; they are active participants in their environment. Bandura is highly recognized for his work on social learning theory and social cognitive theory.

2.16.4. Socio Cultural Theory

Vygotsky (1978) is best known for being an educational psychologist with a socio cultural theory. This theory suggests that social interaction leads to continuous step-by-step changes in children's thought and behavior that can vary greatly from culture to culture (Wool folk, 1998). Basically, Vygotsky's theory suggests that development depends on interaction with people and the tools that the culture provides to help form their own view of the world. There are three ways a cultural tool can be passed from one individual to another. The first one is imitative learning, where one person tries to imitate or copy another. The second way is by instructed learning which involves remembering the instructions of the teacher and then using these instructions to self-regulate. The final way that cultural tools are passed on to others is through collaborative learning, which involves a group of peers who strive to understand each other and work together to learn a specific skill (Tomasello, Kruger, & Ratner, 1993).

2.16.5. Experiential Learning Theory

David Allen Kolb (1939), American "organizational" sociologist and educational theorist, is best known for his research into experiential learning and learning styles Kolb states that experiential learning is a process where knowledge results from making meaning as a result of direct experience, i.e., or simply "learning from experience." His experiential learning theory is a holistic or "meta-view" of learning that is a combination of experience, perception, cognition, and behavior. The focus of this theory is experience, which serves as the main driving force in learning, as knowledge is constructed through the transformative reflection on one's experience. Experiential Learning Theory "provides a holistic model of the learning process and a multi-linear model of adult development". In other words, this is an inclusive model of adult learning that intends to explain the complexities of and differences between adult learners within a single framework. The focus of this theory is experience, which serves as the main driving force in learning, as knowledge is constructed through the transformative reflection on one's experience. The learning model outlined by the Experiential Learning Theory (ELT) contains two distinct modes of gaining experience that are related to each other on a continuum: concrete experience (apprehension) and abstract conceptualization (comprehension). In addition, there are also two distinct modes of transforming the experience so that learning is achieved: reflective observation (intension) and active experimentation (extension). When these four modes are viewed together,

they constitute a four-stage learning cycle that learners go through during the experiential learning process. The learners begin with a concrete experience, which then leads them to observe and reflect on their experience. After this period of reflective observation, the learners then piece their thoughts together to create abstract concepts about what occurred, which will serve as guides for future actions. With these guides in place, the learners actively test what they have constructed leading to new experiences and the renewing of the learning cycle (Baker, Jensen, & Kolb, 2002).

2.16.6. Constructivism Theory

Constructivism is ‘an approach to learning that holds that people actively construct or make their own knowledge and that reality is determined by the experiences of the learner’ (Elliott et al., 2000). In elaborating constructivists’ ideas Arends (1998) states that constructivism believes in personal construction of meaning by the learner through experience, and that meaning is influenced by the interaction of prior knowledge and new events. It was emerged in the 1970s and 1980s, giving rise to the idea that learners are not passive recipients of information, but that they actively construct their knowledge in interaction with the environment and through the reorganization of their mental structures. Learners are therefore viewed as sense makers, not simply recording given information but interpreting it. Thus, this view of learning led to the shift from the ‘knowledge acquisition’ to ‘knowledge construction’ metaphor.

2.17. Methods of English Language Teaching

According to Richards and Rodgers (1989), there are different approaches and methods of teaching English language. These are: grammar translation method, direct method, audio-lingual method, communicative language teaching method, total physical response method, the silent way method and suggestopedia methods.

The grammar translation method focuses on developing students’ appreciation of the target language’s literature and translate to the mother tongue language. The audio-lingual method on the other hand, is based on the behaviorist belief that language learning is the acquisition of a set of correct language habits. Learners repeat language patterns until they able to produce them spontaneously.

Communicative language teaching (CLT) stresses the need to teach communicative competence as opposed to linguistic competence. Thus, functions are emphasized over forms. Students usually work with authentic materials in small groups on communicative activities.

There is also another method namely total physical response which begins by placing primary importance on listening comprehension, emulating the early stages of mother tongue acquisition, and then moving to speaking, reading and writing.

The silent way is the theoretical basis of Gattegno that teaching must be subordinated to learning and thus, students must develop their own inner criteria for correctness. All four skills are taught from the beginning.

Suggestopedia is another method that seeks to help learners eliminate psychological barriers to learning. Dialogs are presented to the accompaniment of music. Students just relax and listen to them being read and later playfully practice the language during an activation phase.

The direct method allows students to perceive meaning directly through the target language taught from the beginning because no translation was allowed. Visual aids and learning materials are used to clarify the meaning of vocabulary items and concepts in real life language.

Each of the above methods has its own strength, but in most classroom teaching and learning situations, teachers play the important roles in implementing the methods they have been trained to use as well as deciding which one to use and when to use it.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

Introduction

As stated in chapter one, this research aimed at investigating the effect of TBLT method in improving learners' writing skills and assessing their perception towards TBLT method. The study is a quasi-experimental design to examine and assess the students' writing ability and their perception towards TBLT. Hence, this chapter attempts to discuss the research design and methodology. Thus, in this part, the research it presents the research design, the participants of the study and sampling techniques, data collecting tools, data gathering procedures and methods of data analysis.

3.1. Research Design

Research questions were formulated and put in chapter one. One of these research questions was saying 'What effect does TBLT method have in students' writing performance?' Therefore, to answer this question, the experiment was carried out in order to examine if the TBLT method of teaching enhances students' writing skills or not by giving two tests (pre and post) before and after the intervention was given to the experimental groups. Here, a quasi-experimental study was conducted in three months in Fagita General Secondary and Preparatory School with in two groups or sections, using one section as an experimental group and another group used as a comparable group. When randomization is rarely possible to apply, as in the most educational settings, using quasi-experimental research design is often recommended (Gray, 2004; Muijs, 2004; & Dornyei, 2007). By encouraging this concept, Hatch and Farhay day (1982) stated that quasi-experimental research designs are practical compromise between true experimentation and the nature of human language behaviors that we wish to investigate. They are also the best alternatives available to us...' Therefore, quasi-experimental design was found to be appropriate for studying on this research.

Of the variants of quasi-experimental design, non equivalent group pre-post test was employed in this study. This design was chosen because of the following reasons: the first reason was the possibility that the temporal precedence of the independent variable to the dependent variable can be established because of the pre and post tests. This enables the researcher to infer that the

change in the dependent variables is mainly caused by the independent variable. And the other reason is that the use of a pre-test allows the researcher to measure between group differences before the exposure to the treatment.

The nonequivalent control group design with pre-test and post-test has been described as ‘one of the most commonly used quasi-experimental designs in educational research’ (Cohen, Manion & Morrison, 2007). This is often the case since students are naturally organized in groups as classes within schools and are considered to share similar characteristics (Best & Kahn, 2006).

The main purpose of this study is to investigate the effectiveness of TBLT method to improve the students’ writing performance. To accomplish the objectives of this research, the researcher has raised three questions as shown in the research questions section. As shown from the research questions, this study needs quantitative and qualitative data. Due to this, the researcher used quasi-experimental or mixed approach research design. This is because the mixed approach contains the quantitative and qualitative data and it is mostly assumed as very valid, verifiable and accurate research design. This approach is encouraged by different scholars. For example, Ahmed and Bidin (2016) stated that currently studies followed mixed method research paradigm as the research is categorized by the way it is designed to collect data and to analyze the data to reach the findings of that study. The research is called a mixed method research if it collects data both quantitatively and qualitatively. Data produced by mixed method research is more authenticated, replicable, valid and verifiable. On the other hand, Creswell and Clark (2007) stated that the use of quantitative and qualitative methods in a combination gives a better understanding of research problems than either approach can do alone. Hach and Farhayday (1982) also argued that quasi-experimental designs are practical that compromise between true experimentation and the nature of human language behaviors which we wish to investigate. Due to this, the researcher is interested to use this design and divided the selected sample students as a control group and experimental group to investigate the quantitative data, and use a pre-test and post-test method to do this. Additionally, a questionnaire with an experimental group in this school was employed to measure their perception or attitude towards TBLT method. The collected data was analyzed quantitatively and qualitatively.

3.2. Source of Data

Grade 10 EFL students were the major source of data for this study. The main aim of this research was examining the effect of TBLT on the writing skills of students and assess their perception so that a pre and post test and questionnaire data gathering tools were employed.

3.3. The Research Setting

The teaching environment that the researcher was engaged in was located in Awi Zone in particular Fagita General Secondary and Preparatory School. In this school there were five grade 10 sections in which each section consisted of 55 up to 59 students who the researcher taught them four periods in a week where each lasted about 40 minutes. In Awi Zone Fagita Lecomaworeda, there are 5 secondary and 78 primary schools. Particularly, in Fagita town, there are one elementary and one secondary schools. The researcher decided to conduct the study at high school level in this town in which he could closely observe the problem. As such, it is common to see many students who couldn't construct correct and meaningful sentences, paragraphs and essays in Ethiopian schools (Gashaw, 2016). This is true in Fagita General Secondary and Preparatory School. Thus, the researcher wanted to put his effort in the journey of improving writing problems of learners in this school.

3. 4. Population, Sample and Sampling Techniques of the Study

3.4.1. Population of the Study

A population can be defined as the total collection of elements about which we wish to make some inference (Cooper, 2006). The target populations of this study were 122 male and 184 female a total of 306 grade 10 students at Fagita General Secondary and Preparatory School in 2022 G.C. The researcher selected grade 10 students in this school as a sample population by using purposive sampling technique because of the following reasons: the first reason was the writing problem is sever in grades 9 and 10 students according to the researcher's teaching experience in this school. But the researcher selected grade 10 students because grade 9 students were new comers to this school so that they may be feel shy and unable to give appropriate data to this study. And grade 11 and 12 students are apparently moderate in writing than grade 9 and 10 because they took more courses. Due to this, the researcher wanted to select grade 10 students in this research as a population. And the other reason was the researcher was teaching currently

in this school and this grade level. Therefore, the researcher got the required information closely and believed that these students were better than grade 9 students particularly they were able to distinguish the strategies used while writing. The researcher further hoped that grade 10 students were able to respond to all requirements such as tests and questionnaires accordingly than grade 9 students.

3.4.2. Sample of the Study

As it is difficult to include the entire population due to time, cost and accessibility constraints, sample size was determined to represent the whole population. Therefore, the sample size is 114 grade 10 students from two sections at Fagita General Secondary and Preparatory School in 2022 G.C from the total population of 306. However, as the design of this research is quasi-experimental, these 114 students were divided in to two groups namely experimental and control groups. There are five sections of grade 10 in this school and so the researcher selected two sections by giving intact group tests to the whole five sections and assign as control and experimental groups (section B and section E) by using lottery sampling technique.

3.4.3. Sampling Techniques

The sampling technique is the process of selecting a specific number of respondents from the total population for a study. At first, the researcher selected Fagita General Secondary and Preparatory School and grade 10 students in this school by using purposive sampling method. This is because in one hand, the researcher was assigned to teach English in this school and there was a problem in this school so it is better to conduct research in this school to save time and money. And another reason why grade 10 students were selected purposively was the problem was more sever on this grade level. The sample size of the population was 114 grade 10 students from the total population of 306 students. Two sections were selected by using intact group tests method. And also, since the design of this research is quasi-experimental, these 114 sample students in two sections were used as control and experimental groups and this was done by using lottery method. The researcher folded two similar pieces of paper and assign one student in each class to pick it up.

3.5. Data Collection Instruments and procedure

The objective of this study was to investigate the effect of TBLT in developing students' writing skills and assess their perception towards it. To achieve the objectives of this study, the researcher used the following procedures and data gathering tools. First of all the researcher determined and understands the nature of the problems wished to investigate. After that the researcher raised basic research questions and hypothesis which were assumed to be answered at the end of the research. After that the researcher selected the population and samples of the research and then collected data from those samples by using two data gathering tools. These tools were a pre and post test, and a questionnaire. A pre-test and post-test tools for the experiment was applied as a main data gathering tool to answer the first question and hypotheses. Besides, questionnaire was used to supplement the qualitative data which answers the question what is the students' perception towards TBLT method after the intervention. And the following procedures were implemented to gather data by these data gathering tools.

3.5.1. Pre-Test and Post-Test

The pre-test and post-test tools were the most commonly used quantitative data gathering tools to check the effects of the treatment. They strengthen the internal validity of the treatment and most researchers used these tools for the experimentation purpose. For example, Dirgeyasa (2017), Ahmed and Bidin (2016), Marashi and Dadari (2012) and Gashaw (2016) used these tools effectively. First of all, to begin the study, preparation for the materials, the test and measuring the validity and reliability of the test was administered. To administer the validity especially the face validity and content validity, the researcher consulted different English language teachers and experts. In addition, my advisor evaluated it and added a comment to some modification. And to administer the reliability of the tests, the researcher employed pilot study. The pilot study was carried out on 20 students from another school namely Addis kidam general secondary and preparatory school which has the same setting. The pilot study helped to modify different errors in the tests. For example, after the pilot study, the number of questions or tasks were minimized from 10 to 8 questions because it takes longer time to finish the tasks. Then, after selecting the sample, the pre-test was administered to the sample population in the main study. Most probably the pre-test was administered before the treatment was given to check whether there was a significant difference between the experimental and control groups in writing performance or

not. After that the treatment task or TBLT task in writing was given for three months from February 1 up to April 30 by arranging programs to the experimental group only and the control group was taught by the PPP method of teaching. At the end of the treatment, a post-test was given to check whether there is a significant difference or not in writing performance of the control group and experimental group due to the treatment of TBLT method. At the end, the questionnaire was distributed to the experimental students to check their perception of TBLT due to treatment tasks.

3.5.2. Questionnaire:

According to Barr et al (cited in Gashaw, 2016), questionnaire is a systematic compilation of questions that are administered to a sample of population from which information is desired. Parrot (1993) on the other hand stated that questionnaire is an important tool which is often used to gather primary data about the general and common preferences of the learner, as well as to call forth the response of respondents. Therefore, the researcher used post questionnaires to collect data to see the perception of students towards TBLL method in English language class to learn writing at Fagita General Secondary and Preparatory School. Items having 14 close-ended questions were designed for respondents of the experimental groups. Close ended responses were measured on a five-point Likert scale of intensity rating which places an individual somewhere on an agreement continuum concerning a particular item. Thus, the five-point Likert scale was preferred because of the degree it entails for determining the intensity of expression of the subjects. Furthermore, the main advantage of a five point scale is that a greater variance can result. The scores of the items in each category was summed up and expressed in percent. Therefore, the researcher formulated close ended questions and ask to the experimental group to collect data regarding to their perceptions of writing tasks after the treatment was implemented. Because the questionnaire is important to them to check their attitudes of weather the tasks of writing are important or not to develop their writing performance. Thus, all the experimental group students in this school participated in the questionnaire.

3.6. Validity and Reliability of the Instruments

The validity and reliability of the instruments of this research were checked before collecting data for the study. The validity of the tests given to the participants to write sentences and

paragraphs were reviewed and assessed primarily by my colleagues and other language experts in BDU and then by my advisor. The drafts of the instruments were adapted and adopted from grade ten text book, EILT examination books and other researchers papers. Due to this, the tests that the participants are expected to write sentences and paragraphs and the questionnaire items were given to two experienced teachers having MA in TEFL in Fagita and Addis kidam secondary and Preparatory Schools to evaluate the clarity of the writing rubrics suggested, and then more importantly my advisor evaluated them carefully.

Before the participants start to write sentences and paragraphs based on the given topic, the pilot study test was carried out to assess the clarity and content of test that the participants intend to write paragraphs and its reliability. This pilot test was given for both the experimental and control groups before the main study was began. The test was piloted on 20 students from another school to write sentences and paragraphs. The written paragraphs by those students were collected, marked and analyzed by Cronbanch's alpha to determine the reliability of the test as shown in the following table.

Table 1: Test reliability statistics.

Cronbanch's alpha	Cronbanch's alpha based on standardized items	No of items
0.70-0.95	0.821	8

The internal reliability of the tests were calculated using Cronbanch's alpha, and the reliability coefficient of the written paragraph was 0.821 which is greater than 0.70 that indicates high internal consistency of the questions, and its error mean measurement is 0.18%. As stated by different scholars like Dennick (2011), the acceptable values of Alpha ranges from 0.70 to 0.95 in Cronback alpha statistics. Therefore, this test was reliable. Similarly, the correlation of the two raters' evaluation was measured by calculating the Pearson correlation coefficient as shown below.

Table 2 : Illustrates Pearson correlation

	Rater 1	Rater 2
Pearson correlation	1	0.746
Sig.(2-tailed) N	8	0.013
		20
Pearson correlation	0.746	1
Sig.(2-tailed) N	0.013	8
	20	

The degree of inter-rater reliability was established by correlating the scores of the two pilot test raters. In order to see the correlation of the two raters, Pearson’s correlation test was used. As a result, the correlation of the two raters in the pilot test written achievement was 0.75 or 75% at 0.013 level of significance as shown in table two. This shows that it is highly correlated and the two raters’ scores have greater correlation in this pilot test. The validity of the tests (pretest and post test) were reviewed and assessed by two teachers in Fagita and Addis kidam General Secondary and Preparatory Schools both of them are having MA in TEFL. They evaluated the clarity of the test items if all the items valued to measure the objective of the study. Two experienced teacher raters marked the participants’ written achievement based on the scoring rubrics for the reliability of the scores. More importantly, the researcher showed all the writing rubrics, tests and questionnaires to the advisor in order to evaluate the validity of the tests. Eventually, the researcher showed the scoring rubrics to the advisor pretending to receive feedback on the use of TBLT. This is because according to Madsen (1983) the holistic scoring needs more than one scorer, and any significant differences in scoring should be discussed and a joint score is highly negotiated. Finally, the average of the two raters was used for analysis using independent samples T-test in SPSS version 20.0

3.7. Ethical Considerations

Ethical issues have become increasingly important in research involving human beings. As it is stated in Roach (1991), the researcher should explain the steps prior to the research to inform the participants about the data collection activities and the proposed use of findings. The researcher should describe the steps to be taken to respect the rights of participants, get their permission, gain an affirmative reply from the research site and ensure confidentiality of participants' information. During the research, the following points were taken into account: keeping the participants' identities anonymous and their views confidential, the participants' about the overall purpose of the research and its main features and informing the participants that the information from them will be used solely when there is a full consent.

CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION OF RESULTS

The main objective of this study was to examine the effect of using TBLT on EFL students' writing skills and assessing their perception towards it. To this end, this section, therefore, attempts to answer the research questions which the researcher formulated and wrote under the last section of chapter one. The data which was collected from the pre-test and post-test were analyzed quantitatively, and questionnaire data were analyzed qualitatively.

4.1. Data findings

This study focuses on investigating the effects of TBLT on the students' writing skills and assessing their perception of TBLT at Fagita general secondary and preparatory school. As the title shows there is a cause and effect relationship between the variables. Thus, it is necessary to analyze the data quantitatively and qualitatively. An independent sample t-test was used to compare the average scores of the control and experimental groups. According to the statistical theory for a raters' marking to be acceptable it is established that if $p < 0.05$, there is a significant difference, but if $p > 0.05$ there is no significant difference. Gashaw (2016) agrees on this idea and said that in order to gain the average score of the students that had obtained, are added and averaged since the two raters participated in rating the tests. The inner-rater reliability also was calculated by using cronback alpha to prove the internal consistency of data obtained. And the obtained data was tabulated by employing a t-test statistical procedures (spss) version 20.0. Moreover, the researcher analyzed the two writing scores of (pre- and post tests) of the participants in accordance with the writing rubrics containing the following domains of evaluation: content, grammar, organization, mechanics (punctuation and capitalization), and coherence. In order to achieve the objectives of the research, the participants of the study sat for pre-test to ensure the equivalence between the two groups before the intervention.

For all these reasons, the study primarily used a quasi- experimental research design that sought to investigate what would happen when students were treated by giving and receiving TBLT. The data were analyzed by using inferential statistics such as the independent samples t-test and Paired samples t-test to test the hypotheses of the research. The independent sample t-test was used to find out the significant difference between the control and experimental groups before

and after the intervention. Whereas the paired sample t-test was used to find the difference of experimental group's result before and after the training program.

The study was mainly focused on the effects of TBLT on students' writing performance in English language class at Fagita General Secondary and Preparatory School grade 10 students in focus, in 2022. The same pre-test and post-test were given for both experimental and control groups. When it started this work, the researcher has the starting topic which is TBLT writing method. By using TBLT method, the researcher saw whether this teaching method improved the students' writing performance or not. The researcher gave pre-test and post-test for both groups, and post questionnaires for experimental group only.

The findings of the analysis follow the order of research questions. To determine the effectiveness of TBLT on students' writing performance, the findings of the study were drawn from the students' test scores and the questionnaire data obtained from the students.

4.1.1. Test Data Findings

4.1.1.1. Analysis of Experimental and Control Groups' Writing Performance before the Intervention:

It was important to find out the level of writing performance of the two groups (control and experimental) at the beginning of the study. This was to see if the two groups had similar writing performance or not before the intervention of TBLT in the process of writing. Therefore, the following Independent samples t-test compares the control and experimental groups' writing performance before the training.

Table3: Writing performance of the control and experimental groups before the training/intervention

Group	N	Mean	Std. D	Mean difference	t-value	Df	p-value
Experimental group	58	22.58	4.65	1.5	0.97	112	0.336
Control group	56	21.07	3.16				

As can be seen from table 3, the mean difference between the control and experimental groups is not statistically significant at 0.05 alpha level. This is because the calculated p-value (0.336) associated with the calculated t-value (0.97) is greater than 0.05. This means, both control and experimental group students were similar in their writing performance in the pre-test result before the intervention because of the difference between the score of the two groups found to be statistically no significant difference over its pre test, $t(112), 0.97 (p>0.336)$ at 0.05 alpha level. From this, one can infer two things. One is that the subjects in control and experimental groups have more or less a similar standing or performance in writing, as the mean values of the two groups is nearly the same. The other is subjects in both control and experimental groups have little prior knowledge of the items in the test, as the mean values of the two groups are very low.

4.1.1.2. Analysis of experimental and control groups’ writing performance results after the intervention:

In order to see if TBLT had an effect on the students’ writing Performance after the intervention, the experimental group students produced different writing activities under the treatment of TBLT method. On the other hand, the control group students produced activities on their usual learning styles. After the treatment was finished, the same post-test was given to both groups. The main purpose of the post test phase was to examine the quality whether students (both control and experimental groups) writing performance as a result of TBLT method intervention had shown statistically significance differences after the treatment or not. Therefore, to judge this, independent samples t-test was computed for the post intervention results of the two pairs of groups. To understand easily whether there was a significant difference in their writing performance students who were treated in TBLT and those who are not provided such treatment presented on the Table 4 below

Table 4 : Writing performance of the control and experimental groups after the intervention

Group	N	Mean	Std. deviation	Mean difference	t	Df	p-value
experimental group	58	32.68	5.167	-8.81	-12.474	112	0.004
Control group	56	23.87	6.259				0.684

As can be seen from Table 4, the p-value of experimental group is (0.004), which is less than 0.05 level of significance. In addition, from the table, the mean of the experimental group is 32.68, and the mean of the control group is 23.87. This shows that there was the mean difference between the control and experimental groups at post test scores. The table shows that $t(112) = -12.474$, $p < 0.004$. This implies that there is a statistically significant difference between the writing performance of the control and experimental groups. From this the researcher could conclude that after TBLT program or training was given, the writing performance of experimental group students have been improved than the writing performance of control group students due to TBLT intervention. Therefore, TBLT method has a positive effect on the students' writing performance improvement and it is used to teach writing better than ppp method.

4.1.1.3 Analysis of Experimental Groups' Writing Performance before and after

Intervention:

To understand whether an experimental group's writing performance was improved or not at the end of the study, it is better to see their pre-test and post-test results using Paired samples t- test in SPSS Table 5 below.

Table 5 : Experimental group's writing performance before and after the TBLT intervention

Pair 1	Mean	N	SD	Mean difference	df	T	p-value
Pre-test	22.05	58	3.82	-10.63	57	-26.95	0.78
Post-test	32.68	58	2.97				0.000

This result suggests that the experimental post-test score was increased by -10.63. The result of the paired samples t-test from the above table indicates that there is a difference between the means of pre-test and post-test. i.e. the mean score of writing performance of the students before the TBLT intervention was 22.05, but this writing performance mean score increased to 32.68 after involving the participants in TBLT session. These result mainly suggests that there was

statistically significant difference in the scores of pre-test ($M=22.05$, $SD=3.82$) and post-test ($M=32.68$, $SD=2.97$) conditions, $t(57) = -26.95$, $p=0.000$); mean difference=-10.63. This mean difference shows that TBLT helped the students to improve their writing performance highly. It can contribute to the facilitation of learning by promoting the articulation of the goals and the explicit judgments of progress towards the accomplishment of those goals if appropriate training is given.

4.2. Questionnaire Data Findings

A closed ended questionnaire was designed and distributed to students for the experimental group. The purpose of the questionnaire was to obtain information regarding to the perception of students towards the treatment that they had received or practiced during the training.

Table 6 : Perceptions of experimental group students towards Task Based Language Teaching

No.	Items	Alternatives									
		SA		A		UD		DA		SD	
		F	%	F	%	F	%	F	%	F	%
1	I have had more opportunities to involve my writing when I frequently practice task based writing in group and pair works.	30	51.7	22	37.9	1	1.7	3	5.2	2	3.4
2	I feel comfortable when I practice task based writing tasks through process writing.	28	48.3	26	44.8	-	-	3	5.2	1	1.7
3	Personal thinking, creativity and effort to write continuously are basic techniques which enable me to improve my writing skills.	31	53.4	24	41.4	2	3.4	-	-	1	1.7
4	My involvement in task based writing can improve my writing skills.	27	46.6	25	43.1	3	5.2	1	1.7	2	3.4
5	Process writing develops my interest to write.	34	58.6	22	37.9	-	-	1	1.7	1	1.7
6	Writing tasks helped me to use my background knowledge to write.	29	50	18	31	2	3.4	5	8.6	4	6.9
7	Pair/group learning is an important technique of learning writing in order to improve my individual writing abilities.	24	41.4	26	44.8	2	3.4	3	5.2	3	5.2
8	The task was not very attractive to learn writing.	3	5.2	1	1.7	-	-	36	62.1	18	31
9	Tasks I practiced were not comfortable for me to learn writing.	4	6.9	6	10.3	1	1.7	30	51.7	17	29.3
10	I didn't feel comfortable when I practiced different tasks freely with my friends.	2	3.4	5	8.6	3	5.2	28	48.3	20	34.5

NB: SA=Strongly Agree; A=Agree; UD=undecided; D=Disagree; SD=Strongly Disagree, F=Frequency

Questionnaire for students was one of the tools used for gathering data for the study. A questionnaire with closed ended items was designed and distributed to students in the experimental group after intervention. The questionnaire was filled in by 58 students of the experimental group because the questions were prepared regarding to the objectives of the training of TBLT method. That is to say, the questions were prepared based on the intervention program. The items in the questionnaire were 10 in numbers and they were five likert scale types to measure the perception of experimental group students towards TBLT program. In each item, there were 5 different alternative responses in the grids. These are: Strongly Agree, Agree, Disagree, Strongly Disagree, and Undecided. In analyzing the responses, the following codes were used: Strongly Agree=5, Agree=4, Undecided=3 Disagree=2 and Strongly Disagree=1. Besides, the reliability of the questionnaire was calculated by cronback alpha and the results were found to be 0.87 which was considered statistically acceptable for this study.

In this section, an attempt has been made to summarize the important findings obtained from the students' questionnaire towards the TBLT intervention. The results of the findings are as follows:

Questionnaire item 1 was designed to ask students if pair and group works were helped them to improve their writing performance during the task based language teaching program. From the above table, regarding to this question, one can observe that 51.7% of the students responded 'Strongly Agree' 37.9% students 'Agree'. And 1.7% students gave the answer by selecting undecided option. On the other hand, 5.2% and 3.4% students chose options disagree and strongly disagree respectively. Therefore, according to the given data, it could be concluded that pair and group works gave the students an opportunity to improve their writing performance due to the intervention program of tasks. This implies that pair and group works have great importance in improving students' writing abilities. Regarding to this, hedge (1991) suggests that group discussion is a good example of an activity in which the classroom becomes a writing workshop where students make collaborative effort to produce more valid and communicative written texts.

Questionnaire item 2 was designed to find out if the students felt comfortable when they practice task based writing through the process writing approach in the task based language teaching program. Therefore, as the students responded in the above table, it shows that 48.3% of the

respondents selected 'Strongly Agree' and 44.8% students 'Agree'. Whereas 5.2% and 1.7% of the students responded disagree and strongly disagree respectively. As one can see from this data, more than 90% students encouraged this task practice and only around 10% respondents discouraged this question. This implies that most of the students were benefited from process writing tasks session in the intervention program. Concerning to this issue, scrivener (2015) claimed that students write what they want to with help, encouragement and feedback from the teacher and others throughout the process of choosing a topic, generating ideas, organizing thoughts, drafting, etc. Therefore, this implies that students are supposed to construct their own texts with no restriction and having a great chance for creativity and for making things worse so that they have a chance to correct them and with their peers which is sought as one of the basic features of this approach.

Questionnaire item 3 on the other hand, was designed to ask the students whether or not personal thinking, creativity nature and efforts to write continuously are basic techniques which enable learners to improve their writing skills. As can be seen from the above table data, 53.4% of the respondents wanted to strongly agree and 41.4% of the respondents agree. On the other hand, only 3.4% students put undecided, and 1.7 students strongly disagree. Totally 94.8% students responded positively whereas 5.2% students negatively. This shows that majority of the students are aware of the importance of personal thinking, creativity and effort of writing continuously for improving writing skills after the training program. In this connection, Willis (1996) stated that task based learning offers several advantages by helping learners develop cognitive processes, creative thinking and problem solving skills. Many learners state that when their teacher assigns a variety of tasks for them to perform, they have the opportunity to use language communicatively (Willis 1996).

Questionnaire item 4 was designed to ask the students if their writing skills improved or not due to the involvement in task based writing learning situation. Regarding to this, 46.6% students responded strongly agree and 43.1% students agree. On the other hand, 5.2% students put undecided, 1.7% students disagree and 3.4% students strongly disagree. As can be seen, more than 85% students encouraged this question and about 9% students discouraged the question. Thus, based on the given data, it can be concluded that task based language learning improves students' writing performance.

Questionnaire item 5 asks students whether or not process writing develops their interest to write. Regarding to this 58.6% students responded by saying strongly agree and 37.9% students by saying agree. However, 1.7% students responded as disagree and 1.7% students strongly disagree. This implies that the most students' interest to write was developed or improved due to the process writing tasks. Therefore, it can be conclude that process writing tasks develop students' writing interests or it motivates learners to write.

Questionnaire item 6 was designed to ask students whether task based language Teaching tasks are used to recall their background knowledge or not. As it can be seen from the above table, 50% students chose strongly agree and 31% students agree on this idea. On the other hand, 3.4% students responded undecided, 8.6% students disagree and 6.9 students strongly disagree. So here, almost 80% students responded positively and almost 20% students responded negatively to the given questionnaire. Hence, it can be concluded that task based language teaching tasks can develop students' use of their background knowledge in writing situations.

Questionnaire item 7 was asked to check whether pair and group discussions improve the individual students' writing abilities or not. As one can see from the table data, 41.4% students put out strongly agree and 44.8% students agree on this idea. On the other hand, 3.4% students brought out undecided, 5.2% students disagree and 5.2 other students strongly disagree. This shows that the majority respondents (almost 86%) gave their responses positively and minority respondents (almost 14%) gave their responses negatively. Therefore, it can be concluded that pair and group works can improve individual learners' writing performances.

Questionnaire item 8 was designed to ask students whether the task was attractive to learn writing or not. And 5.2% students responded strongly agree and 1.7% students agree. Whereas 62.1% students put out disagree and 31% students strongly disagree. Totally, 6.9% students encouraged and 93.1% students discouraged this question. This implies that the task in the intervention program was attractive to learn writing.

Questionnaire item 9 was designed to ask students whether they felt not comfortable towards the intervention tasks or not. Regarding to this question, 6.9% students, 10.3% students and 1.7% students provided the response by choosing strongly agree, agree and undecided respectively. Whereas 51.7% students responded disagree and 29.3% students strongly disagree. Totally,

17.2% students felt not comfortable and about 80% students felt comfortable towards the task. This shows that minority of the students feel discomfort and majority students feel comfort by the tasks in the intervention program. Therefore, according to the data provided, it can be concluded that task based language teaching makes learning comfortable to learn writing if tasks prepared and manipulated properly.

And questionnaire item 10 was designed to ask students if they didn't feel comfortable when they practice different tasks with their partners. And the following data was obtained. As can be seen from the table, 3.4% students responded by putting a tick to strongly agree and 8.6% students agree. Whereas 5.2%, 48.3% and 34.5% students responded by saying undecided, disagree and strongly disagree respectively. Totally, about 12% respondents answered positively and about 88% respondents negatively. This implies that majority students feel comfortable when they practice tasks with their friends and the minority one feel discomfort.

4.3. Discussion of Findings

The main purpose of this study was to investigate the effect of TBLT method in improving students' writing skills and assess their perception towards TBLT grade 10 in focus. To collect data, the researcher used pre-post test and questionnaire data collection instruments. And the findings of data have presented in the previous section in this chapter. These findings and their possible implications discussed as follows vis-à-vis the most common literatures.

The effect of TBLT method in improving EFL students of Fagita General Secondary and Preparatory School in writing skills was tested by interpreting the statistical analysis presented in the previous section. Pre-test and post-test results were the main data gathering tools manipulated in this research. To compare the average scores of the control and experimental groups, an independent sample t-test was used. According to the data findings, the results of the pre-test showed that there was no a significant difference between the average scores of the control and experimental groups at 0.05 level of significance. The results of the statistical analysis of the independent samples test in the post-test on the other hand, showed that the students in the experimental group improved their writing skills at ($p < 0.05$) 0.004 at 0.05 level of significance. This implies that TBLT program made students to improve their writing skills. As can be seen from the independent samples t-test, it has been found out that the teaching intervention material

and program prepared for the experimental group helped the students to achieve better writing skills. In the first chapter, the following hypothesis was formulated.

Ho: There is no significant effect of using TBLT on students' writing skill improvement.

Ha: There is a significant effect of using TBLT on students' writing skill improvement.

Thus, based on the results of the analysis of the pre and post tests, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was proved valid. Many scholars have already employed the TBLT approach in their teaching and the results, in most of the cases, were positive and some of them are discussed here as follows.

In connection to the questionnaires of this study, most of the students in the experimental group responded that Task Based Language Teaching was comfortable, attractive and effective methodology which made them to improve their writing skills. As they responded, this teaching method also made them to write cooperatively with their peers and this is very fun to practice writing frequently and mutually. In short, Task Based Language Teaching has a good and positive effect in improving students' writing skills and students have a positive perception towards this method depending on the findings of this research.

The findings of this research is also similar to the researchers who emphasized on the role of TBLT in promoting students' writing skills. Brown (1994), Nunan (1987), Ellis (2003), Prabhu (1989), Lever and Willis (2004), Richards and Rodgers (2011), AL-Nashash (2007), Rashid (2017), Marashi and Dadarri (2012), Dirgeyesa (2018), Gashaw (2016), and Obsa (2021) pointed out that students made far more rapid progress through TBLT method and were able to use foreign language in the real world situations with reasonable level of efficiency after relatively short courses in writing skills learning process. The detail of their findings is presented in chapter one and two in this study.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The main purpose of this study was to investigate the effect of TBLT in improving students' writing skills and assessing their perception towards TBLT method. Therefore, to address the objectives of the study, the following research questions were formulated.

1. What effect does TBLT method have in students' writing performance?
2. What is the perception of the students towards TBLT method in writing skills after the application of writing tasks?

So as to determine the effect of TBLT, the researcher selected Fagita General Secondary and Preparatory School grade ten students by using purposive sampling method. In this grade level, there are five sections and among these sections, the researcher selected two sections to carry out the study. Therefore, to determine the two sections as experimental and control group, the researcher employed lottery system to make the selection fair. Thus, section E students (N=58) were assigned as an experimental group and section B students (N=56) were used as a control group or comparable group. The researcher used none equivalent pre-post test of quasi-experimental research design and the data was collected from experimental and control groups. As writing test was very necessary to assess the participants of writing skills, the researcher prepared pre-and post-tests and gave two teachers who specialized in the field of TEFL and to my advisor for validation purpose. After the validation of the tests had been checked, a pilot study was employed to check the reliability of the tests before the main study program. After that the intervention was given to the experimental group. And after the intervention was implemented, the post test was given to both groups to check the significant writing skill difference between the two groups. At the beginning, the performance of students in both groups did not significantly differ at the pre-test phase. The experimental and control groups were similar in their writing abilities in the pre-test phase because the significant difference between the score of the two groups was found to be statistically not significant at the pre-test ($p > 0.05$ i.e 0.336) while after the TBLT was implemented, the experimental group improved significantly over its post-test compared to the control group ($p < 0.05$ i.e 0.004).

In addition, a questionnaire was designed and distributed to the experimental group in order to measure how they perceive towards TBLT tasks after the intervention program was carried out. The result of the questionnaire thus revealed that students have a positive perception towards the task practice process.

5.2. Conclusions

Based on the findings of the study, the researcher drew the following conclusions:

- Task Based Language Teaching (TBLT) improves the learners' writing skills. Because there was a significant statistical writing skill difference between the experimental and control groups who were taught through TBLT and the usual methods respectively. The students given TBLT treatment were likely to have better writing ability while compared with those who were taught through the traditional method. Due to this, it can be concluded that TBLT improves the learners' writing skills since it makes them to practice different real life contextualized writing activities.
- TBLT enables learners to get the opportunities to interact, share experience and organize ideas meaningfully and coherently in writing. They can improve their experiences of writing cooperatively with their partners.
- The findings of this research showed that the students' perception was positive towards TBLT after the intervention program. And this implies that TBLT method enhances students' writing skill. Because their participation and involvement in writing becomes improved.
- In TBLT approach, teachers can assume different contributions when the tasks performed. Regarding to this point, Richards and Rodgers (2001) and Nunan (1989) noted that EFL teachers have their own roles. They are selectors, sequencers and adjusters of tasks, prepare students for the task, create consciousness raising pre-tasks to the learners, advisors, supervisors, etc.
- In TBLT method, students are active participants, risk takers, cooperative learners, creative thinkers and independent learners.
- Therefore, it can be concluded that TBLT method promotes students' writing skills.

5.3. Recommendations

Based on the findings and conclusions drawn above, the following recommendations are made to the EFL teachers, English language supervisors, researchers, students and syllabus designers.

- ✚ English language teachers should use TBLT method to make their students write meaningfully and coherently because TBLT method is used to enhance learners' writing skills, as the findings of the present study revealed.
- ✚ English Language Teachers should adapt or adopt the writing tasks in the way that can allow students to be motivated and learning interactively. Thus, their confidence to write can be improved.
- ✚ In a communicative classroom, EFL teachers and students should implement tasks in task cycles i.e. pre-task, task cycle and language focus.
- ✚ Due to the important roles that EFL teachers play in TBLT approach, the researcher recommends that EFL supervisors should organize pre-service and in-service training programs for EFL teachers in the use of TBLT procedures and principles in their daily classroom practices.
- ✚ Students should apply the writing tasks actively and with volunteer by following the task cycles when their teachers order them to practice in the classroom.
- ✚ Syllabus designers ought to prepare more writing tasks by considering the three task cycles and the real world context of the students learning environment.
- ✚ In this study, the researcher focused on the effects of TBLT method and how students perceive it in EFL classroom. The degree of creativity, motivational level of students in the writing tasks, and what kind of tasks are more effective to teach writing were not covered in this study regarding to TBLT method. Therefore, further studies are recommended to be carried out on the students' creativity and motivational levels considering their grade levels in applying TBLT method in teaching writing skills and what kind of tasks are more effective to teach writing in TBLT method.

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APPENDICES

APPENDIX -1: Guidelines for Marking the Pre Test and Post Test 50% for Each.

1. Content (10%)

27-30 Excellent to very good: knowledgeable, through development of thesis: relevant of topic assigned

22-26 Good to average: some knowledge of subject ;adequate range; limited thematic development; mostly relevant to topic, lacks details

17-21 Fair to poor: limited knowledge of subject; minimal substance; poor thematic development

13-16 Very good: shows little or no knowledge of subject; in adequate quantity; not relevant, or not enough to rate

2. Organization or fluency (coherence, cohesion) (10%)

18-20 Excellent to very good: fluent expression; clear statement of ideas; solid support; clear organization; logical and cohesive

14-17 Good to Average: adequate fluency; main ideas clear but loosely organizing; supporting material limited; sequencing logical incomplete.

10-13 Fair to poor: low fluency; ideas not well connected; logical sequencing and development lacking

7-9 Very poor: ideas not communicated; organization lacking, or not enough to rate

3. Grammar or accuracy (10%)

22-25 Excellent to very good: accurate use of relatively accurate use of relatively complex structures; few errors in agreement, number, tense, word order, articles, pronouns, prepositions

11-17 Fair to poor: significant defects in use of complex construction; errors in agreement, number, tense, negation, word order, articles, pronouns, prepositions, fragments, and deletions, lack of accuracy, interferes with meaning

5-10 very poor: no mastery of simple sentences construction; text dominated by errors; does not communicate, or not enough to rate 71

4. Vocabulary or word selection (10%)

18-20 Excellent to very good: complex range; accurate word/idiom choice; mastery of word forms; appropriate register

14-17 Good to average: adequate range; errors of word/idiom choice; effective transmission of meaning

10-13 Fair to poor: limited range; frequent word/idiom errors, in appropriate choice, usage; meaning not effectively communicated

7-9 Very poor: translation-based errors; little knowledge of target language vocabulary, or not enough to rate

5. Mechanics (spelling, punctuation, capitalization) (10%)

5 Excellent very good: masters conventions of spelling, punctuation, capitalization, paragraph indentation, etc.

4 Good to average: occasional errors of spelling, punctuation, capitalization, paragraph indentation, etc. Which do not interfere with meaning

2 Fair to poor: frequent spelling, punctuation, capitalization, paragraphing errors; meaning distributed by formal problems

3 Very poor: no mastery of conventions due to frequency of mechanical errors, or not enough to rate

(Rating Scale (adopted from Shehadeh 2011))

APPENDIX-2: Treatment Material: Task Based Writing Lesson Plan

School: F/G/S/P/S

Grade: 10

Participants: Experimental group **year:** 2014 E.C **Time allowed:** 2:20

Topic: writing a paragraph about the advantages of plants etc.

Arranging words to make meaningful sentences.

Arranging sentences to make meaningful paragraphs.

Produce meaningful and coherent paragraphs.

Objectives: At the end of this lesson, students will be able to:

- Arrange jumbled words to write meaningful sentences.
- Arrange jumbled sentences to write meaningful and coherent paragraph.
- Write well organized paragraphs depending on the context.

According to Willis (1996), there are 3 stages of Task practice. Thus, the activities in each stage are presented as follows:

Stage 1: Pre Task Activities (20 minutes)

Instruction: Giving Knowledge

This activity has two important objectives. The first is to teach, mobilize or make prominent the language that relates to the task itself. For example, the useful vocabulary or important functionality sentence patterns.

The second is to give students some background knowledge so as to help them to recall the schematic knowledge when completing the task. The teacher may handout materials on related topics; for instance, what is sentence, what is paragraph, what is essay? Parts of speeches different tenses, conjunctions etc.

Stage 2: During task activities (100')

A. Pair work (20')

-At this stage, the students are encouraged to engage as much as possible in the tasks and to complete them.

-The teacher writes some questions on the board for the students to discuss such as questions and sentences related to the transmission of HIV/AIDS. For example, how is HIV/AIDS transmitted from the infectious person to others?

-Motivate students to actively engage in brain storming their thoughts, feelings, memories, attitude about the topic.

-Divide students into pairs to discuss the questions.

-Avoid intervention in the students' discussion in order to allow the natural language acquisition processes to operate, but whenever the students need help the teacher stand out.

-Then ask the students to report the results of their pair work.

B. Group discussion (30')

Motivate students to contribute ideas by dividing them into small groups. Here, every participant has his/her share of information to contribute to the communication process, and therefore more participants made the communication livelier and meaningful. At the same time, the teacher should monitor the whole process and offer help if possible. After that the students were divided into small groups containing 4 to 5 students to re-discuss the above questions and to determine what they wrote.

C. First draft (30')

At this time, students can think over what they have discussed up till now, and go directly into writing. At this moment, the students should not worry about grammatical mistakes, spelling errors, punctuation etc, and all they should do is to put down their ideas. So the teacher lets them not to worry about accuracy and fluency of writing. At this stage, the teacher should withdraw so as not to prevent the natural flow of the students' ideas and their expressions. This is also done to

elicit personal opinions from students so as to get them more involved in the completion of the task. Encourage students to put their information or ideas on the paper in a logical manner, not worrying about grammar, spelling, punctuation, organization or handwriting.

D. Discussion of the product (20')

After the completion of the first draft, the researcher divided students into small groups and let students to nominate group leaders. And then the researcher ordered students to exchange their first drafts of writing and criticized it concerning to vocabulary, grammar, punctuation, structure, topic and spelling. After that the group leaders reported the results of group discussions.

Stage 3: Post task activities (20')

On this stage the emphasis is given to the accuracy and fluency of the communication process, and the expressiveness of ideas. Therefore, at this stage, the researcher directed the students' attention to the accuracy of language and the way of restructuring their sentences so as to make better their writing. Finally, based on the group leaders' reports, the researcher got a brief idea of the students' weaknesses and strengths. So as to present in a more clear way, the researcher could write down the language points, chunks, or functionality patterns on the board. To make sure that the students have got all that is being taught, give for students with similar tasks as a home work.

APPENDIX-3: Sample Writing Lesson for control group and experimental group:

What does it mean by sentence?

A sentence is an arrangement of words that makes complete sense. It must be meaningful and acceptable to the speakers of the language. For example,

A table is made of wood. The room is clean.

If you study hard, you will pass the examination.

Each of the above sentences are acceptable and complete sentences which tells us something about a subject.

NB: English has its own ways of arranging words in a sentence. For example, the seat students on chair. This is not the correct sentence because words are not arranged correctly. When it is arranged correctly, it becomes students seat on the chair.

Correctness in grammar is not enough. Sentences should be acceptable and look sensible to the speakers of the language. Example, Abebe kills a stone.

Almaz was born 500 years ago.

In the above two sentences the arrangement of words or grammar is correct but not acceptable and sensible to the speakers.

Activity 1: which of the following sentences are acceptable in English?

- a. The house enjoyed him very much.
- b. The trees ran to reach in time to the meeting.
- c. My children always eat bread for breakfast.
- d. The moon walks on to the road.
- e. Don't disturb the class.

Structure of a sentence:

Every sentence has two parts. These are **subject** and **predicate**.

1. Subject: refers to persons, places or things which something is said in the sentence. For example, Children are watching TV. Students are writing notes on the board.

Thus, in the above two sentences, children and students are subjects.

2. Predicate: says something about the subject. It may consist of just a verb or a verb plus other elements. The normal word order in English is ‘subject plus predicate’.

Activity 2: Divide the following sentences into subject and predicate.

- a. Children swim in the sea. c. All of us went to Bahr Dar last week.
b. Don’t disturb the class. d. Men and women are working in the fields.

Kinds of sentences

There are two contexts to classify sentences. These are **function/purpose and structure**.

A. Depending on function: Depending on its function sentences are of four kinds. These are:

1. Statement: statements are sentences that give facts or describe events or things. They may be affirmative or negative. Example,

Affirmative: Ten soldiers died in the battle.

Man is a social animal.

Negative: A lion doesn’t eat grass.

Education is important for human beings.

2. Interrogative/question: These are question sentences that enable to gather information. Here, there different kinds of question sentences. These are yes/no questions, wh word questions, tag questions etc. for example,

Did the students entered to the class?

Where can we get this book?

She is a clever student, isn’t she?

3. Imperative: (commands, requests, suggestions):

These sentences are used to order, request and suggest to people in different situations.

For example, open the door.

Lend me your book, please.

Let us do our assignment.

4. Exclamatory: used to express surprise, anger, regret and joy.

Example: what a surprise it is!

How stupid of you to say that!

Oh! How tragic!

Lucky man!

Activity 3: Identify weather the following sentences are statement, interrogative, imperative and exclamatory.

- a. Stand up all of you.
- b. I and my friend went to the church last Sunday.
- c. Wow! What a beautiful girl she is!
- d. How old are you?

B. Depending on structure:

1. Simple sentence: it contains only one predicate which means it has only one verb. For example, The teacher entered to the class.

Most university students are suffered by homesickness.

Farmers plough farms. Etc

2. Compound sentence: when two or more simple sentences are joined together by conjunctions like: for, and, nor, but, or, yet and so then we get compound sentences. For example, Live to learn and you will learn to live.

They went to the market **and** buy some crops.

Dawit went out for a walk **but** Aster stayed at home.

3. Complex sentence: A complex sentence has only one main clause but may have more than one dependent clause. Subordinate conjunctions like: that, which, because, when, before, after, after that, etc. are used join the main and subordinate clauses. For example, you will succeed because you are hard working.

You will be punished If you come late for school.

I know that Alemu will succeed because he works day and night.

Activity 4: Identify weather the following sentences are **simple, compound** and **complex** sentences.

- a. Dr. Daniel feels happy when he helps sick people.
- b. They danced with joy.
- c. You must return my book or pay its price.

Parts of speech

In a sentence there are different kinds of words. These words are called parts of speech and all of them have their own functions in that sentence. They are 8 in number. These are:

1. **Noun:** a word that we use for giving a name to a person, place, things, quality, idea or action is called a noun. Example, Abebe, Ethiopia, beauty, air, water, kindness, honesty, view, attitude, physics, English, etc. e.g. The boy speaks English. Here boy and English are nouns.

2. **Pronoun:** A word which we use in place of a noun is called pronoun. Examples: I, we, you, he, she, they, it, me, us, them, him, her, its, mine etc are pronouns.

e.g. she gave him water to drink. Here, she and him are pronouns.

3. **Adjective:** A word which is used to add something to the meaning of a noun is called adjective. In other words, adjective is a word that modifies a noun or another adjective.

e.g. A little girl spoke sweetly to a tall stranger. Here little and tall are adjectives.

4. **Verb:** A verb is a word that tells us what somebody or something does, what somebody or something is in, or what is becoming of somebody or something. Or in other words a verb is a word which shows an action. E.g. A girl spoke sweetly to a stranger. Here spoke is a verb that tells us what a little girl did.

5. **Adverb:** An adverb qualifies or adds to the meaning of a verb or an adjective.

e.g. A little girl spoke sweetly to a stranger. Here sweetly is an adverb which qualifies the verb spoke.

6. **Preposition:** A preposition is a word placed usually before a noun or a noun phrase to show its relation to some other words in a sentence.

e.g. A little girl spoke sweetly to a stranger. Here, to is a preposition that tells the relation between the girl and the stranger.

7. **Conjunction:** A conjunction is a word which is used for joining words, phrases, clauses and sentences. E.g. two and two make four. She bought a red pen and a blue pencil.

The train comes at 2 o'clock and it leaves an hour later.

I received a letter from him a week ago but I have not replied to it.

Kinds of conjunctions/discourse markers:

Discourse markers used to express clause of purpose:

Purpose means why something is done? To express like this situations, we can use the following language patterns or conjunctions. These are: (*To, in order to, so as to, for, so that, in order that.*)

Pattern 1: to, in order to, so as to, not to +infinitive verb

e.g. We are learning **to get** a better job.

Pattern 2: so that, in order that + (subject +verb)

e.g. Let me give you my address **so that/ in order that** you can write to me.

B. Discourse markers used to express clause of reason/cause:

It answers the question ‘why?’ and can be introduced by the following conjunctions:

Because, since, as, because of, due to, in view of.

Pattern 1: because, as, since +clause (s+v)

e.g. Abebe usually goes to Bahr Dar **because/as/ since** his parents live there.

-NB: these conjunctions are used to join two independent clauses.

Pattern 2: because of, in view of, due to +n/n. phrase.

e.g. The match has been cancelled **because of** the weather condition.

The car has been stopped **due to** the accident.

In view of the test results, we expect the drug to be approved.

Reason clause can be also expressed by verb expressions or connectors. These are:

(Causes, leads to, results in, ends up, means.)

e.g. Heavy rain causes flooding. Flooding leads to soil erosion.

Soil erosion results in land infertility. Land infertility means crops grow poorly.

Crops grow poorly ends up people's poverty.

C. Discourse markers used to express clause of effect:

Effect means 'what happens after a cause?'

Reason/cause always happens first and brings effect.

e.g. Obesity is a result of consuming too many calories. Or consuming too many calories causes obesity.

There are different types of discourse markers of effect. These are:

Pattern 1: reason/cause +as a result/consequently/for this reason/therefore +effect

They are used to join two independent/main clauses (cause& effect sentences)

e.g. It was raining. Therefore, I stayed at home.

These conjunctions should be put before the effect but not before the cause.

e.g. I stayed at home. Therefore, it was raining.(wrong)

pattern 2: so.....that/ such athat/ suchthat

1.So+adj./adv.+ that: e.g. Our teacher is so kind that all students like him.

2. such a/an+ adj.+ singular noun+ that e.g. They have **such a** fierce dog **that** no one dared to go near their house.

3. such+ adj.+ uncountable noun +that e.g. It was **such** good beer **that** they had another glass.

4. such +adj. plural noun +that: e.g. These are **such** good books **that** I read more.

D. Discourse markers used to express clause of contrast:

(*Although, though, even though, despite, in spite of, however, but, even so, whereas, while, on the other hand etc*) are common expressions of contrast.

Pattern 1: although/though/even though + clause + clause

e.g. Although it was raining, I went out. **Or**

clause + although/though/even though +clause

e.g. I went out **although** it was raining.

Pattern 2: despite/ in spite of + phrase (noun/gerund)

e.g. **Despite/in spite of** having enough money, he refused to buy a new car. Or

Although he has enough money, he refused to buy a new car.

Despite/ in spite of his laziness, he passed the exam. Or **Although** he is lazy, he passed the exam.

Pattern 3: however/even so/ but +indt. Clause:

e.g. He is very rude to me. **However/ even so**, I like him. Or

He is very rude to me; **however/ even so**, I like him. Or He is very rude to me, **but** I like him.

Pattern 4: whereas/while/on the other hand:

We use these connectors to compare and contrast between two ideas.

e.g. yesterday was freezing, **while** today is quite warm.

The red pills make me sick, **but/whereas** the blue ones don't.

D. Discourse markers used to express alternative

Eitheror and neithernor

Either...or =this one or that one but not the two, Or one of the two. e.g. you can **either** have tea **or** coffee.

Neither.....nor=not this or not that/ none of the two. e.g. **Neither** Alemu **nor** kebede is flying to china.

F. discourse markers used to express clause of addition:

Not only...but also/ both and/as well as/ along with/ in addition to etc. They show inclusiveness. E.g. **Not only** Aster **but also** Tariku is good at English.

He is **both** handsome **and** clever student.

-as well { **-as** **-together with** } = means **and**
 { **-along with** **-in addition to** }

e.g. The teacher, **as well as/ along with/**the students is cleaning the school.

G. Discourse markers used to express clause of exemplification:

- They are used to give examples. These are: (For example/ for instance/such as/ like)

1. for example and for instance:

Clause/sentence +for example/ for instance.

e.g. my parents are very important to me.**For example/ for instance,** they spend a lot on my education and they give to me money for different purposes.

2. such as/ like: They are used to introduce phrases.

e.g. Drinks **such as/ like** gin and whisky are very expensive these days.

What is paragraph?

Paragraph is a piece of writing consisting of many sentences dealing with a single subject or one main idea. Any paragraph should be started in a new line and have two up to ten sentences in one paragraph. Any paragraph should have a topic sentence and it is always the opening sentence. The other sentences are supporting details. They explain about the topic sentence.

e.g. There are many fun things to do at the beach. Swimming is one thing that can be done at the beach. Snorkeling is another thing that can be enjoyed. Playing beach volleyball can be a lot of fun. It is also fun to look for shells. Some people simply like to sunbathe.

What is the main idea of the above paragraph? People can do a lot of interesting/ fun things at the beach.

Paragraph coherence: what does it mean?

Paragraph coherence means it is the way of putting sentences in the correct order or arranging sentences of one paragraph meaningfully and coherently. Unless sentences are arranged or ordered coherently and correctly, our paragraph doesn't have any sense of meaning. So to make our paragraphs meaningful and well organized, we should put our sentences coherently or in a meaningful order. To extract the main idea from one paragraph, we should first identify which sentence must be the topic sentence, and the closing sentence finally. The rest of sentences are supporting details/sentences, so we make them ordered accordingly.

e.g. Arrange the following jumbled sentences to make coherent paragraph.

1. I tried to talk to couple of people but we run out of things to say.
2. Last week a friend of mine invited me to a party.
3. Eventually, I noticed a man sitting alone, so I went over and started talking about the weather.
4. When I got there I found that I did not know any of the other guests.

A. 1,2,3,4 B. 4,3,2,1 C. 2,4,1,3 D. 3,2,4,1

How to Write a Perfect Paragraph?

- I. Topic Sentence: What is the topic sentence?** The topic sentence is the first sentence in a paragraph. What does it do? It introduces the main idea of the paragraph. How do I write one? Summarize the main idea of your paragraph. Make clear what your paragraph will be about. Example:

Canada is one of the best countries in the world to live in. First, Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price. Second, Canada has a high standard of education. Students are taught by well- trained teachers and are encouraged to continue studying at university. Finally, Canada's cities are clean and efficiently managed. Canadian cities have many parks and lots of space for people to live. As a result, Canada is a desirable place to live.

- II. Supporting Details: What are supporting sentences?** They come after the topic sentence, making up the body of a paragraph. What do they do? They give details to develop and support the main

idea of the paragraph. How do I write them? You should give supporting facts, details, and examples. Example:

Canada is one of the best countries in the world to live in. First, Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price. Second, Canada has a high standard of education. Students are taught by well- trained teachers and are encouraged to continue studying at university. Finally, Canada's cities are clean and efficiently managed. Canadian cities have many parks and lots of space for people to live. As a result, Canada is a desirable place to live.

III. Closing Sentence: What is the closing sentence? The closing sentence is the last sentence in a paragraph. What does it do? It restates the main idea of your paragraph. How do I write one? Restate the main idea of the paragraph using different words. Example:

Canada is one of the best countries in the world to live in. First, Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price. Second, Canada has a high standard of education. Students are taught by well- trained teachers and are encouraged to continue studying at university. Finally, Canada's cities are clean and efficiently managed. Canadian cities have many parks and lots of space for people to live. As a result, Canada is a desirable place to live.

APPENDIX-4: Tasks for the experimental groups:

Task 1

School: F/G/S/P/S **Time allowed:** 1 hour

Objectives: At the end of this lesson, students will be able to: Rearrange words and make meaningful sentences depending on the listening script.

Method: pair and group discussion

Activity 2: Word arrangement

Arrange the following words to make meaningful and logical sentences depending on the listening story.

1. The major/agent/education is/of life/for change.-----

2. The status/in Ethiopia/of education/has been/affected/various factors/by.-----

3. Modern education/emperor Haile selasie/in Ethiopia/introduced.-----

4. Education is/in Ethiopia/phenomenon/a recent.-----

5. Women/education/empowers/make them/and/of global/the part/economy.-----

Source: Adapted from English for Ethiopia grade 10 students' text book (2003,244-245).

Task 2

School: F/G/S/P/S **Time allowed:** 1hour

Objectives: At the end of this lesson, students will be able to: arrange sentences and write meaningful and coherent paragraph.

Instruction: Work in pairs and arrange the following sentences in a proper order to make meaningful and coherent paragraph.

1. The most important of these is human creativity.
2. In fact, developing in a workable technology requires resources.
3. Having a new technology makes life simple and comfortable.
4. Unfortunately, however, this is not something readily available.
5. People with such ability tremendously contribute to development.

Adopted from advanced world wide English (2019).

Task 3

School: F/G/S/P/S **Time allowed:** 2hours

Objectives: At the end of this lesson, students will be able to: complete the story by using different discourse markers.

Method: group discussion

Activity 3: Discourse markers.

Instruction: *Copy the following story into your exercise book and complete it with discourse markers given from the box bellow. You may need to use them more than once.*

Although then however so but despite since as finally

The clever crow

One day a crow felt very thirsty. -----he looked everywhere for some water, he couldn't find any. -----he saw a water pot, which made him very happy.

He flew down to the pot, hoping to have a long cool drink,-----he found there was only a little water inside the pot. -----this, that he stretched out his neck as far as it would go, -- -----he found he could not reach the water -----hard he tried.

-----he tried pushing the pot with his head, -----he knew that the water would run out if he could turn the pot over. He pushed and pushed at the pot, -----it was too heavy to move.

-----he realized that -----he could not reach the water by pushing it over, he must try another method.

He looked round and saw some pebbles lying nearby. He discovered that if he dropped the pebbles one by one into the pot, -----the water rose slowly up inside it.-----the thirsty crow could drink the water -----he could now reach it. -----he sipped the water until he had drunk enough to quench his thirst.

Ok now, please write one meaningful paragraph what you have understood from the story.

Source: Adapted from English for Ethiopia grade 10 students' text book (2003,205)

Task 4

School: F/G/S/P/S

Time allowed: 1:hour

Objectives: At the end of this lesson, students will be able to: correct the given paragraph of spelling, punctuation, capitalization and grammar errors.

Activity 4: Paragraph correction

Method: Group discussion

Instruction: Rewrite the following paragraph by correcting spelling, punctuation and capitalization errors.

Students Abebe and Kebede are members of the same dormitory in fagita. they don't has many things in common. They argue for or against the new education policy of Ethiopia? Abebe favors the policy for its meaningfulness and practicality. in contrast kebede sands against the policy for it laksef active? how many students do receive rewards from teachers? he asks. Abebe replys countless. Usually, it is after along debate that that comes into common agendas over which they shares similar opinions.

Source: Adapted from Dr.Dawit,(2008).

Task 5

School: F/G/S/P/S

Time allowed: 2hours

Objectives: At the end of this lesson, students will be able to:

-complete the gaps in the given paragraph about the water cycle.

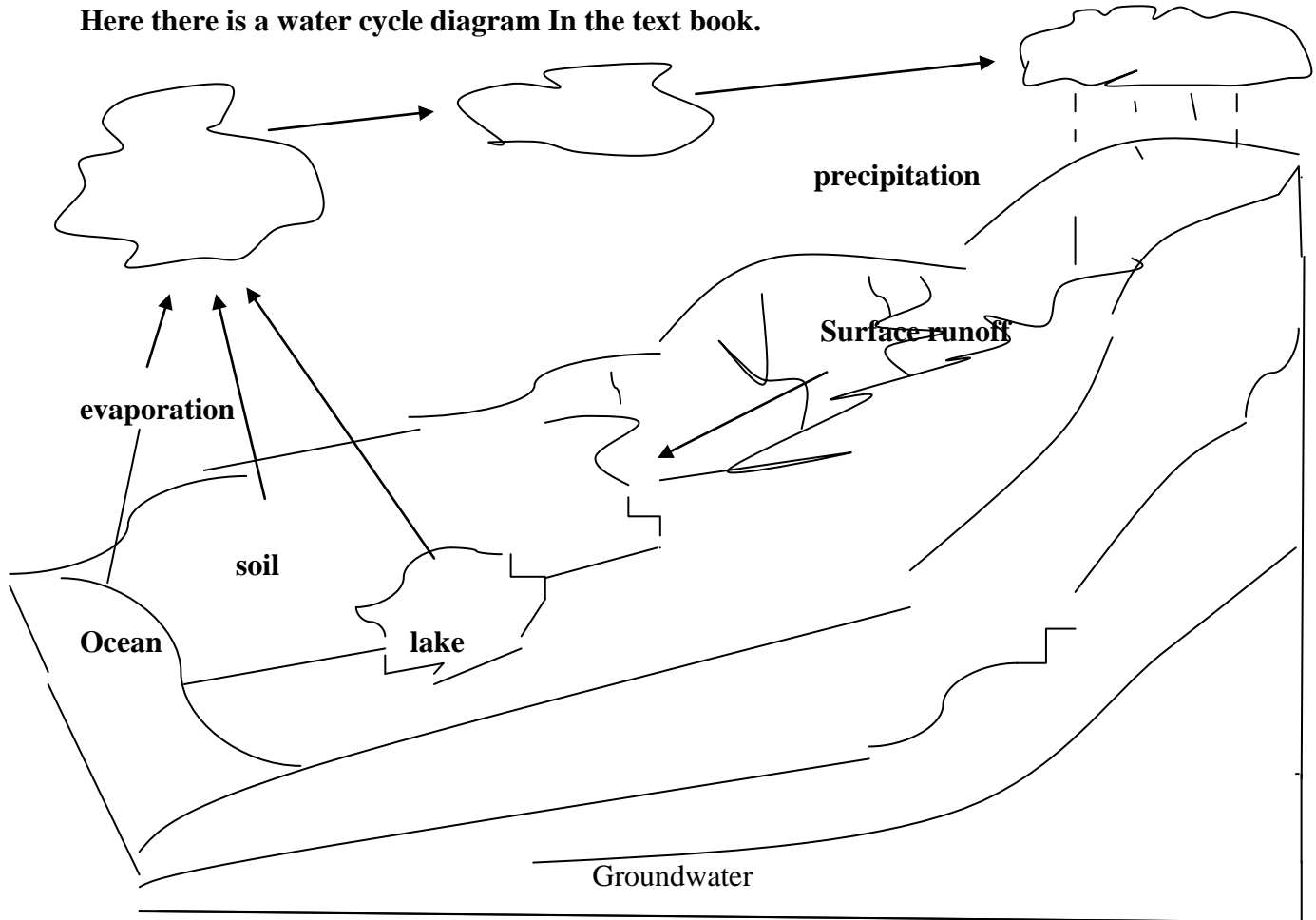
-write one paragraph that What they understand from the water cycle.

Activity 5: using descriptive adjectives **Method:** pair and group discussion

Instruction: Look at the following diagram and use words from the table to complete the story below.

Clouds	ground	water	vapor	snow	precipitation	oceans	Condense	rivers
atmosphere	lakes	runoff	rain	ground	Springs	evaporates	ice	

Here there is a water cycle diagram In the text book.



The heat from the sun -----water from the -----and -----, the soil, trees and plants. The water rises up into the air in the form of water------. The tiny droplets -----together and form -----which rise higher into the ------. The wind blows them over the mountains, where they condense into -----which freezes and falls as -----and ------. This is called ------. The water soaks into the -----where it is trapped between layers of rock or clay. This is called ----- but. But most water flows down hill as surface ----- (above or underground) which eventually collects into ----- and -----, eventually returning to the seas.

Now, write one complete paragraph about what you understand from the water cycle.

Source: Adapted from English for Ethiopia grade 10 students text book (2003,161) .

Task 6

School: F/G/S/P/S **Time allowed:** 2 hours

Objectives: At the end of this lesson, students will be able to: Write a meaningful and well organized paragraph.

Method: pair work and group discussion. **Activity 6:** A wedding ceremony:

Instruction: *Work in pairs and then in groups to discuss on a wedding ceremony which you have attended in your area. Before you go to write the paragraph, please discuss on the following questions.*

1. What happens before the day of the wedding?

-elders ask permission from the girls' parents.-negotiation occurs over the bride price.

-the bride price has been paid.

2. What happens on the wedding day?

-the groom goes to the bride's house in a group of cars.

-the groom is then let in.-a gift and ring ceremony has been held.

-a reception is given for the groom and the whole guests.

-the two couples open the party with a dance and leave.

-the two couples go and start their life together in their house.

Depending on the information in your discussion above, write one paragraph being in groups of 4. In developing your paragraphs, don't forget to include a clear topic sentence and supporting details, make ideas coherent, avoid spelling and grammar errors.

Task 7

School: F/G/S/P/S **Time allowed:** 2 hours

Objectives: At the end of this lesson, students will be able to: Write a love letter.

Method: pair work **Activity 7:** Informal letter writing

Instruction: Imagine that you have a girl friend or a boy friend far away from you. And you feel a great affection with her or him. Therefore, you need to express your feeling of love and belongingness by letter. So, write a letter of love for him or her. Below is a sample of love letter being a model for you.

A love letter

P.O.BOX 1221

Addis Ababa

12/8/2006 E.C.

My Honey,

You are my absolute satisfaction and happiness. You are the most precious gift God has given me, and you have a special room in my heart-a room that belongs only to you, not to anybody else. Darling, how should I enlighten the love I have for you? You have locked up my heart and captured my spirit. You have taught me a new gist of love beyond imagination!

My darling Helen, you are only mine in all I am absolutely faithful to you. I know my life without you is a pain and misery. I assure you that the sky is not the edge; our love will be flying to superior heights! With love

G/kidan

Source: Adapted from Adugna Guade (2011,451)

Task 8

School: F/G/S/P/S

Time allowed: 2 hours

Objective: At the end of this lesson, students will be able to: write a paragraph

Method: Group discussion **Activity 8:** paragraph writing

Instruction: Make groups of 4 and write one well organized paragraph on the advantages of learning for your life. The following main points may help you to develop your paragraph:

Learning is important to:-change of my attitude or behavior-help me to fit with technology

-develop my skills or knowledge about this world

Task 9

School: F/G/S/P/S

Time allowed: 2hours

Objective: At the end of this lesson, students will be able to:

Interpret data and write a summary paragraph by using relative clauses.

Read these two sentences and answer the questions.

- a. The science lessons, which I really enjoyed, took place in the school laboratory.
- b. The science lessons which I really enjoyed took place in the school laboratory.

In which sentence did all the science lessons take place in the laboratory? -----

In which sentence did the speaker enjoy only some of the lessons? -----

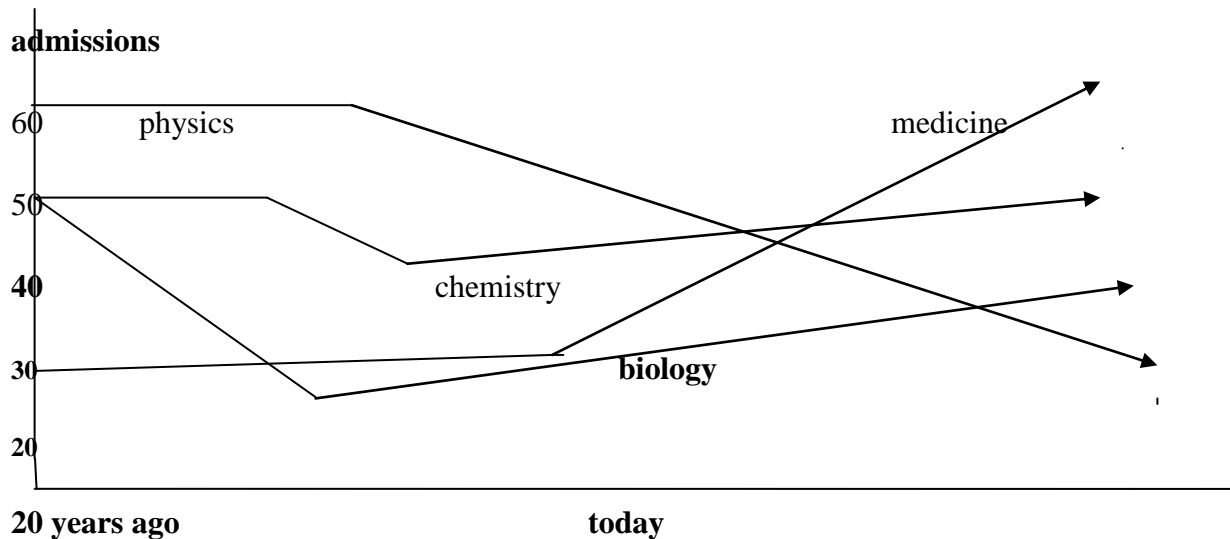
Word bank: Writing

A. Use these words to form adjectives which can all be used to describe the most important aspects of a set of data.

- 1. Centre -----
- 2. Essence -----
- 3. Notice -----
- 4. Prominence -----
- 5. Signify -----
- 6. Strike -----

What adverbs can be formed from these adjectives?

Look at this graph showing how admissions to university courses have changed over time. Tick(✓) the three statements that correctly describe some of the important aspects of the data.



- 1. Admissions to all sciences except medicine are down. -----
- 2. Admissions to chemistry and medicine started at the same level. -----
- 3. Physics admissions were once higher than other sciences and are now lower. -----
- 4. Admissions to medicine equaled biology about five years ago. -----
- 5. There are now more admissions to medicine than the other sciences. -----

B. Look at this table which shows attitudes to science amongst pupils of different ages. Write sentences, one for each statement pupils responded to, to describe the differences between the two age groups.

Task 10

School: F/G/S/P/S

time allowed: 2:30 hours

Objectives: At the end of this lesson, students will be able to:

Write sentences and a paragraph by understanding and interpreting data, and using passive and active verbs.

Grammar task: using active and passive verbs

One of the sentences is correct. Tick (✓) the correct sentence and underline the incorrect phrases in the others. Rewrite the phrases correctly.

- a. It can see that there has been a significant increase in cinema visits. be seen
- b. Arts events attended by more men ten years ago than now. -----
- c. Plays are seeing by approximately a quarter of the people surveyed. -----

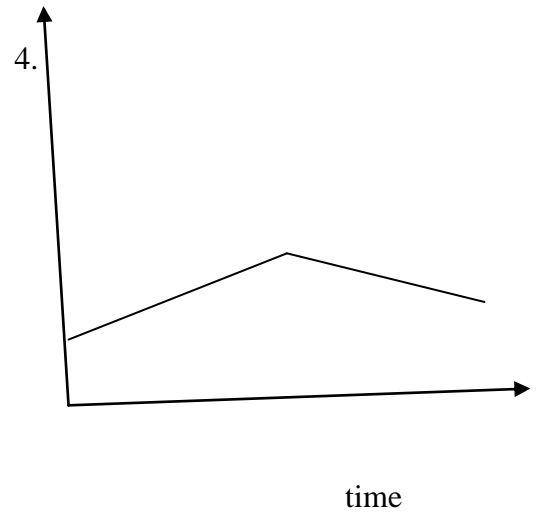
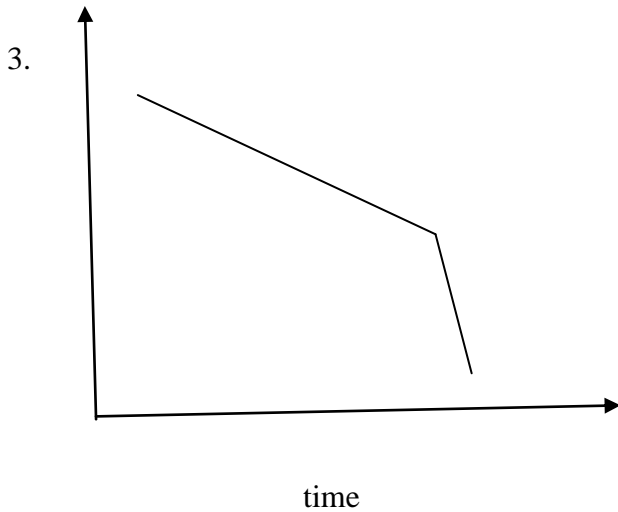
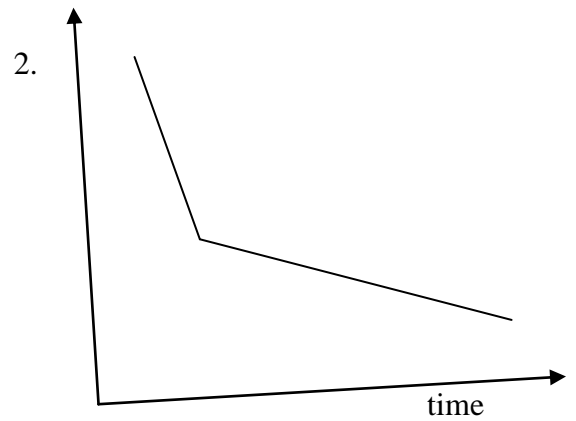
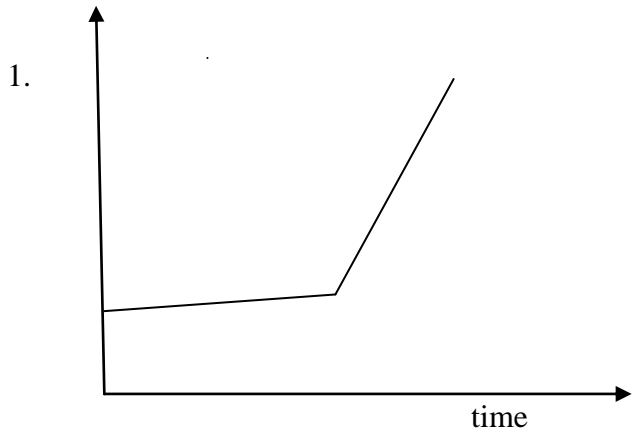
Word Bank: Writing

A. Data are changed over time in different ways and situations. Put each of the words and phrases listed below in to the correct category.

Considerable decline decrease drop fall rise gradual increase
insignificant large sharp significant slight steady sudden

Go up	Go down	Slow	Quick	Small	Big
Increase					

Each of these graphs show something changing overtime. For each one, choose the phrase that best describes the data.



- a. steady increase followed by a gradual decline. -----
- b. sharp drop followed by a steady decrease. -----
- c. gradual decrease followed by a sudden fall. -----
- d. gradual rise followed by a sharp increase. -----

B. The following table shows the results of a ten year study about people who attend cultural events in one country. Look at the table and read the paragraph that describes the data. Find three factual mistakes and underline them. The first one has been done as an example.

Attendance at cultural events	Percentages attending type of event		
	First year	Fifth year	Tenth year
Cinemas	33	47	49
Theatres	20	24	26
Art galleries	11	13	6
Classical music concerts	10	7	5
Ballet	6	2	8
Opera	5	7	6

It can be seen that the number of people attending the cinema dropped sharply (from 33% to 47%) before rising slightly. Cinemas were attended by approximately half the population in the fifth and tenth years of the study. The number of people going to the theatre showed a significant increase over ten years, from 20% to 26%, while attendance at art galleries rose slightly to 13% before gradually dropping to 6% over the last five years of the study.

➤ Write a similar paragraph describing the remaining data in the table. Then exchange your writing with your friends and give comments.

Adapted from: Grade 10 text book (2003, 106-107).

APPENDIX-5: Pre-Test

Code:----- school:----- section:-----

General direction: Dear students please read the following instructions before you start to write answers for each task.

1. Read each question carefully before you write answers.
2. Write sentences or paragraphs in the space provided.
3. Total time given for this test is: 2:00 hours

Task 1

Arrange the following words to produce meaningful sentences.

1. Speaks/well/English/Abebe/very.-----

2. Study/in this/most students/school/in library.-----

3. Studying in/language skills/groups is/a good habit/our English/to develop.-----

4. Some fruit/my mother/goes to/sometimes/the market/buys/and.-----

5. My dinner/at four o'clock/I ate/last night.-----

6. My mother/food/help/I always/by cooking.-----

7. A sheep/last/my father/Saturday/sold.-----

8. Task 2

Rearrange the following jumbled sentences to produce a meaningful and well organized paragraph.

1. First of all, uniforms make every one equal.

2. School uniforms should be mandatory for all students for a number of reasons.
3. In this way, the `rich` kids are on the same level as the poor ones.
4. Many kids waste time choosing what to wear to school but both the kids and their parents are often unhappy with their final choices.
5. In addition, getting ready for school can be much faster and easier.
6. Many people might say that uniforms take away from personal freedom, but I believe the benefits are stronger than the draw backs.
7. Most importantly, some studies show that school uniforms make students perform better in school.

Task 3

Complete the following sentences meaningfully by using a conjunction “therefore” and an appropriate effect/result.

1. Alemu didn't study hard -----
2. I didn't do my home work in English class -----

3. Aster always arrived school late-----

4. Abebe and Kebede always study English together and practice it orally -----

5. Ayele scored a good mark in English course-----

Task 4

Write a paragraph of maximum 8 lines about the advantages of plants. You can use the following phrases to write: (protect soil erosion, for getting food, for construction,)

Task 5

Write a paragraph of maximum 8 lines about the advantages of mobile phone to human life.

Task 6

The following paragraph deals about the outlooks of different scientists towards the causes of global climate change. In the paragraph there are some spelling, punctuation, and subject verb agreement errors. So, rewrite the paragraph by correcting these errors.

Most scientists now agrees that global climate change is take place? Likewise, the majority belev that it are being caused by human activity. hoever there is a minority of scientists who disagrees

with this, either denying that is a real phenomenon at all, or accepting it is happng but arguing that humans may not be responsible for it

Task 7

Write a paragraph of maximum 10 sentences on the process of making coffee beginning from washing coffee beans up to serving for guests. You had better use sequence connectors like first, second, then, after that ...finally to develop your paragraph.

APPENDIX-6: Post-Test

Code:-----school:-----section:-----

General directions: Dear students please read the following instructions before you start answering the test:

1. Read each question carefully before you give answers.
2. Write your sentences or paragraphs in the space provided.
3. Total time given for this test is: 2:30 hours.

Task 1

Complete the following sentences meaningfully by using a conjunction “therefore” and an appropriate effect/result.

1. Ayele scored a high score in English subject -----

2. Abebe and Kebede always study English together and practice it orally -----

3. Alemu didn't study hard -----
4. I didn't do my home work in English class -----

5. Aster didn't eat any food since yesterday -----

Task 2

Arrange the following words to produce meaningful sentences.

1. A sheep/last/my father/Saturday/sold.-----

2. My mother/food/help/I always/by cooking.-----

3. My dinner/at four o'clock/I ate/last night.-----

4. Some fruit/my mother/goes to/sometimes/the market/buys/and.-----

5. Studying in/language skills/groups is/a good habit/our English/to develop.-----

6. Study/in this/most students/school/in library.-----

7. Speaks/well/English/Abebe/very.-----

Task 3

Write a paragraph on the process of making coffee beginning from washing coffee beans up to serving for guests. You had better use sequence connectors like first, second, then, after that...finally to develop your paragraph.

Task 4

The following paragraph deals about the outlooks of different scientists towards the causes of global climate change. In the paragraph, there are some spelling, punctuation and subject verb agreement errors. So, rewrite the paragraph by correcting these errors.

Most scientists now agrees that global climate change is take place? Likewise, the majority belev that it are being caused by human activity. hoever there is a minority of scientists who disagrees with this, either denying that it is a real phenomenon at all, or accepting it is happng but arguing that humans may not be responsible for it

Task 5

Rearrange the following jumbled sentences to produce a meaningful and well organized paragraph.

1. of all, uniforms make everyone equal.
2. School uniforms should be mandatory for all students for a number of reasons.
3. Most importantly, some studies show that school uniforms make students perform better in school.
4. Many people might say that uniforms take away from personal freedom, but I believe the benefits are stronger than the draw backs.
5. In addition, getting ready for school can be much faster and easier.
6. Many kids waste time choosing what to wear to school but both the kids and their parents are often unhappy with their final choices.
7. In this way, the “rich” kids are on the same level as the poor ones.

Task 6

Water is very important natural resource in this world. It is necessary for all living things especially for human beings. Without water human life is difficult. So, please write one

APPENDIX-7: An experimental group Questionnaire

Bahr Dar University

Faculty of Humanities

Department of English Language and Literature

Post Graduate Program (TEFL)

Questionnaire for students:

The purpose of this questionnaire is to gather raw data which would be analyzed and incorporated into my MA thesis. The main objective of the study is investigating the effects of task based language teaching in developing students' writing skills and assessing their perception towards TBLT. Therefore, you are kindly requested to give your genuine response about points related to task based teaching program. Please note that any information that you give to each item of the questionnaire is kept confidential and thus I request you to feel free and respond to each item without any challenges. For this reason, you are not required to mention your name.

Thank you very much!

Bogale.

❖ General directions:

1. No need of writing your name.
2. Mark a tick (✓) in the box of your alternative answer(s) to the close ended questions.
3. Please give answers to each item as appropriate as possible.

➤ Close ended questionnaire items

Instruction: Make a tick mark (✓) on one of your answers on which you agreed that a structured questionnaire provided to you based on five point likert scale ranging from:

1 (Strongly Disagree), 2 (Disagree), 3 (Undecided), 4 (Agree) to 5 (Strongly Agree).

		Alternatives				
No.	Items	SA	A	UD	DA	SD
1	I have had more opportunities to involve my writing when I frequently practice task based writing in group and pair works.					
2	I feel comfortable when I practice task based writing tasks through process writing.					
3	Personal thinking, creativity and effort to write continuously are basic techniques which enable me to improve my writing skills.					
4	My involvement in task based writing can improve my writing skills.					
5	Process writing develops my interest to write.					
6	Writing tasks helped me to use my background knowledge to write.					
7	Pair/group learning is an important technique of learning writing in order to improve my individual writing abilities.					
8	The task was not very attractive to learn writing.					
9	Tasks I practiced were not comfortable for me to learn writing.					
10	I didn't feel comfortable when I practiced different tasks freely with my friends.					

Adapted from: Alemmesh (2018).

APPENDIX-8: Average results of pre and post tests of Experimental and Control groups in Fagita General Secondary and Preparatory school:

Subject code	Experimental group		Control Group	
	Pre-test	Post-test	Pre-test	Post-test
1	19	20	20	17
2	22	23.5	23.5	28
3	19.5	28	17	19
4	32	28	22	18
5	15	26	32	28.5
6	24	29	18	19
7	23	38	23	22.5
8	20	40	7	8
9	25	34	22	19
10	21.5	24	18	21
11	15	22	19	22
12	23	27	22	21
13	21.5	27	21	23
14	18	28	17.5	16
15	25.5	28.5	26	28.5
16	25	27.5	23	27
17	29	32	24	23.5
18	40.5	43	37	35
19	20	36	17	13
20	16.5	24	18	19.5
21	11	17	13	12.5
22	23	32	22	24
23	18	25	19	21
24	26	32	19.5	21
25	18	27	20	23
26	17.5	26	16	18.5

27	25	37	23	19.5
28	27	32	25	26
29	24.5	33	22	23.5
30	26	32	24.5	23
31	19.5	26	20	23.5
32	32	46	30	31
33	23	37	24	27
34	18	24	21.5	22
35	25	36	24	26
36	32	41	29	32
37	18.5	19	17	18.5
38	31	28	27	29.5
39	23	34	24	24.5
40	29	33	27	24
41	27	28.5	25.5	24
42	22	18	24	17
43	21	29	22.5	20
44	20	34	21	26.5
45	24	29.5	26	17.5
46	17	28	23	14
47	20.5	30	19	18.5
48	14	25	19	18.5
49	29	37	26.5	21.5
50	22	29	25	21
51	32	29	29	24.5
52	33	40	30	24
53	30	36	33	24
54	38	46	37.5	32
55	25	29	19	17.5
56	19	26	24	24.5
57	17	23		
58	14	23		