

**ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITIES AND LAW
DEPARTMENT OF ENGLISH
POST-GRADUATE PROGRAM**

**A STUDY ON THE INVESTIGATION OF THE
IMPLIMENTATION OF TASK BASED WRITING IN
BEKOJI SECONDARY SCHOOL: GRADE 9 IN FOCUS**

BY
TADESSE BEKELE

MAY, 2015

**INVESTIGATING THE IMPLIMENTATION OF TASK BASED
WRITING IN BEKOJI SECONDARY SCHOOL: GRADE 9 IN
FOCUS**

BY

TADESSE BEKELE

**A THESIS SUBMITTED TO THE SCHOOL OF HUMANITIES & LAW:
ADAMA SCIENCE & TECHNOLOGY UNIVERSITY IN PARTIAL
FULFILLMENT OF THE REQUIREMENT OF THE DEGREE OF
MASTER OF ARTS IN TEACHING ENGLISH AS A FOREIGN
LANGUAGE (TEFL)**

JUNE, 2015

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
POST GRADUATE PROGRAM SCHOOL
OF HUMANITIES AND LAW
DEPARTMENT OF ENGLISH

A STUDY ON INVESTIGATION OF THE IMPLIMENTATION
OF TASK BASED WRITING IN BEKOJI SECONDARY
SCHOOL: GRADE 9 IN FOCUS

BY
TADESSE BEKELE

Approved By Board of Examiners:

Dr. Mangistu Zelelam

Advisor

Signature

Chairperson

Signature

Internal Examiner

Signature

External examiner

Signature

Declaration

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university.

Name Tadesse Bekele

Signature _____

Place ASTU: School Of Humanities and Law

Date of submission June, 2015

ACKNOWLEDGEMENTS

First of all I thank my Savior Jesus Christ, who nourished me with the energy and courage to go this long, complex and painful academic journey. Next, I would like to express my deepest gratitude to my advisor, Dr. Mengistu Zelelam for his invaluable and constructive comments and suggestions throughout my research work. I am very much indebted to the kindness and patience he has shown me in the course of time.

I would also like to extend my thanks to library of Bekoji College of Social Science, Humanities and Law for providing all the necessary support by giving important materials needed for my research work. Likewise, I would also like to extend gratitude to my generous brother Anbessie Bekele for his overall support and championship of all my academic success. I would like to take this opportunity to thank my family and my wife Elsabet Siyum whose encouragement and support have made this research work possible this research could not have been made possible.

Finally, I am thankful to all family members, relatives and friends who came in all the important spots in my academic life by providing all moral, material, and financial and prayer Supports and who appreciated my Endeavour and cheered me up all the way through to the end of my research work .

TABLE OF CONTENT

Declaration.....	I
Acknowledgment.....	II
Table of Content.....	III
List of Tables.....	V
List of Abbreviation.....	VI
Abstract.....	VII

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study	1
1.2 Statement of the Problem.....	4
1.3 Objective of the Study	5
1.3.1 Major Objective.....	5
1.3.2 Specific Objectives.....	5
1.4 Research Questions.....	6
1.5 Significance of the Study	6
1.6 Delimitation of the Study	6
1.7 Limitation of the Study.....	
1.8 Organization of The Study.....	

CHAPTE TWO: REVIEW LITERATURE

2.1. Theoretical Background of Task-Based Teaching.....	7
2.2. Rationale for Task-Based Teaching.....	8
2.2.1. The Psycholinguistic Rationale.....	8
2.2.1.1. The Interaction Hypothesis.....	8
2.2.1.2. Skehan's Cognitive Approach.....	9
2.2.2.The Socio-Cultural Rationale.....	10

2.3. Challenges in Using Task-Based Teaching.....	11
2.4. Definition of Task.....	11
2.5. Roles of Task in Language earning.....	13
2.6. Types of ask.....	15
2.7. Critical Features of a Task.....	15
2.8. Phases of Task.....	16
2. 9. Roles of Writing (Uses of Writing)	17
2.10. Traditional Writing.....	18
2.11. The Nature of Writing and manner of teaching.....	19
2.12 The Basic Approaches to the Teaching of Writing.....	19
2.13. Task-Based Writing (TBW).....	22

CHAPTER THREE: METHODOLOGY

3.1 Research design,.....	23
3.2 Target population and sampling.....	24
3.3 Data Collection instrument.....	24
3.3.1 Questionnaire	26
3.3.2 Interviews	26
3.3.3 Classroom Observations	27
3.3.4. Document Analysis.....	27
3.4 Procedures of Data Collection.....	
3.3.1 Questionnaire	26
3.3.2 Interviews	26
3.3.3 Classroom Observations	27
3.3.4. Document Analysis.....	27
3.5 Procedures of Data Analysis.....	27

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS AND DISCUSSION OF THE FINDINGS

4.1 Data Presentation and Analysis.....	28
---	----

4.1.1 Analysis of Questionnaire.....	28
4.1.1.1 Analysis of Students' Questionnaire.....	28
4.2.1.1 Manner of TBW Implementation.....	28
Modes of Classroom Organization.....	29
4.2.1.2 Languages used during task implementation.....	30
4.1.1.3 Task Types Students carry out in English classes.....	31
4.1.1.4 Roles of teachers in each phase of the writing tasks.....	33
4.1.1.4.1 Roles of teachers during Pre-task Cycle.....	33
4.1.1.4.2 Roles of teachers during the task Cycle.....	35
4.1.1.4.3 Roles of teachers during the post task Cycle.....	36
4.1.2. Analysis of Teachers' Questionnaire.....	38
4.1.2.1 Presence of Writing Task in the text book	39
4.1.2.2 Types Of Writing Task in the Textbook.....	39
4.1.2.3 Whether the teacher use writing tasks out of the textbook.....	40
4.1.2.4 Types of Tasks used out of their text book.....	41
4.1.2.5 Roles of teachers in the task cycles.....	42
4.1.2.5.1 Roles of Teachers' During Pre-task Cycle.....	42
4.1.2.5.2 Roles of Teachers' During Task Cycle.....	43
4.1.2.5.3 Roles of Teachers' During Post- writing task Cycle.....	45
4.1.2.6 Factors that affect the implementation of task-based Writing.....	46
4.2 Analysis of Teachers' Interview.....	47

4.2.1 Presence of Tasks and Task Types.....	47
4.2.2 Modes of Classroom Organization.....	48
4.2.3 Languages Used During the implementation of the writing Tasks.....	49
4.2.4 Phases of Writing Tasks and the Roles of Teachers at Each Phase.....	49
4.2.5 Procedures of Task based language teaching Method.....	51
4.2.6 Factors Affecting the Implementation of Task Based Writing.....	52
4.3 Analysis of Observation.....	53
4.3.1 Teachers' Observation.....	53
4.3.2 Tasks' Observation.....	55
4.3.3 Students' Observation.....	56

CHAPTER FIVE: SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary.....	57
5.2 Conclusions.....	59
5.2 Recommendations.....	60

References

Appendices

Appendices A Students Questionnaire
 Appendices B Teachers' Questionnaire
 Appendices C Teachers' Interview
 Appendices D Checklist for Teachers
 Appendices E Checklist for Task
 Appendices F Checklist for students

List of Tables

Table 1 Modes of Classroom Organization.....	29
Table 2 Language Used During Group Discussions.....	30
Table 3 Task Types Used in EFL Classes.....	31
Table 4 Teachers' Roles during Pre-task Cycle.....	33
Table 5 Teachers' Roles during Task Cycle.....	35
Table 6 Teachers' Roles during Post-task Cycle.....	36
Table 7 Teachers' Responses to Whether Their English Language texts Has TBW Activities.....	38
Table 8 Tasks Found in English students' textbook.....	39
Table 9 Teachers' Responses to Task Types They Use out of Their English textbook.....	40
Table 10 Tasks teachers use out of Their English text book.....	41
Table 11 Teachers' Roles during Pre-task Cycle.....	42
Table 12 Teachers' Roles during Task Cycle.....	43
Table 13 teachers' Roles during Post- writing task Cycle.....	45
Table 14 Factors that Affect Implementation of Task Based Writing	46
Table 15 Language Used During classroom interaction.....	49
Table 16 Experience (procedures) of implementing TBW in the classroom.....	51

Table 17 Factors Affecting the Implementation of Task Based Writing.....	52
Table 18 Teachers Observation Checklist.....	54
Table 19. Task observation checklist.....	55
Table 20. Learners' Observation checklist.....	56

List of Acronyms

TBW Task Based Writing

TBLT Task-based Language Teaching

CLT Communicative Language Teaching

EFL English as a foreign language

PPP Presentation-practice-production

Fr. Frequency

Abstract

Task-based language teaching, a learner-centered method, advocates the shift from teacher dependence to learner independence in learning EFL. This study was aimed at examining the implementation of task based writing in the Bekoji Secondary School. To be specific, it focuses on the types of writing tasks, roles of teachers in the implementation of this tasks and factors influencing the task implementation. The population consisted of 360 students and out of these the researcher limited the sample size to 156 randomly selected grade 9 students and 6 purposely chosen Grade 9 English teachers. All the selected subjects completed the questionnaire and thus participated in the study. The data of this research was collected through four techniques of data collection: Questionnaire, Interview, Classroom observation and document analysis. To analyze the data, the researcher used two types of data analysis in the research. Accordingly, the numerical data gathered through the questionnaire and interviews were analyzed quantitatively presented in tabular form and percentile scales. Percentage scales were used to compare the frequency of the responses the subjects. The qualitative data gathered by interview and observation were qualitatively analyzed. The result shows that task based writing is not implemented in accordance with the principles of TBLT although few English teachers were implementing it to some extent. Beside this, various factors affecting the implementation of TBW among which students' poor writing background and large class size were among the most serious factors to be given due attention. To this end, the recommendation included arranging well organized training and discussion programs so as to increase learners and teachers awareness about the use and implementation of TBW at junior and secondary school levels, Inviting interested scholars to explore the implementation of TBW at Junior school and to conduct experimental research on the effect of TBW in the learner writing performance at any grade level.

CHAPTER ONE

1. INTRODUCTION

This chapter contains background of the study, statement of the problem, objectives of the study, research questions significance of the study, scope of the study, the limitation of the study and organization of the study. First it presents the back ground of the study that discusses the rationale why the study was going to be conducted, few research works conducted in similar area and how the recent study was intended to fill gaps existed in those research works. Next, it presents statement of the problem under which the clear picture of problem, the importance of studying, the problem and suggestion provided by researchers were stated widely. Then, it presents general objective and specific objectives that states the aim the researcher sought to bring about as a result of completing his research under taken. This section also deals with research questions which were attempted to be answered by the researcher throughout the course of studying the problem under taken. Finally, the chapter presents the scope of the study that tells the reader how wide and deep the study under taken. The limitation of the study on the other hand deals with the drawbacks of the study appeared as the result of the some human and environmental related factors. At last, it ends up with the organization of the paper that overview the overall organization of chapters in the study.

1.1 BACKGROUND OF THE STUDY

Despite the fact that task based language teaching approach is a recent and successful method which can compensate for the weaknesses of the Communicative Language teaching, it has been implemented worldwide. Accordingly, task based language teaching approach is the engaging and demanding language teaching methods in which teachers give great emphasis to the meaning rather than form with the aim of creating real world language learning situation in the classroom through organized procedures (Nunnan, 2004). According to Richards and Rodgers (2001), teaching materials has an important role in task based language teaching because they are designed in line with a sufficient supply of appropriate classroom tasks which help the learners to practice an authentic language learning situation in the classroom.

They added that the authentic teaching materials take the learners to the real world where language is used naturally and what is learned in the classroom is significantly applicable outside of the classroom. With this regard, task can be defined as the activity in which the students are required to communicate with each other to use the language to solve some problems via relating the content given with the real world situation so as to achieve certain objectives primarily by giving the emphasis to the meaning than the form and finally its completion is assessed in the finding investigated by achieved (Prabhu 1987, Breen 1987, Willis 1996, Skehan 1998, Bygate et al 2001).

Several local studies have been conducted on various aspects of task based language teaching. For instance, Tadesse Daniel (2008) in his study which aimed at investigating the practicability of task-based language teaching in EFL classes, suggested that English language instructors have to implement all phases of tasks stated because passing at all the stages of Task based activities help the students successfully implement activities and let the students get opportunity to learn language and develop their confidence. Meseret(2012), found out that the performance and practices of teachers and students of task-based writing in an EFL context in College or University levels can be affected by their wrong perception of studying writing activities to pass the exam, little or no attention given by the teacher to help the students effectively take part in writing activities and the very low tendency of students of marking such activities successfully and provide the right feedback accordingly.

According to the annually published journal called '*The Reading Matrix*' unlike grammar exercises that are focused directly on the structure and comprehension questions that are too uninteresting and repetitive, task based language learning provides learners with both a framework of structures, forms and words to be used and a good purpose for doing the activities. Likewise In the article entitled as 'Enhancing reading comprehension through task-based writing activities', the researcher found out that that task-based writing activities can be taken as a means of integrating the four skills and foster effective language learning because such activities are done with the purpose of producing something, reaching a conclusion and creating a whole picture of something within a pre-set frame. Therefore, such writing activities can also help the learners to improve other skills, despite the fact that they are mainly designed in order to improve the learners' writing skill.

The significance of Task-based Writing is also clearly discussed in International Journal of English Language Education (2014) with the purpose of investigating the application of task-based writing and traditional writing on the Development of Reading Comprehension of EFL Advanced Iranian Learners as one of the most important and inseparable part of task-based instruction. According to Cabral (2003) as cited in the article named above stated that writing is a social act. Even when the writers are in the EFL language classroom context, their texts not only show their capability to solve a problem, but also show their awareness of their own communicative goals.

Apart from the specific concept of task based writing, writing as one of language skills can generally be defined as an important but very difficult skill of language which needs a complicated process. This is because it is the process of critically thinking and generating the ideas and putting them in written form to convey meaning. Alamirew(1992) found out that students' proficiency in writing as one of four skills of the language is low in spite of the fact that they are exposed to English for a number of years. Based on the report from freshman program of the College of Social sciences, Addis Ababa University by Gebremedhin (1993) the performance of the first year students of the college in English was the lowest and English was the main factor for most dismissal cases. He additionally asserted that the students are poor in their writing English and lack confidence in their ability to write in their own words (1993). Accordingly, Task based writing can be defined as the writing task that can mainly be designed to let the learners to write about some issues to deliver meaning rather than emphasizing on the forms of the language. Meseret(2012) stated that task-based writing can be considered as the work plan that requires students to process language in order to achieve an outcome that can be evaluated in terms of whether the appropriate propositional content has been used. He added that the primary purpose of this type of activity requires the students to give primary attention to meaning as a result of which the learners expected to make meaning out of what they are writing, and this requires students' active role in the writing. From what has been discussed above, it can be concluded that the students at higher institution level need to have the needed awareness about the TBW activities. He added that since learners are expected to have interest and understanding of how to implement the task based writing at this level, they have to implement such activities in line with what is intended to be achieved. Furthermore, he showed that there is a mismatch between the instructors' perception and what is actually practiced in the classroom while performing the Task based writing. He additionally indicated that students don't give the necessary attention that should be given during the writing session despite the fact that writing is the most

difficult language skill that has to be given a great emphasis as compared to the other skills. Finally, he recommended that the students who joined the higher institution should be offered certain pre-course training about task-based writing so as to enable them successfully involve in the writing activity. His recommendation is greatly supported by the recommendation made by Tagesse (2008) which indicated that researches need to be done on how to improve students' implementation of task based activity for it has a great impact on their writing performance at university level.

From what has been investigated and recommended by the scholars, task based writing activities should be given serious attention by both learners and language teachers. Despite the fact that different areas related with TBLT in general and TBW in particular have been researched by various language scholars, none of them studied on the nature and implementation of task based writing at high school level. Accordingly, the researcher of this study was interested to investigate the implementation of the task based writing activities in grade 9. He supposed that there was a close relationship between the tasks to be implemented at secondary and tertiary level for the writing ability. Thus, improving writing ability in secondary level lays the basis for their tertiary level writing performance.

1.2 Statement of the problem

Although various studies have been conducted in line with how to overcome students' writing performance, there is still the problem in implementing task based writing in the school the researcher has been teaching for the past 9 years. This is because most English teachers usually give very little emphasis for task based writing activities due to the lack of interest to implement such activities designed in the writing sessions. Meseret (2012) strongly found out that most English teachers at University level let the students do task based writing activities in their homework rather than implementing them in the classroom by giving them timely and right feedback. This is because they consider that it is difficult to implement these activities in the classroom and assess them accordingly. Despite its poor implementation at both secondary and tertiary levels, writing plays an irreplaceable role in writing organizing and presenting various issues in almost all fields of studies locally and globally in this era of communication. Therefore it tends to be given due attention so as to implement it in the extent that it is required to be at secondary level. This is because implementing

the task based writing is a comprehensive and complex process usually involves critical thinking and putting this organized thought in the written form.

Furthermore, the nature of task based writing included in the writing section has not seemed to be properly considered the level of students and teachers at this grade level. As a result, both teachers and students are less interested in implementing such activities designed in each units of the text book. This leads English language teachers to skip over this section or let students do as homework which is rarely marked and evaluated. However, teachers and students' poor implementation of task based writing has brought failure in other skills of language mainly improving their reading skill as reading is usually successful if only if it is accompanied with note taking for learner at this grade level (Meseret,2012) To this end, meaningful writing tasks should be designed and implemented accordingly so as to let students to build the basic writing aspects at different levels.

As clearly found out by Meseret, Students' and teachers' failure to implement and practice the writing tasks at high school level might pave the way to poor performance of students and their lack of interest in implementing it at the College and university levels. Therefore, the researcher of this study is very interested to investigate the implementation of task based writing and intends to bring some significant findings and recommendations on how to overcome the problems related to the design and implementation of these basic but challenging activities. As clearly indicated in the introduction, the former local researchers have clearly investigated that there is misperception of task based writing among University students and Instructors and there is lack of awareness and attention on how to implement these activities at this level. Additionally, students' low proficiency in writing at freshman level which in turn causes most dismissal cases at this level has been investigated yet. Furthermore, the mismatch between instructors' perceptions and practices of task-based writing has been found out. However, the implementation of task based writing at secondary level has not been investigated yet. Therefore, the researcher of this study was interested to conduct his research on this area which has not been researched.

1.3 Objective of the Study

1.3.1 General Objective

The study is mainly aimed at investigating the implementation of Task Based Writing at Bekoji high school.

1.3.2 Specific Objectives

In line with the above general objective, the study has the following specific objectives.

- To explore how teachers implement task based writing;
- To explore the types of writing tasks included in the writing section;
- To identify factors affecting the implementation of task based writing;
- To identify how English teachers assess students performance during task-based writing;

1.4 Research questions

The research conducted believed to answer the following research questions.

- How do the teachers implement the task based writing?
- What kinds of task based writing activities are included in grade 9 English text book?
- What are the factors affecting the implementation of Task Bases Writing?
- How is the learners' writing performance being assessed?

1.5 Significance of the study

This study focused on the investigation of the implementation of TBW at grade 9. Accordingly, the following are significance of the study

- It benefits English language teachers at secondary school level on how to implement by looking at the areas of difficulties during the implication that will be indicated by this study.
- It benefits Students at secondary school level is expected to point out some solutions on how to overcome areas of difficulties.

- It benefits the Curriculum designers and text book developers as to how they develop the writing tasks as the finding of this research is believed to recommend about the nature of writing task to be designed at secondary level.
- It is also used as the basis for the researchers who will be interested to conduct other research works in the area.

1.6 Scope of the study

Geographically, the study was delimited to Bekoji High School which is found in Bekoji Town, Arsi Zone, Oromia Regional state. The study is purposely delimited to this area because the researcher has been living in Bekoji Town for about ten years and he has taught in the same school for about 4 years and has recent information about the problem. On other hand, this study was conducted to assess the implementation of TBW in grade 9. This is because it is believed that studying implementation of TBW tends to help the English language teachers toward improving their skill of teaching meaningful writing for their students at classroom level. To see teachers' recent implementation of TBW, the study is specifically delimited to 2014/5 first semester's written assignment.

1.7 Limitation of the study

Although it is difficult to conclude that the study is free off errors, the research was expected to bring changes provided that available data would be gathered through different tools of data gathering. On top of this, constraints of time and money forced the researcher to select only one high school since he was running teaching besides his research work. In addition to this, as the researchers' lack of experience in conducting research so as to include all the necessary aspects related to this the topic under discussion. As a result, he limited his study sample size only to 156 grade nine students and six grade 9 English teachers in one school.

1.8. Organization of the paper

This study is organized to have five chapters. The first chapter deals with introduction of the study, which contains back ground, statement of the problem, objective, significance and scope, limitation and organization of the study. Chapter Two discusses the review of related literature. Chapter three is deals with research methodology, specifically, the research design, the subjects of the study, sampling technique, data gathering instruments. Chapter four presents methods of data presentation and analysis as well as discussion of the findings. Finally chapter five presents the summary, conclusions and recommendation of the study.

CHAPTE TWO

2. REVIEW OF RELATED LITERATURE

The primary purpose of this chapter is to review the literature on the theoretical background of TBLT, Rational for TBLT, features of TBL, challenges of using TBLT, approaches of teaching writing TBW, types of TBW, phases of TBW, and the roles of writing. It begins with an introduction part that deals with the importance of review of literature in this study. Next it overviews of related research works carried out globally and locally on the implementation of TBLT in general and specifically how TBW is implemented in language classroom at different levels and the findings obtained from those researches and the uncovered gap exists in the researches. Then, it presents important literatures which afford valuable information about the effective implementation of TBW in classroom.

2.1 Theoretical Background of Task-Based Teaching Methods

Task Based teaching method was the first introduced by scholars called Prabhu who played the key role in increasing importance of task in TFL. As a result, in the course of teaching the language by the help of this method, he defined the term task as an activity which enables the learners to arrive at an outcome through some process of thought, and which let teachers to control and regulate that process (Tadesse, 2008). Ellis (2003) on the other hand indicated that this method has come to being to compensate some of the drawbacks of the traditional PPP approach (presentation, practice, and production). He further asserted its emergence paved the way the process of language learning as the tool of encouraging communication and social interaction rather than focusing on the form of language so as to enable the students learn the target language very effectively via the implementation meaningful task-based activities created in the natural setting. Additionally, the method create a conducive language learning environment in which the learners are confidently and independently participate in the accomplishing the given in order to achieve the already set objectives through the proper use of the carefully designed task procedures. However, the teachers are the facilitators of the learning teaching process in which the learners are exposed with the aim of delivering the meaning in addition to changing the given inputs in the task into output (Skehan, 1996). He further stated that the modern view of language learning is mainly affected by internal

processes which are activated language learning context. Willis (1996) again tried discuss that in Task based Language Teaching as opposed to the traditional PPP language teaching methods the order of the three P's is directly inversed in practice while learning the order of practice is production, practice and presentation.

According to Murphy (2003), the final output of the Task based Teaching is mainly influenced by the three key factors such as the individual learners' role, the carefully designed task and the learning teaching situation in which the task is implemented. Therefore, the fact behind task-based learning is that the learners learn the language items in the course of implementing the task. This active interaction of learners is facilitated by the teachers so as to help the learners to fully participate in the authentic learning environment created in which the learners contextualize the task in relation to the their prior experience.

2.2 Rationale for Task-Based Teaching

Various language scholars have studied the reasons for the coming to being of task-based Teaching against from different perspectives. Accordingly, they identified tasks from interactional, output, cognitive and socio-cultural angles. Learning in an authentic environment through discovery is the secret behind task-based language teaching method. Besides this, the method involves hypothesis making, interaction, and negotiation of meaning as the key factors which are used in learning a language (Meseret 2012). He also identified both psycho-linguistic and socio-cultural situations as the basis for Task Based Language Teaching.

2.2.1 The Psycholinguistic Rationale

The psycholinguistic rationale assumes that tasks activate the cognitive processes or mental computations of language learners (Skehan, 1998). Yule (1987, as cited in Mesret 2012) also explained this rationale of Task-Based Teaching as the communication capability of learner which influences language acquisition is dependent on their interaction in the task process. Accordingly, the psycho-linguistic rationale is based on models of second language acquisition of which The Interaction Hypothesis by Long, M., & Crookes (1991), The Cognitive Approach by Skehan (1987), and The Communication Effectiveness Model by Yule (1987) are the common to be considered.

2.2.1.1 The Interaction Hypothesis

According to this hypothesis, learners are provided with negotiation of meaning opportunities for the provision of comprehensible input and the production of modified output which in turn are supposed to be necessary for language development. This was strongly argued by Meseret(2012 that exchange of information made among the learners provides them the chance to receive feedback on the level of their comprehension in the second language. He further added that the agreement to be arrived at serves the learners to depict their attention to linguistic form since their main attempt here is to produce the target language. Therefore, the focus given to the linguistic structure is intended to be very important for second language learning as it creates a conducive scenario for the negotiation of meaning that ‘serves as the key tool by which learners can achieve what they need as data for effective communication (Ellis, 2000).

Another important thing regarding this hypothesis is that the learners are provided with chance to obtain linguistic data about what is acceptable and not acceptable in the target language by the potential of negotiation sequences the other way by which the interaction is the opportunity to modify problematic output states that negotiation can also plays a great role to second language learning. Doughty & Williams (1998) strengthen this argument with in the use of tasks by which there is an interest of using the structure of the language despite the fact that learners seem to give a primary attention to the meaning via active participation. Skehan on his part claimed that the shift from the form of language to its meaning while implementing the task is greatly important the term meaning can be used as inclusive term which encompass both the concepts to be indicated under the form and meaning focused language teaching methodology. Consequently, the active interaction created during language learning teaching in general and that of writing skill in general is mainly emphasized for its key role in improving students’ communicative competences.

To this end, negotiation of meaning is usually concerned with the way students encounter communicational difficulties while implementing tasks, and how they strive to overcome these difficulties. Therefore, writing tasks is believed to be an interactive process due to the fact that there is a strong interplay among writer, text and reader (Doughty & Williams.1989).

2.2.1.2 Skehan’s Cognitive Approach

Under this approach three aspects of learners’ performance such as fluency, accuracy and complexity were clearly discussed by Skehan (1998). Accordingly, he defined fluency as

communicative capacity of learners in real interaction time, accuracy as the normative ability of the learner to use the second language, and complexity as the differences and dimensions of language learners while learning. Knowing and clearly identifying these three aspects of learner's performance help the learners to identify factors that affect their performance in different scenario of production and communication. As it can be inferred from the above argument, there should always be a balance among these aspects by which the learners are always striving to work hard on the area in which there is gap. As a result, the tasks to be designed have to consider how these aspects of the learners seem to be taken into account during their implementation as psycholinguistic rationale stresses on the internal factors affecting the learners' language learning process. It was due to the fact that it gives no or very little attention was to the external factors which directly or indirectly affect the implementation the given tasks of the in second language classroom, Vygotsky (1991) strongly criticized this approach.

2.2.2 The Socio-Cultural Rationale

According to Meseret, unlike The Psycholinguistic Rationale, knowledge of then learners is collaboratively constructed as a joint activity in socio-cultural theory. This on the other hand implies that learners involve in the activities in accordance to their socio-cultural context and the locally determined goals of designed language tasks. This argument was greatly supported by Vygotsky (1991) who in his turn argued that the mental activities in which the learners are engaged are mainly originated from social and cultural activities in which the learners usually participate in externally in the community. As a result, learners' cognitive process is awakened whenever they interact with the community so as to enhance both cognitive development and language development of the learners. He further stated that what originates in the social context will finally be represented individual's internal mental plane with the aim of putting the direct image of the external activities in the mental process of the learners internally. This show how important is cooperation of the learners in creating the authentic language learning scenario in EFL classroom in the purposeful completion of tasks. In short this approach gives the due emphasis for the continuous interaction of the learners in language learning process and which as a result focuses on performing the task rather than giving emphasis on the properties of the tasks. This is due to the fact that different learners perform similar tasks differently based on their interpretation and approach to the given task (Swain and Lapkin 1998).

As opposed to the psycholinguistic rationale which focuses on the internal factors affecting language learning this rationale focuses on learners' external factors such as experiences and knowledge. Accordingly to Vygotsky (1986), the main target of the socio-cultural rationale is that learners' responds based on not only programmed responses but also on their prior knowledge and experiences about the subject matter given in the task. Generally, this rationale considers language learning as the process to be successfully accomplished in social environment in which linguistic ability is created in the minds of the learners to communicate in the real world.

2.3 Challenges in Using Task-Based Teaching

According to Meseret (2012) simply designing the meaningful and applicable task is not enough for the effectiveness of the task in learning and teaching language in the classroom if the teacher and the students don't understand how to implement it in the class. This is because letting the students and language teacher in EFL classroom is more than merely giving them the tasks to do in the classroom and evaluating their results. It additionally involves some procedures to accomplish the given purpose of the tasks within the given period of time. He added that it is also difficult to successfully implement the tasks designed to attain the given goals without with interest of the teacher and the learners. Therefore, it can be implied that effective implementation of the tasks by using task based teaching methodology is directly tied with learners' and teachers' perception and attitudes toward the nature tasks given in language classroom

Krahne (1987) as cited in Meseret (2012) also argued that implementing task in language classroom as the means of enhancing communication and real life language use in TFL Classrooms is meaningful and successful if and only if the learners play an active role the given task. This is because of the fact that the communication to be created in the classroom based on the given task is letting the students actively interact among each other with the aim of completing the given task with full confidence similar to the communication they make in the actual environment outside the classroom. Unless otherwise, implementing the tasks in language classroom is a difficult task.

2.4 Definition of Task

The term 'task' has been defined differently by many English language scholars. However the researcher of this study tried to indicate the commonly used definitions which were emerged with

the task based language teaching method. As indicated by David Nunan (2004), being an important component in syllabus design, classroom teaching and learner assessment, the term 'task' has been a substantial research agenda and it has been greatly influencing a policy making process in educational system in both ESL and EFL context. Mesret defined the term task by citing Prabhu, (1987) as an activity which requires the students to attain an outcome from given information via implementing some procedures and which in turn allows teachers to evaluate and assess those processes. This definition doesn't include all the necessary points related with the activities performed during the implementation of task the in language class.

Long on the other hand, define task as certain sort of job such as painting a fence, dressing a child, filling out a form or buying a pair of shoes which are done for some reward. Accordingly, it can be related with various works we engaged in our day to day life. Unlike the definition given by Meseret, this definition gives value for its authenticity. Nunan (1999) identifies these tasks as 'target' or 'real world' tasks Similarly, Crookes (1986) defines task as a piece of work or an activity, usually with a specified objective undertaken as part of an educational course or at work. The definitions of (both target and pedagogic) task and task type used by Long and Crookes focuses on something that is done, not something that is said. Long (1985) defines (target) task using its everyday, non-technical meaning. In Breen's (1987) opinion a task is any structured language learning endeavor which has a particular objective, appropriate content, a specified working procedure. And also, it is range of work plans which have the overall purpose of facilitating language learning-from simple and brief exercise types, to more complex and lengthy activities such as group problem-solving or simulations and decision making. According to this definition, task includes all sorts of activities that can facilitate language learning.

Nunan (1999) defined the term clearly indicated the difference between task and exercise in which he referred task as the activity that has both linguistic and non-linguistic outcomes and unlikely an exercise is any activity which has only linguistic outcome. Accordingly, the effectiveness of doing a task is measured in both linguistics and non-linguistic terms while the effectiveness of doing an exercise will be decided in linguistic terms. Skehan (1996) also defined task as the activities which gives priority to the meaning it delivers as the main goal be considered while designing it. He added that the language used in tasks implementation has resemblance in most cases with the language use the society encountered in the real-life. Hence his central emphasis in defining task is meaning or

purpose with a product as the final outcome. By fostering the definition given by Skehan, Willis explained that tasks are always activities in which the target language is used by the students for a communicative goal so as to achieve an outcome. In this context, his focus is on understanding and delivering meanings to complete the task successfully; and using the language meaningfully (1996).

Of many different definitions given to the term in the present time, Bygate (2003) defined stated task as an activity which requires learners to use language, with emphasis on meaning, to attain an objective, bring together different skills, focuses on integrated skills of language teaching, use systematic and inseparable procedures used to accomplish the given contents. With this regard, task can be defined as an activity which has, objectives, content, procedure to achieve the intended outcome with the primary aim of delivering meaning in using the target language in the a very authentic way. Nunan (1989) on the other hand tried to express the term task as it can be used interchangeably with the term activity. In view of that, he defined a task as a part of classroom work in which the students comprehend, manipulate, produce and interacting in the target language so as to focus principally on meaning rather than form. In this context, he suggested the definitions mainly indicated the primary purpose of task is to create meaning through the communicative language use in the language classroom.

As clearly indicated in this current definition of the term, the task designed in EFL classroom creates a conducive learning and teaching environment so as to facilitate meaningful interactions among the learners enables them to process on meaningful input and produce meaningful output to achieve certain writing objective.

2.5 Roles of Task in Language Learning

In the current days various language scholars agree that active participation of the learners greatly initiates language learning teaching process. Tadesse (2008) for example, indicated that people usually learns best if and only they are the active participant in the form of doing, thinking, reacting, absorbing, observing, reflecting, preparing, considering, applying, analyzing, listing, selecting, comparing, rearranging, evaluation in the learning process. These active involvements of the learners are required by the carefully designed tasks.

Wajnryb(2001) also emphasized that the negotiation of meaning and various level of language development is mainly initiated by the language tasks designed for that purposes. Similarly, language processing and learning capacity is believed to be affected by learners' participation in the given tasks; thus, task to be prepared are expected to allow the learners to involve and react independently, freely and flexibly (Bygate, Skehan and So wain 2001).Williams and Burden (1991) on the other hand figure out the role of task in language learning and teaching process as learning language is more meaningful and effective if and only if it is supported by meaningful communication. Accordingly, the process of interacting, negotiating and conveying meanings is the means through which the learners develop the language system. In line with this, the language tasks can be taken as a medium within which such meaningful interaction between two or more participants can take place to actualize the interaction of the learners with the aim of attaining the intended goals.

The role the task in language learning was also explained by Richards and Rodgers (2001) that they argued the active involvement of learners in the purposefully designed task provides a hostile language learning environment which strongly fosters learning process. They added the tasks to be designed are intended to facilitate processes of negotiation, modification, rephrasing, and experimentation that are at the heart of second language learning. The purposefully prepared language tasks enable the learners to pursue some processes, and use some strategies and appropriate language items on in the course of accomplishing them. Furthermore, tasks are very substantial for integrating the four language skills since they need active interaction among the participants (Tadesse, 2008). Willis similarly emphasized the use of tasks in learning teaching process by representing tasks as a vehicle of integrating the four language skills: both productive and receptive skills. He further found out that tasks can be taken as the best means of making the learners develop all the language skills at the same time as it is usual in the actual world.

To sum up, it can be concluded from what have been stated by different scholars above that tasks play considerable roles in teaching a foreign language. It is an irreplaceable chance for those learners who do not get the chance of using the target language in real life since they are used as a medium for language learning for they motivate students to learn by creating fun and reducing anxiety among them. Furthermore, tasks enable make learners confident in using the target language. As a result, it

should be carefully selected or designed so as to make them interesting to the students (Tadesse, 2008)

2.6 Types Of Tasks

David Nunan (2004) pointed out the distinction between real-world or target tasks, and pedagogical tasks. Accordingly, he defined target tasks as uses of language in the world beyond the classroom; pedagogical tasks are those that occur in the classroom. As cited in Nunan(2004), Long (1985) outlined his approach to task-based language teaching in relation to target tasks despite the fact that it involves non-technical and non-linguistic which may not involve the use of language. On the contrary, when tasks are transformed from the real world to the classroom, tasks become pedagogical in nature. Here is a definition of a pedagogical task an activity or action which is carried out as the result of processing or understanding language. According to this definition, it is what the teacher gives to the learners which make the task to be the tools of producing the language. This means the content designed, the objectives set to achieve the given objective, the procedures to be followed and the intended outcome which create the conducive learning teaching environment to be communicative and interactive. The above definition of task is mainly emphasized on the non linguistic outcome.

2.7 Critical Features of a Task

Different language scholars have stated various features of task among which the following are the most common to be emphasized. Skehan (1998) identified the following five basic features of task:

- meaning is primary
- learners are not given other people's meaning to rehearse
- there is some sort of relationship to comparable real-world activities
- task completion has some priority
- the assessment of the task is in terms of outcome.

According Ellis (2003) as cited in Seyedi (2014) modified the features listed above by Skehan and tried to categorize them into six features. Accordingly, task can be considered as:

- a work plan.
- meaning focus.

- authentic processes of language learning and use.
- a tool of improving the four language skills.
- a cognitive processes.
- an activity having defined communicative outcome

2.8 Phases of Task

Willis (2001) in his model identified three main phases which three basic conditions for language learning.

1. **Pre-task:** introduces the class to the topic and the task activating topic-related words and phrases.
2. **Task Cycle:** offers learners the chance to use whatever language they already know in order to carry out the task and then to improve their language under the teacher's guidance while planning their reports on the task. Task Cycle offers learners a holistic experience of language in use. There are three components of a task cycle:
 - A. Task:** Learners use whatever language they can master, working simultaneously, in pairs or small groups to achieve goals of the task.
 - B. Planning:** Comes after the task and before the report, forming the central part of the cycle. The teacher's role here is that of a language adviser. Learners plan their reports effectively and maximize their learning opportunities.
 - c. Report:** is the natural condition of the task cycle. In this stage learners tell the class about their findings. So the report stage gives students a natural stimulus to upgrade and improve their language. It presents a very real linguistic challenge to communicate clearly and accurately in language appropriate to the circumstances.
3. **Language Focus:** allows a closer study of some of the specific features naturally occurring in the language used during the task cycle. Learners examine the language forms in the text and look in detail at the use and the meaning of lexical items they have noticed (Willis, 1986). Language focus has two components:

- a) **Analysis:** Analysis activities draw attention to the surface forms, realizing the meanings learners have already become familiar with during the task cycle and so help them to systematize their knowledge and broaden their understanding. Instead of the teacher presenting language to learners as new analysis activities, learners reflect on the language already experienced.
- b) **Practice:** Practice activities are based on features of language that have already occurred in previous texts and transcripts or in features that have just been studied in analysis activities.

2.9 Roles Of Writing

Graham (2010) stated that writing in theoretical basis has three ways of improving reading. Firstly, since both writing and reading are functional activities that can be purposefully combined achieve a given goals which is closely related with learning new ideas presented in the given text. Thus, writing about the information given in the text enable the readers to comprehend and learn more since it provides them with the means of recording, connecting, analyzing, personalizing, and manipulating key ideas from the text. Secondly, since both draw up on common knowledge and cognitive processes, reading and writing are both connected which in turn leads to the fact improving students' writing skills tends to result in improved reading skills. Thirdly, due to the fact that reading and writing are both communication activities, writers can get insight about reading by creating their own texts and enables to have better comprehension of texts produced by others.

Graham (Ibid) in his study clearly figured out that writing about texts they have read helps the learners to improve reading abilities which can by getting explicit lessons in spelling, in writing sentences, in writing paragraphs, in text structure, and in the basic processes of composition; and by increasing how much and how frequently they write. Consequently, writing should be taught and emphasized as an integral part of the school curriculum. Graham and Perin(2007) on the other hand indicated that teaching the same writing process and skills improved the quality of students' writing and learning of content. From above argument, it can be implied that Students who develop strong writing skills are also be able to take full advantage of the potential of writing as a means to strengthen reading skills (Graham, 2010) .

According to Graham, (2006), writing in the recent electronic world, provides the most substantial tool of communicating with family, friends, and colleagues. As a result, writing as the skill of

language is used to discover who they are, to struggle loneliness, and to record their personal and work experience. Smyth (1998) also further added that writing is important for both psychologically and physiologically. Others stated writing as a valuable tool for learning, gathering, preserving, and transmitting information with great detail and accuracy (Bangert-Drowns, Hurley, and Wilkenson, 2004; Graham and Perin 2007). Graham strengthen the above concept about the use of writing in that the explicitness of writing supports the establishment of connections between ideas, and its active nature can foster the exploration of unexamined assumptions(2010)

2.10 Traditional Writing

In the 1950s and 1960s, the fundamental focus of rhetoric and composition was on analyzing

Literature and the writing style of learners. The tasks of writing assignments were mainly related to the discussion of literary works, and writing pedagogy mostly emphasized the grammar and rhetorical structure (Hinkle, 2002).Teaching and mechanics have been the traditional phases of teaching writing in many ESL classrooms. Despite this fact, some current research suggests that the effect of teaching grammar plays the substantial role in improving learners writing skill. Consequently, Due to the fact that teaching grammar is takes much time, and the class time could be spent on writing itself, and since many students don't have awareness about its advantage , the effect of such teaching maybe even harmful (Hinkle, 1994).Therefore, language teachers should raise students' awareness of the sophisticated linguistic and rhetorical skills they already possess, and then the primary concern of the teachers should be on designing classroom tasks to enable students to control their writing skills with effectiveness. According Hinkle(1994) they can either write anything which won't be significant or they may write compositions which is grammatically correct but empty and socio-culturally unacceptable if students are enforced to give due attention to the structural accuracy of their language use,. He takes his argument to the next stage by indicating that writing needs practice; we cannot simply teach all about writing and the language rules without letting students' practice; he took the example of letting somebody swim the water without getting her or him into water and swim it. He finally figured out that the main objective of writing is communication i.e. writing about something, in some medium, for some purpose, and to someone, and its emphasis must be based upon the outcomes of texts and not accuracy of the language items (Seyedi, 2014).

2.11 The Nature Of Writing And Manner Of Teaching

Unlike speaking and listening skills, writing is not natural skill rather it learned and experienced through many procedural activities as it needs complex and mental process. Nunan (2000) expressed this view that writing is not a natural activity. All physically and mentally normal people learn to speak a language. Yet all people have to be taught how to write".

According to this perspective, the process of teaching and learning of writing ought to be organized and accompanied with rigorous effort of the language teacher and careful approach of the students. Kolade (2012) stated that writing is a skill, which requires the students plan and organize their imagination clearly and in sequential order to fulfill the real meaning of writing. He further explained that writing as compared to teaching other skills of language is usually considered as the most difficult skill at each level. Others figures called Bell and Burnaby similarly found out that the writer needs to make control some influencing variables at the same time as writing is more complex cognitive activity unlike other skills of language. This in the other term indicated that in order to effectively arrive at the desirable objectives the writer (teacher or student) has to plan the content, format, sentence structure, vocabulary, punctuation, spelling and formation of ideas. (1984)

Kolawole (1998) in his view stated that a logical and coherent thought of the writer is expected to be considered as the technical nature of writing and the purpose of writing enables teacher to implement it in a fruitful manner. Consequently, language teacher can teach all the other macro-skills of language are taught easily with no much difficulty. Lado also indicated complexity in relation to the language teachers' qualification differences and the time assigned to the teaching of any of the macro skills. Accordingly, he says further that the teacher may speak the language natively or he may have studied it on second language basis. (1983)

2.12 The Basic Approaches to the Teaching of Writing

Kolade (2012) said process writing assumes production tasks that prompt self-expression to motivate students as the principal purpose for developing second language proficiency in the language classroom. He further stated that the central activity in writing process is the multiple-draft open-ended writing task. This goes a long way in developing ability to generate ideas. The fact that writing class should not become a source of frustration to both students and teacher, language teachers are expected to create a conducive and working authentic learning teaching environment

along with designing the meaningful tasks. With this regard, the learners are expected to write grammatically accurate texts which in turn are socio- culturally acceptable so to arrive at the intended goal. As a result, language teachers should carefully select the right approach of teaching writing. Accordingly, he identified the following two approaches of teaching writing: product-oriented and process- oriented (Kolade, 2012).

The Product Oriented Approach: This model is known as traditional or Models Approach. It focuses on the product which is usually the written text that serves as the model for the learner. According to this approach, if the learners are given a carefully designed model text, they are expected to analyze all the necessary qualities of writing and thus they are believed to be effective writers. Therefore, learners' exposure to written sentences and paragraphs in order to analyze grammatical roles or rhetorical patterns is focus of this approach emphasizes (Kolade, 2012).

According to Nunan (1999), the product approach focuses on writing tasks in which the learner copies and transforms from the written texts prepared by teacher as a model. Others strengthened argument for instance, Adams (2006 cited in Kolade, 2012)) referred the approach as a linear pattern. Bruton (2005) part on his explained the approach as single-draft think-plan linear procedures with once-off correction grounded on product models of writing. As clearly indicated by the scholars above, the key objective the approach is an error -free coherent text. In short, the due attention the learners and the teachers according to this approach is accuracy of the structure of the texts designed by the language teachers (Kolade2012).

The Process-Oriented Approach: This approach emerged due to the weakness language learners and teachers encountered in the model approach. Kolade (2012) says scholars like (Oluwadiya 1992, Kuhn 1970, Emig 1971, Perl 1979, Hayes and Flower 1980, Graves 1982 and Flower 1985) attempted to discover how competent writers write so that the kind of the thinking that precedes such writers' writing can be determined and then taught to the student writers. Accordingly the approach tries to answer the question: "How does the competent writer write?" These scholars in their work tried to state writing as a non-linear, recursive and generative process which involves the pre-writing, composing/writing and re-writing stages. Hence, the learners should pass through this logical sequential order.

Prewriting: According to Richard and Roland (1995) found out that this technique of writing helps students assess the dimensions of a rhetorical problem and plan its solution. They added that Pre-writing can be seen as any writing task that exposes students to self-assessment, observations and exploration of the world around the subject matter. It activates perceptual and conceptual processes which in turn help the writers to recall experiences, breakthrough stereotyped thinking, examine relationships between ideas, assess the expectations of their audience, find an implicit order in their subject matter and discover how they feel about the work (Kolade, 2012).

Composing (writing): The major task of this approach according to Kolade (2012) is putting a draft version on paper which can be done needs free-writing or collaborative work. The data the learners get through the pre-writing stage can be used as a basis for these techniques by the writer. Since the both the content of the written text and how this text is organized are the main emphasis, carefully looking at the language and focusing the right audience.

Revision and reviewing of the work is carried out by the writer and peers. Since learners are allowed to write freely, learners are expected to make errors in this process despite the fact that Editing is systematically taken place at every stage of the work .are expected in Process Approach.

To sum up, Process approach according to Pica (1986) give their students are given the golden by the teachers opportunities to plan, review, clarify and re-organize what students have written on their own which enables them to use of their own potential of making self correction as a tool of achieving success in writing. It places on the students the task of revision at the expense of imitation of perfect work of experts.

2.13 Task-Based Writing (TBW)

Cabral (2003) Task-based writing can be taken as the most important and inseparable part of task-based teaching. This can be tied with definition of writing as it is social act. This is because being the actor in the EFL language classroom context, what they are writing in the classroom explains both their capability to solve a problem and their texts explain their understanding of their own communicative purposes. Therefore, task based teaching methods, is referred as a teacher-planned communications and negotiations in class which can lead to language learning which in turn help the students to identify their syntactic errors that cause communication problems. This substantial detail

understanding created in about what are being written and the errors they committed while writing is usually used as the basis for awareness and subsequent language proficiency (Cabral, 2003).

Task Based Writing as according to Seyedi (2014) can be used as the tool for integrating the four skills and can improve effective language learning due to the fact that the main goal is to create something, reach a conclusion, and create a whole image of something within an already set scenario. With this regard such writing tasks are so complicated in nature that they are used to improve the learners writing skill and other skills of language. According to Meseret (2012) writing activities enables the learners to combine both social and cognitive elements in the course of the EFL classroom. Accordingly, task based writing helps the learners both to know how to write and how to know how to use writing in social context so as to adjust their mental writing style with the newly acquired social and cultural experience. This is mainly because writing in this context is aimed to deliver the meaning encountered in the real world. He added that, writing in task-based writing is determined by a task and used in social interaction which is considered both form and meaning are the main concerns of the requirement of purpose. Apart from the definition of task based writing, its key purpose is to improve an individual's writing competence based on purposeful interaction which is inseparable from social context. From the above definition it can explicitly implied that social interaction as the process of task-based writing has features such as authenticity, autonomy and collaboration that can stimulate learning and writing. Authenticity implies each activities performed in the class are similar to what are being implemented in the real world communication. Autonomy on the other hand refers to the active part the students and their independency of the have in selecting their own style of learning, implementing as well as in monitoring and evaluating their progress and achievements. Finally, collaboration in this context is used to indicate that task based writing needs negotiation from the participants Meseret (2014).

Meseret(Ibid) added that writing activities enable the learners to combine both social and cognitive elements in the course of the EFL classroom. Accordingly, task based writing helps the learners both to know how to write and how to know how to use writing in social context so as to adjust their mental writing style with the newly acquired social and cultural experience. This is mainly because writing in this context is aimed to deliver the meaning encountered in the real world. From the above definition he explicitly implied that social interaction as the process of task-based writing has features such as authenticity, autonomy and collaboration that can stimulate learning and writing.

Authenticity implies each activities performed in the class are similar to what are being implemented in the real world communication. Autonomy on the other hand refers to the active part the students and their independency of the have in selecting their own style of learning, implementing as well as monitor and evaluates their progress and achievements. Finally, collaboration in this context is used to indicate that task based writing needs negotiation from the participants.

CHAPTER THREE

3. METHODOLOGY

The researcher had aimed at finding out how TBW was implemented, types of TBW designed in the textbook, factors affecting the implementation of TBW and how the learners was being assessed. Accordingly this chapter comprises three sections. The first section introduces the target population, including the setting and the selection of subjects. The second section describes the data gathering instruments. The third section discusses the techniques of data analysis and the complete procedures taken in the data collection.

3.1 Research design

To investigate the implementation of task based writing activities in grade 9 level, qualitative and quantitative method of study was chosen. This is because the quantitative method clearly showed the implementation of these types of activities at target class level. Qualitative method was used to support the data to be gained from students' questionnaire, interview and classroom observation.

To investigate the implementation of task based writing activities in grade level mixed research methods: both qualitative and quantitative method of study were chosen. This was because the quantitative method clearly showed the implementation of these types of activities at target class level. Qualitative method was used to support the data gathered from students' questionnaire, interview and classroom observation.

3.2 Target Population & Sampling

The subjects of the study were grade 9 students of the 2014/15 academic year who are learning English as a foreign language at Bekoji Secondary School and English language teachers who are teaching English at this grade level. At the time of data gathering, the students were just implementing the TBW. Both probability and non probability sampling techniques were used to select the samples of the study. Since the number of the English language teachers is limited and manageable, comprehensive sampling technique was used in taking all the teachers as sample of the study. On the other hand, comprehensive sampling techniques that had been used to select sample

size of teachers helped the researcher to limit to six grade nine sections. Accordingly, cluster sampling techniques was used to select one section for each teacher out of the sections he/she was teaching. Therefore, one grade nine section for each teacher and totally six grade nine sections were selected. Similarly, to limit sample size of students, the researcher was interested to deal with the students who were found in the selected sections. Systematic random sampling method was used in selecting 26 students from each of the six sections. Therefore, out of 360 students found in these sections, 156 were selected as sample size of the study to gather necessary data through questionnaire and classroom observation. However, in order to make the analysis in a manageable manner, only the written assignment of 30 students (five students from each selected section) were selected for document analysis,

3.3 Data Gathering Instruments

The researcher used four instruments of data collection: questionnaire, interview, classroom observation and document analysis. The items and the checklists were formulated and set based on the theoretical and research backgrounds discussed in the review of related literature under chapter two of this study. Furthermore, to make the items more valuable and to relate with the objectives of the study, some of the questionnaire and interview items were mainly adopted from Tagesse(2008: 71). It was also tried to make the instruments as comprehensive as possible within the limits of the predicted replying tolerance of the respondents. The detailed concerns, aims and forms of the instruments are discussed below.

3.3.1 Questionnaire

The first instrument which was employed in this study was questionnaire. The questionnaire was used to get information about modes of classroom organization, language used during classroom interaction of writing session, roles of teachers in each phase of TBW and factors affecting the implementation of the task under consideration. The questionnaire was designed after a review of the literature (Tagesse, 1977; Abebe, 1984; 32 Nunnan, 2004; Underwood, 1989; Rubin, 1994; Yagang, 1994; Long, 1989; Dunkel, 1991) by relating with objectives of this research. The initial drafts of the questionnaire consisted of 12 close-ended and 2 open-ended questions. To ensure the validity of the questionnaire, it was given to three specialists in English language Education for judgment and amendment. The insights gained from the comments of the specialists were taken into consideration, and then the initial draft was modified. When modifying the initial draft, the items of

the students' questionnaire were decreased to 6 close-ended questions. For each items in the questionnaire, the researcher used a five- likert scale where 1-represents the lowest and 5-represents the highest experience of implementing TBW. Here, the numbers 1 to 5 were designated by the adverbs of frequency: 'Never', 'Seldom', 'Sometimes', 'Often', and 'Always' respectively. Finally, to make the work of data gathering easier, the questionnaire was changed in to Afan Oromo by consulting with the professional and licensed expert. On the contrary, teachers' seven questionnaire was prepared in English.

3.3.2 Interview

The second data gathering instrument which was employed in this study was face to face interview. The purpose of the interview was to triangulate the information that was obtained through the questionnaire on how to obtain data about the implementation of TBW; to obtain information about the reasons behind the learners' difficulties in the implementation of the task and to find out if there are any other writing difficulties that affect the learners' writing. On the other hand, the teachers' interview was aimed to provide information about their approach in the teaching of the writing, support they provided when the learners were engaged in writing and the opportunity they gave for the students to practice in the classroom.

3.3.3 Classroom Observation

The third data gathering instrument which was employed in this study was observation. The observation was used to get information about the current and actual practices usually used in the writing task implementation. It was believed that it was important to conduct classroom observation while the course was in progress in order to see how the teaching-learning process specifically in the writing session of the EFL learners. This was successfully conducted six times due to the proximity of the researcher to the target school.

In order to find out how TBW was being assessed by the English teachers, the researcher tried to analyze the written assignment of first semester 5 students from each selected grade nine section. With regard to this, the analysis was made by the help of the check list formulated and adopted after the review of various literatures about the assessment of written activities. Similarly, to investigate about the types of task designed in the textbook, students' textbook analysis was made with the help

of checklist adopted after reviewing literature about the types of TBW. Finally, the data gathered through the two document analysis was qualitatively analyzed.

3.4 Procedures of Data Collection

As mentioned above, all the necessary data were collected using questionnaire, interview, observation and document analysis. The data collection was taken place from mid of January to the end of February. This section discusses the complete procedures taken in the data gathering and the techniques of data analysis.

3.4.1 The Questionnaire

As mentioned earlier, the total population was 360; however, the questionnaire was administered to only 156 randomly selected grade 9 students. The subjects were asked to identify the modes of classroom organization, language used during classroom interaction of writing session, roles of teachers in each phase of TBW and factors hindering the implementation of the task under consideration on the basis of the five- Likert scale (never, seldom, sometimes, often, and always) Oral instructions and explanations were given (in English and Afan Oromo) to the respondents by the researcher himself to avoid any misunderstanding. Finally, the data obtained from the questionnaire was presented, and frequencies and percentages were calculated.

3.4.2 The Interviews

As far as the students' interview is concerned, a semi-structured interview was conducted at the end of February 2015, i.e., a week after the data obtained through the questionnaire was analyzed. Six purposely selected teachers were also interviewed. Each participant was interviewed turn by turn during their spare time in the school under consideration. The participants were allowed to respond in the target language so that they could respond freely to interview question what was on their mind since they were clearly oriented about the purpose of the research at the beginning. Each interview lasted for 10-20 minutes. At the interview, the teachers responded to three close ended and four open-ended questions, which the researcher had prepared, regarding classroom organization, languages used during classroom interaction, the role of teachers in each phase of TBW activities and the factors affecting the implementation of the task under consideration. At the time of the interview, the researcher encouraged the teachers to talk about specific EFL writing experiences. The researcher asked the teachers to describe in detail the problem they had faced and asked why

they think implementing the writing at this level seems difficult and why they thought these difficulties emerged. Whenever someone reported situations in which they had encountered difficulties, the researcher would probe further and ask them what they thought had made them encounter the writing difficulties. The researcher used the same type of probes when they reported success with comprehension. After the interview was completed, the data were organized and analyzed. In the analysis, a tabular representation was applied to identify each data entry. The code for each account indicated the teachers' ID which is assigned by the researcher. For instance, "T3" stands for the student which was interviewed thirdly.

3.4.3 Observation of The Writing Session

As mentioned earlier, the researcher of this study is familiar with the target writing implementation environment. The observation was used to get recent information about the implementation of the task, to see the crucial factors affecting the implementation of the task and to identify the modes of classroom organization and the medium of classroom interaction while implementing the TBW.

3.4.4 Document Analysis

In order to attain the objectives of the study about TBW assessment and the types of writing tasks being implemented in the writing session, document analysis was highly needed. Accordingly, grade 9 students' textbook was analyzed based on the checklist adopted from Nunnan(2004) about the types of TBW so as to identify the types of tasks designed in it. On the other hand, in order to collect the necessary data concerning the how the students' actual writing performance was being assessed, five students' marked written assignment paper were selected from the already selected six classes so as to identify the how each of the six selected English teachers assess their students actual writing performance of the students. Accordingly, 30 students' first semester marked written assignment were selected and analyzed according to the key points given in the checklist designed and formulated after review of Barbara (2002). Despite the fact that single assignment of each teacher was taken to gather the significant data, it was believed that the individual difference among the teachers in implementing the TBW could enable the researcher to get the real information about how students writing work (activities) was being assessed.

3.5 Procedures of Data Analysis

The majority of the data (all data from the questionnaire and many from the interview) were quantitative. But the interview, observation and document analysis also gave forth a considerable amount of qualitative data. For this reason, both quantitative and qualitative methods of data analysis were used. The quantitative data was first tallied. Then it was organized into frequency tables where the responses were presented in the form of frequencies and percentiles. Finally, the frequencies and percentiles were compared with each other and with an estimated ideal average point of reference to arrive at the common and dominant inclinations, which exist among the students and the teachers in implementing TBW.

The qualitative data was discussed at length usually in connection with the quantitative data because most of the qualitative data contained further explanations, reasons and evidence to the information given quantitatively. The presentation of the analysis followed the order in which the research questions were presented. Each of the items from all instruments that were separately analyzed one by one under each section of data analysis as the data gathered through the four data collection tools were analyzed in separate sections. Despite this fact, the findings of each of the data gathered through different tools were triangulate and discussed later in the discussion part.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

4.1 Data Presentation and Analysis

This chapter comprise of two major sections: Data presentation and analysis and discussion of the finding. In order to clearly explain the findings of the study and relate the finding of the study with the related literature and researches conducted in the area, the researcher give due emphasis for both of the above sections and present them in separated sections. Accordingly, the students' and teachers' questionnaires were presented in tabular form and percentile scales. Percentage scales were used to compare the frequency of the responses from students and teachers. The data gathered through interview and classroom observation was analyzed qualitatively as it seems difficult to put them in tables or other forms like charts, graphs, etc. The data gathered through the above four instruments were presented, analyzed and discussed in the following sections.

4.1.1 Analysis of Questionnaire

4.1.1.1 Analysis of Students' Questionnaire

The students' questionnaire has four main parts. The first part deals with manners of implementation of TBW which specifically presents modes of classroom organization the language used during the implementation of the task based writing in the classroom and roles of teachers in implementing the writing tasks. The second one is about the types of writing tasks used in English language courses. The third section presents how TBW was assessed in the classroom. The fourth part discusses important factors affecting the implementation of TBW teachers' role during writing task implementation by students' perception. Each table consists of the options, responses (in frequency and percentage) and total number of respondents.

4.1.1.1.1 Manner of TBW Implementation

This section deals with three important sub units: Modes of Classroom Organization, language used during classroom interaction and roles of teachers during each phase of TBW.

Modes of Classroom Organization

The main focus of this item is to identify the types of about the classroom arrangement used by the teachers during the implementation of TBW. Accordingly, structured Students' questionnaire was used in order to gather get necessary data presented below.

Table 1 Modes of Classroom Organization

Students Questionnaire item1. How often do you work individually, in pairs and in groups?	Response											
	Always		Frequently		Sometimes		Rarely		Never		Total	
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
Individually	5	3.2	5	3.2	24	15.4	52	33.3	70	44.9	156	100
In pairs	28	18	20	12.8	46	29.5	35	22.4	27	17.3	156	100
In groups	40	25.6	25	16	52	33.3	21	13.4	18	11.5	156	100

According to table 1, out of 156 respondents, 10 (6.4%) responded that they always or frequently work individually in English classes during the implementation of task based writing. Others 24 (15.4%) responded that they sometimes work individually. Still others 52 (33.3%) responded that they rarely work individually. This datum shows that 21.8% of the total students carry out individual works most of the time in the English classes. Regarding working in pairs, 18% of the total students responded “always”, 12.8% ‘frequently’ ‘29.5% ‘sometimes’, 22.4% ‘rarely’ and 17.3% ‘never’. This datum also shows that about half of the students carry out the TBW in pairs most of the times. Regarding working in groups, 25.6 % of the respondents always work in groups, 16% of them work frequently, 33.3% of them work sometimes in and the rest 24.9% work either rarely or never in groups. This reveals that majority of the students (75%) work in groups more than other modes of classroom organization.

From the above data we can conclude that despite the fact that learners can participate individually or in pair sometimes during the implementation of TBW, working in group is the commonly used s classroom organization preferred by English language teachers. This may be due to the fact that learners can learn more if they interact with each other since there is individual difference among them. However, working in group seems to be hindered by the large class size in order not to let every learners participate in all aspects of the TBW activities effectively.

Languages used during task implementation

Item2. Which language do you mostly use when you work in pairs or groups in English Classes?

The main focus of this item is to identify whether target language is used by the teachers during the implementation of TBW. Accordingly, structured Students' questionnaire was used in order to obtain necessary data analyzed below.

Table 2 Language Used During Group Discussions

Modes of Classroom Organization	Response											
	Always		Frequently		Sometimes		Rarely		Never		Total	
	Fr	%	Fr	%	Fr	%	Fr	%	Fr.	%	Fr.	%
English	0	0	0	0	120	77	36	23	0	0	156	100
Afan Oromo	60	38	50	32	20	13	11	7	15	10	156	100
Amharic	0	0	0	0	54	35	80	51	22	14	156	100

Table 2 shows 77% of the respondents sometimes use English; the remaining 23% rarely use the target language. None of the respondents always or frequently use it during the task implementation. Regarding the usage of Afan Oromo, Majority of the students (70%) use Afan Oromo always or frequently and 13% of them sometimes use Afan Oromo. The remaining 17% of the respondents rarely or never use Afan Oromo during the classroom discussion. About 86% of the respondents sometimes or rarely use Amharic in writing session. The other very insignificant numbers of the students never use Amharic during the discussion of the task under consideration. This shows that majority of the students do not use the target language, English, during their pair or group discussion about what and how to write. Whatever they work in pairs or groups, the students will not be benefited a lot unless they use English to interact between their pairs/among their groups during the practice of writing tasks. According to Nunan (2006), any Task Based language Teaching focuses on making interaction via the target language to make the process of language learning more easier and effective. Therefore, students who do not get the chance of using the target language tend to lose these opportunities and do not pass through the real process of language learning and, in turn, might not reach the intended level of proficiency in their writing in this context.

4.1.1.1.3 Task Types implemented in English classes

This part analyses students' responses to different types of tasks, i.e. to what extent such task types are used in EFL classes.

Item 3. How often does your teacher ask you to do the following task types?

The main focus of this item is to identify how often the teachers play important roles while implementing TBW. Accordingly, the data analyzed below is gathered through learners' structured questionnaire.

Table 3 Task Types Used in EFL Classes

Types of Tasks	Response											
	Always		Frequently		Sometimes		Rarely		Never		Total	
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
List information, vehicles, animals, Countries and write in our own words.	7	4.5	8	5	18	11.5	42	27	81	52	156	100
Reorder or sort items, parts of stories, sentences, and jobs and organize in our own words.	12	7.7	10	6.3	86	55	28	17.9	20	12.8	156	100
Compare and contrast things, means of transportations, cultures and write paragraph in our own words.	85	54.5	35	22.4	24	15.4	12	7.7	0	0	156	100
solve problems, puzzles(writing the solutions of the given problem in our own opinion)	56	35	49	32	35	23	11	7	5	3	156	100
Share our personal experience within pairs or groups and organize it in the meaningful manner	60	39	50	32	42	27	3	2	0	0	156	100
Exchange our opinions within pairs or groups and write them in grammatically correct sentences	53	34	40	25.6	29	18.6	24	15.4	10	6.4	156	
Combine different pieces of information and to write a meaningful Story by our own words	22	14.1	15	9.6	11	7	65	41.6	43	27.7	156	100

Table 3 shows the frequency of the writing task types used in the writing sessions of grade 9 English classes. Among all participants, 9.5% of the respondents said that listing writing tasks are always or frequently used, 11.4% said 'sometimes', 27% said 'rarely' and the rest 52% said 'never'. 79% of the respondents reported that listing tasks are rarely or never used in the writing tasks designed in the writing section of the text book. Regarding reordering and sorting writhing tasks, despite the fact that there is difference in the frequency of the tasks, 69% of the respondents agree that their teachers

ask them to reorder or sort items, parts of stories and jobs and write them in a meaningful paragraph. Out of the above figure, only 14% of the respondents responded that their teacher always or frequently use such types of task. 54.5% of the total respondents responded that their English teachers always give them comparing and contrasting writing tasks while 22.4% and 15.4% of the respondents say that their teachers do so frequently and sometimes respectively. The remaining 7.7% responded that their teachers rarely ask them to compare and contrast. Accordingly, 93.3% of the participants responded that their English teachers ask them to compare and contrast things, means of transportations, cultures and the like and finally write many sentences about the comparison made.

Concerning the question on how often they solve problems, puzzles(writing the solutions of the given problem in our own opinion), 35%, 32%, 23%,7% and 3% of the total students responded 'always', 'frequently', 'sometimes', 'rarely' and 'never' respectively. Here again, 90% of the respondents agree that their English language teachers ask them to carry out problem solving tasks in the writing section. Although there is difference in frequencies, 71% of the students responded that their English teachers always or frequently ask them to share personal experiences within pairs or groups and organize it in the meaningful manner whereas 27% of them responded that their teachers sometimes ask them to do so. Only 2% of the respondents said that their teachers rarely do this. None of the respondents responded that their teachers never give them such tasks. This data reveals that almost all of the respondents (98.1%) revealed that their English language teachers give them personal experience sharing writing tasks. This implies that personal experience sharing tasks are the most popular tasks which are used in English classes in the school under consideration.

Concerning opinion exchange tasks, 34% and 25.6 of the respondents said that their teachers always and frequently ask them to exchange their opinions respectively. About one fifth of the respondents said that their teachers sometimes ask them such questions 14.5% of them responded that their teachers rarely do so. The rest 6.4% of them responded that their teachers never give them such tasks. According to 78.2 % of the students, their teachers ask them to carry out tasks of opinion exchange and let them write many sentences about it. From this, one can understand that this is also one of the most popular writing task types in the school in which this research was conducted. In response to the question how often their teachers Combine different pieces of information and to write a meaningful Story by their own words, 14.1% of the students said that their teachers always ask them; 9.6% of them said 'frequently' 7% said sometimes; 41.6% of the respondents said 'rarely'

and the remaining 27.6% said ‘never’. This shows that, generally, 30.7% of the respondents agree that their teachers give them jigsaw writing tasks though they differ in terms of frequency.

4.1.1.1.4 Roles Of Teachers In Each Phase Of The Writing Tasks

Item 4. How often does your teacher do the following activities whenever he/she gives You writing tasks?

This item requires information about the role of the teachers during the three phases of task:

Pre-task, task and post-task. For ease of analysis, the three phases (cycles) are presented in different tables. The detail implication of this is discussed in the discussion part

Roles Of Teachers During Pre-Task Cycle

The main focus of this item is to identify how often the teachers play important roles during the pre-task cycle .of TBW. Accordingly, the data analyzed below is gathered through learners’ structured questionnaire.

Table 4 Teachers’ Roles during Pre-task Cycle

Roles of Teachers	Response											
	Always		Frequently		Sometimes		Rarely		Never		Total	
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
Makes us sit in pairs/groups before we start doing the task.	31	20	30	19	37	24	58	37	0	0	156	100
Introduces & defines the purpose of the writing task.	10	6.4	16	10	19	18.6	55	35	56	36	156	100
Gives us activities to help us recall / learn useful words/ Phrases for doing the writing task.	3	2	13	8.3	14	9	54	34.5	72	46.2	156	100
Makes sure that all students understand what	0	0	0	0	12	7.7	78	50	66	42.3	156	100

to do.												
--------	--	--	--	--	--	--	--	--	--	--	--	--

Table 4 above reveals that out of 156 respondents, 20% and 19% reported that their teachers always and frequently let the students sit in pairs/groups before they start carrying out the writing task while about one fourth of them said that their teachers sometimes do this. The rest 37% said ‘rarely’. None of the respondents said their teacher never do so. Accordingly, more than half of the respondents 73% of the respondents reported that their teachers let their students sit in pairs/groups whenever they implement writing tasks. Concerning introducing and defining the purpose of the writing task, only 16.4% of the students despite the fact that there slight differences in the number of students reported that their teachers always or frequently do this. About one fifth of the total respondents, however, said that their teachers sometimes introduce and define the purpose of the task. The remaining 35% and 36% of the respondents reported that their teachers rarely or never introduce and define the purpose of the tasks they gave for their students. The third role of teacher in pre-task cycle is giving some activities to help learners recall/learn useful words/phrases that help them while they carry out a given writing task. Regarding this, the responses of the students is 2% ‘always’, 8.3% ‘frequently’ 9% ‘sometimes’, 34.6% ‘rarely’ and 46.2% ‘never’. This shows that most of the students argued that their English teachers rarely or never play the role stated above in spite of the fact that the teachers are expected do this all the time when they are letting the students do writing tasks.

The last concern of pre-task cycle is about how often their teachers make sure that all students understand what to do before they go to participate in the writing task. Concerning this, none of the respondents said that their teachers always play the stated role during the pre-task phase. None of the students responded that their teacher play this role in this phase of the task under discussion. Accordingly, only few respondents (7.7%) of the total respondents reported that their teachers sometimes do this. The remaining great number of students (92.3%) said that their teachers rarely or never play this role.

This shows that there are times in which the learners are enforced to precede doing the writing task without fully understanding what, how and when to write. Unless students know what and with whom to do the writing task, it could be difficult to process the task and to arrive at an outcome (Skehan, 1998; Willis, 2004). Moreover, students might spend more time than expected to complete the task or even they will be unable to carry out the task if they are not clear with what to do.

Therefore, teachers have always to ensure whether the learners understand what to write before students engage in doing the writing task.

Roles of Teachers during the Task Cycle

The main focus of this item is to identify how often the teachers play important roles during the task cycle of TBW. Accordingly, the data analyzed below is gathered through learners' structured questionnaire.

Table 5 Teachers' Roles during Task Cycle

Roles of Teachers	Response											
	Always		Frequently		Sometimes		Rarely		Never		Total	
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
Walks round in the class and provides help when we need.	14	9	11	7	14	9	78	50	39	25	156	100
Makes us report what we write in pairs/groups.	8	5.1	14	9	18	11.5	34	21.8	82	52.6	156	100
Helps us to organize the written texts which we are what we are going to present (submit).	0	0	8	5.2	10	6.4	46	29.4	92	58.9	156	100
Selects students who will present (report) next.	10	6.4	14	9	16	10.4	36	23.1	80	57.3	156	100
Gives us brief comments or feedback after students' presentation.	6	4	7	4.5	8	5.2	44	28.2	91	58.4	156	100

According to the data given in table 5 above, 16% students responded that their teachers always or frequently walk round in the class to provide technical support while they are doing their writing tasks. 9% of them responded that their teachers sometimes play this role. The rest 75% reported that their teachers rarely or never do this. Although the majority of the respondents responded that 9 % reported that their teachers sometimes walk around in the class. According to Richards and Rodgers (2001), the main role of the teacher during task cycle is walking round in the class to monitor the task progress and to provide help when students need. Therefore, all teachers are always expected to do this. With regard to the question how often their teachers let them report what they write in pairs/groups, 5.1% of the students responded 'always', 9% responded frequently, 11.5% responded 'sometimes', 21.8% responded 'rarely' and 52.6% responded 'never'.

The datum shows that majority of the teachers do not either always or sometimes make their students report what they write or decided in groups. There should always be a report stage so as to see the progress of the learners and to give the corrective feedback about their writing. Besides, if students know that their teachers do not ask them to report their work; they may not worry about doing a task at hand and might not carry out a given task properly some other time (Skehan, 1996b; Shehadeh, 2005).

Regarding helping the learners to plan what they are going to report, 3.1% and 5.2% of the respondents said that their teachers always and frequently help them respectively. 9.6% of them said that their teachers sometimes help them. However, the majority of the learners (88.3%) reported that their teachers rarely or never provide them such help. On this issue, more than three fourth of the respondents (80.4%) reported that their teachers rarely or never select who will report next. Concerning giving brief comments/feedback, 86.6% of the respondents said that their teachers always or sometimes comment them on what is reported the task cycle.

Roles Of Teachers During The Post Task Cycle

The main focus of this item is to identify how often the teachers play important roles during the post-task cycle .of TBW. Accordingly, the data analyzed below is gathered through learners' structured questionnaire.

Table 6 Teachers' Roles during Post-task Cycle

Roles of Teachers	Response											
	Always		Frequently		Sometimes		Rarely		Never		Total	
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
Gives us grammar(language focus) activities after students' presentation	5	3.2	4	2.6	24	15.4	30	19.2	93	59.6	156	100
Provides other useful words, phrases & patterns related to the task after our presentation (report)	4	2.6	8	5.1	20	12.8	41	26.3	83	53.2	156	100

As clearly indicated in table 6, only a few respondents replied that their English teachers focus on language focused exercises. However 78.8% of the respondents said that their teachers rarely or

never give them language focus activities after report stage. Similarly, 79.5% of the respondents responded that their English teachers rarely or never Provides those useful words, phrases & patterns related to the task after their presentation. Therefore, both data show that most English language teachers rarely or never focus on language focused exercises. On the contrary to the above data, Willis (1996), stated that in Task-based language teaching in general and Task-based writing in particular, it is advisable to teach language focused tasks after students accomplished each task because this enables learners to see the errors they did in their pre and during cycles so that they correct their mistakes and can learn from the mistakes they made and make it part of their knowledge. Therefore, using these writing tasks has a considerable effect in language teaching learning process. After their presentations (reports) students always need to have useful phrases and words related to their writing tasks for their future use and confidence.

4.1.1.2 Analysis of Teachers' Questionnaire

Teachers' questionnaire has three main sections. The first one deals with task types used in English writing classes. The second and the third sections are about the roles of teachers during different task cycles and factors that influence implementation of tasks respectively.

4.1.1.2.1 Presence and types of writing task in the text book

Table 7 Teachers' Responses to Whether Their English Language texts Has Task Based writing Activities

Teachers' questionnaire Item 1.	Response				
	Yes		No		Total
Are there any writing tasks in of your English language textbook?	Fr	6	-	-	6
	%	100	-	-	100

As table 7 shows, all of the respondents reported that the English language text book includes different kinds of writing tasks. This shows that writing skill as other skills of language is given a important attention and designed in the students textbook. Despite this fact, language teachers as indicated in the data gathered through students' questionnaire do not seem to implement in accordance to the rules of TBLT methodology.

4.1.1.2.2 Types of writing tasks out of the textbook

Item 3 Do you use tasks of your own or from different sources to teach English language?

Table 9 Teachers' Responses to Task Types They Use out of Their English textbook

Teachers interview Item 3	Response					
	Yes		No		Total	
	Fr.	%	Fr.	%	Fr.	%
Do you use tasks of your own/from different sources to teach English language	1	16.6	5	83.4	6	100

Table 9 shows that almost all the teachers do not use tasks of either themselves or from different sources. This implies that English teachers tend to implement only the writing task designed in their textbook to some extent without applying the correct procedures of implementing the task based activities. On the contrary, as indicated by the data obtained from interview and classroom observation, majority of the teachers do not tend to implement most of the writing tasks designed even on the students textbook.

4.1.1.2.3 Roles of Teachers in the Task Cycles

Item 5 how often do you do the following types of activities whenever you implement writing tasks?

In this section as indicated under the analysis of students' questionnaire, different roles of teachers in each of the writing task are shown in a separate table as follows.

Roles of Teachers' During Pre-task Cycle

Item 5 assesses teachers' roles during three cycles of task: pre-task, task and post-task. The data gathered about the three cycles are presented in three separate tables to analyze them easily.

Table 11 Teachers' Roles during Pre-task Cycle

Roles of Teachers How often do you practice the following activities?	Response											
	Always		Frequently		Sometimes		Rarely		Never		Total	
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
I arrange the class into pairs/small groups before students start doing writing tasks	3	50	2	33.3	1	16.6	0	0	0	0	6	100
I introduce and define the topic of the writing task.	3	50	2	33.3	1	16.6	0	0	0	0	6	100
I help students understand the theme and objectives of the task.	3	50	1	16.6	1	16.6	1	16.6	0	0	6	100
I use activities to help learners recall/learn useful words and phrases for the task accomplishment.	0	0	0	0	1	16.6	2	33.3	3	50	6	100
I ensure that students understand writing task instructions.	3	50	1	16.6	1	16.6	1	16.6	0	0	6	100

As indicated in table 11, concerning teachers' roles during pre-task cycle, all the teachers said that they always frequently or sometimes arrange the class into pairs or small groups before students start doing the task, help students understand the theme and objectives of the task, and ensure that students understand the instruction of writing task. The datum in relation to this role reveals that none of the teachers rarely or never play their roles. 50%, 16.6% and 33.3% of the teachers always, frequently and sometimes introduce and define the topic of the writing task respectively. Despite this fact, "How much do the students understand the instruction?" is still under question Concerning helping the students understand the theme and objectives of the task despite the difference in frequency almost all teachers replied as though they play this role either, always, frequently or sometimes. When we compare teachers' responses to that of students' as indicated in (Table 4), we can see some significant difference. Most of the teachers reported that they always or sometimes

play the roles indicated above, except giving activities to help learners recall or learn useful words and phrases. However, students' responses show that most of the teachers do not always play the roles indicated above. From this; we can easily understand that the selected teachers didn't tend to tell the actual teaching- learning process so as to cover their weakness and their actual writing performance.

Roles of Teachers' During Task Cycle

Table 12 Teachers' Roles during Task Cycle

Roles of teachers	Response											
	Always		Frequently		Sometimes		Rarely		Never		Total	
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
I act as a monitor and encourage students.	0	0	1	16.6	3	50	2	33.3	0	0	6	100
I walk round in the class checking task progress and helping learners when they need.	0	0	1	16.6	2	33.3	1	16.6	2	33.3	6	100
I get learners report their work after they completed the task.	0	0	2	33.3	2	33.3	2	33.3	0	0	6	100
I act as a language advisor when students are planning to report their writing tasks.	0	0	1	16.6	1	16.6	2	33.3	2	33.3	6	100
I help or encourage students to rehearse oral reports or organize written ones.	0	0	0	0	1	16.6	2	33.3	3	50	6	100
I give brief comments/feedback on content and form of students' report	0	0	0	0	0	0	2	33.3	4	66.6	6	100

According to the data in table 12, none of the respondents replied they always monitor and encourage students. Only 16.6% of the respondents frequently monitor and encourage students. Nevertheless, half of the respondents (50%) act sometimes as a monitor and encourage students. Others 20% of them do this rarely. Despite this fact, students need to be encouraged and teachers' monitoring during each task. Concerning walking round in the class and helping students when they need, 16.6% and 33.3% of teachers responded that they always and sometimes do it respectively. The rest 50% of the teachers said that they rarely or never play this role. Concerning report stage, 33.3% of the respondents reported that they always let their learners report what they did in their

groups. When this is compared to students' responses (table 6), despite the fact that there is difference in frequencies, majority of the students reported that their teachers rarely or never let them report their work. About two third of the teachers rarely or never act as a language advisor when students are planning to report. Most of the respondents (83.2%) rarely and never select students who will speak next, though this is very important for students to reduce tension and be ready how to speak as soon as the reporter completes. As the data show, none of the respondents always or sometimes give brief comments or feedback after students' reports on content and language form. Accordingly, 33.3% and 66.6% of the respondents rarely or never give brief comments or feedback after students' reports on content and language form respectively. Since students always need praise or comments/feedback of their instructors so that they may be more confident and more accurate for the next reports (Skehan, 1996), all language teachers have to give comments and feedback as much as possible.

Roles of Teachers' during Post- writing task Cycle

Table 13 teachers' Roles during Post- writing task Cycle

Roles of teachers	Response											
	Always		Frequently		sometimes		Rarely		never		total	
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
I give language focus (grammar) activities after writing tasks	0	0	0	0	1	16.6	2	33.3	3	50	6	100
I provide other useful words, phrases and patterns related to the task to students' attention.	0	0	0	0	1	16.6	2	33.3	3	50	6	100

As we can understand from table 13, 16.6% of the teachers sometimes, 33.3% of them rarely and the rest 50% of them never give language focus activities for their students after the report stage. Again none of the teacher always or frequently provides useful words, phrases and patterns related to what students have done in the tasks. 16.6% of them do the same sometimes. This implies that half of the teachers sometimes or rarely give language focus activities and useful words and phrases. However, as the interview responses and classroom observation shows that the post-task cycle is almost ignored. As the information in the above three tables, though some teachers play the roles expected from them during each task phase, there are also many teachers who do not play their roles

adequately during the three task phases. According to Skehan (1998), since both the language aspects students learn and the process of learning is very important in TBLT method, teachers are advised to help their learners pass through different phases and stages of tasks.

4.1.1.2.4 Factors that affect the implementation of task-based Writing

1. *Item5.* To what extent do the following factors affect the implementation of tasks?

The following are some factors that are believed to have negative effects on the implementation of task based in English classes.

Table 14 Factors that Affect Implementation of Task Based Writing

Factors Affecting the Implementation of Task Based Writing	Response											
	To great extent		To some Extent		Undefined		To little Extent		Not at All		Total	
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
Unfamiliarity of the task based language teaching method	1	16.6	1	16.6	0	0	4	66.6	0	0	6	100
Students' poor background in writing	4	66.6	2	33.3	0	0	0	0	0	0	6	100
Difficult to predict how much time learners would need with each task	3	50	2	33.3	0	0	0	0	0	0	6	100
Difficult to assess students' writing performance	3	50	1	16.6	0	0	1	16.6	0	0	6	100
Shortage of time to assess students' writing performance	3	50	1	16.6	0	0	2	33.3	0	0	6	100
Shortage of time to prepare lessons	4	66.6	1	16.6	0	0	1	16.6	0	0	6	100
Teachers poor interest to teach writing	3	50	2	33.3	0	0	1	16.6	0	0	6	100
Nature of the writing task in the textbook	2	33.3	3	50	0	0	1	16.6	4	66.6	6	100
Absence of some of the writing task cycles	4	66.6	1	16.6	0	0	1	16.6	0	0	6	100
Using mother tongue to discuss what to write and how to write	4	66.6	1	16.6	0	0	1	16.6	0	0	6	100
Large class size	4	66.6	1	16.6	0	0	1	16.6	0	0	6	100

According to the data in table 14, unfamiliarity of the method has only little affect on the implementation of task based writing. The most serious problem, according to 93.4% of the respondents, is students' poor background. Majority of the respondents reveal that shortage of time too difficult to predict how much time learners need for each task and difficulty to test students can affect teaching task-based writing.

According to the responses of most students, shortage of time to assess students' writing performance, shortage of time to prepare lessons, teachers poor interest to teach writing, nature of the writing task in the textbook, absence of some of the writing task cycles and using mother tongue to discuss what to write and how to write have a very substantial affect on the implementation of the task based writing in secondary schools.

4.1.2 Analysis of Teachers' Interview

This section can be divided into three sub sections. The first deals with presence of the writing tasks in the textbook, the mode of classroom organization, language used during the implementation of the task and the phase of the writing tasks. The next part deals with types of tasks teachers use from their textbook and out of the text book .The final ad very important sub section is about the factors affecting the implementation of the writing task.

4.1.2.1 Types of Task used in the TFL classroom

1. Are there writing tasks in English textbook? If 'yes', What are the main types of writing tasks?

All the, respondents of the study answered 'Yes' for the interview question about whether there are writing tasks on their textbook. Accordingly, as other skills of language, writing skill has its own section in each unit of the text book. As a result, there are different types of writing tasks in the textbook out of which opinion exchange and personal experience task sharing, comparing and contrasting, decision making and problem are the commonly used writing task types. However, as clearly indicated by all the respondents, the above listed types of writing tasks and the other rarely used tasks are not effectively practiced and implemented by both English teachers and the students due to the poor writing background both teachers and students. This finding is also strongly supported by the data collected through both questionnaire and classroom observation.

4.1.2.2 Modes of Classroom Organization

2. How do you arrange the class during the writing task implementation?

In reply to this question, two of the teachers said that they use different arrangements of the class. They said that the students can sit individually, in pairs, in groups or the teacher can work with the whole class. They use one of these different ways, according to him, he found appropriate to attain his objectives. Concerning the language of students, they added that most students prefer to speak in mother tongue unless the teacher frequently warns or reminds to speak only in English. The other two teachers said that they usually arrange the class into groups of three. Their justification for this is that some students might be dominated by others and might not talk if a group consists of more than three students. They added that it is also difficult to control the groups unless the number in groups is limited to three. These teachers also complained that students speak their mother tongue languages during the group discussions. They told the interviewer that they use some techniques like regrouping students who speak their native languages, walking round in the class and listening in which language learners are talking and reminding them to speak only in English again and again. However, he cannot let them avoid doing so. The remaining two teachers, unlike the above teacher, arrange the class in groups of five to ten students. The teacher believes that such number in a group can easily be managed. The groups are formed based on students' interest and sitting proximity. These teachers also complained the same as the above teachers concerning learners' language use during group discussions. Four of the six interviewees also reported that there are some students who work individually even though they sit in groups.

From the Teachers reply to question two above, one can conclude firstly most of the teachers use group as a classroom mode when they provide tasks to their students. Again one can also understand that there are some teachers, like the one whose replies to this question are presented first, implement tasks while students are working individually or the teacher works with the whole class though it is impossible for the whole class to process the task properly. Such teachers had better divide the class into small groups as it is very difficult to manage to hear each other, to share ideas and so on. Limiting the group members to three is not advisable. Finally, what one can conclude based on these teachers' responses is that the learners did not develop interest as well as confidence to communicate in English.

4.1.2.3 Languages Used During the implementation of the writing Tasks

3. What language do you use during the implementation of the task based writing?

Table 15 languages used during the implementation of TBW

Interview item 3	Responses					
What language(s) do your students use to communicate within their pairs or groups?	Mother tongue		English		Total	
	Fr.	%	Fr.	%	Fr.	%
	3	50	3	50	6	100

According to the information stated in the table above, half of the respondents responded that they let their students interact with their mother tongue so as to discuss what, when and how to do the writing tasks. The rest 50% of the teachers said they use the target language the writing session. As compared this to results indicated by students' questioner, both data show that the teachers and learners fail to use medium of instruction to be used at this level to effectively and meaningfully implement the task based writing.

3.1.2.4 Roles of Teachers at Each Phase of TBW

4 Are the tasks divided into phases? If 'yes' what do students and teachers do during each writing task phase? How are the tasks treated in the EFL classroom?

Concerning task phases, one third of the respondents reported that the phases are not directly stated; the other two said that the tasks are not divided into phases. Some writing tasks in the writing sections tasks, according to the two teachers, begin with activating students' prior knowledge on the task and then ask them to work the writing tasks in task in groups. Two other teachers, on the other hand, begin with group discussions and end with presentation of group representatives. Others also ask students only to discuss in groups. This idea implies that some tasks have pre-task and task phases. All of the tasks do not include language focus cycle.

Regarding teachers and students roles during each task phase, the interviewees' responses were summarized as follows. All of the six teachers put this idea in general. Two of them said that first the teacher introduces and explains the topic of the task. Then the student thinks about the task or works individually and discusses in groups. Finally, the teacher listens to students' reflections and gives his comments. The other two teachers said that during each task students listens what the

teacher says, speak, read and write individually, in pairs, in groups and whole class. The teacher listens to students' answers and gives them the correct answers. The rest two teachers said that the teacher first gives lecture about ways of expressing and organizing ideas, about the language to be used, etc. at first. He does this because he feels that most of the students are from different background and unable to carry out the task unless they are helped in the way expressed above. After short lecture, the learners sit in groups and share ideas. Finally, if there is time, some students may present their groups work.

Concerning report stage, all of the interviewees reported that they do not always let their students report their work due to some reasons like large class size, shortage of class time and poor background of the learners. This response supports that of students' on the issue. Majority of the students reported that their teachers do not always ask them to report their work though most teachers said that they always do so. When the responses of the three teachers are compared in terms of teachers' and students' roles in TBLT, there are insights of some roles though much more expected roles are not implemented as needed. The teachers' introduction and explanation of the topic of the task is one of expected roles of teacher during per-task phase. Students' group discussion to carry out the task and reflections (reports) are some of the roles of learners during task cycle (Richards and Rodgers, 2001).

The teacher's finally commented that considerable number of the roles of teachers and students are based on the phases of the given tasks. On the contrary to the attempt of implementing the in accordance to the principles of task based language teaching method, the rest two teachers still tend to use the traditional way of teaching language PPP (presentation-practice-production) method). Accordingly, teacher's presentation some points about the writing is followed by students' practice what has already been presented by the teachers and finally produce almost similar work with that of the teachers'. Therefore, this implies that teachers spend much time teaching their students and students speak if their teachers ask them to do so. One of the teacher also commented that there is also pre-teaching of language structures first by ignoring the target task (task based writing), which is not completely advisable in TBLT. According to all the interviewed teachers the post-task cycle of the writing tasks is completely ignored.

4.1.2.5 Factors Affecting the Implementation of Task Based Writing

4. If your answers for question no 6 is no, which of the following factors do you think can affect the implementation of task-based writing in EFL?

Table 17 Factors Affecting the Implementation of Task Based Writing

Factors Affecting the Implementation of Task Based Writing	Response											
	To great extent		To some Extent		Undefined		To little Extent		Not at All		Total	
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
Unfamiliarity of the task based language teaching method	0	0	1	16.6	0	0	2	33.3	3	50	6	100
Students' poor background in writing	6	100	0	0	0	0	0	0	0	0	6	100
Difficult to predict how much time learners would need with each task	3	50	3	50	0	0	0	0	0	0	6	100
Difficult to assess students' writing performance	3	50	3	50	0	0	0	0	0	0	6	100
Shortage of time to assess students' writing performance	6	100	0	0	0	0	0	0	0	0	6	100
Shortage of time to prepare lessons	6	100	0	0	0	0	0	0	0	0	6	100
Teachers poor interest to teach writing	3	50	3	50	0	0	0	0	0	0	6	100
Nature of the writing task in the textbook	0	0	0	0	0	0	2	33.3	4	66.6	6	100
Absence of some of the writing task cycles	0	0	0	0	0	0	4	66.6	1	16.6	6	100
Using mother tongue to discuss what to write and how to write	5	83.3	1	16.6	0	0	0	0	0	0	6	100
Large class size	5	83.3	1	16.6	0	0	0	0	0	0	6	100

As the above data obtained from the teachers' interview, more than half of the teachers responded that students' poor background in writing, difficult to predict how much time learners need with each task, shortage of time to assess students' writing performance, shortage of time to prepare lessons, teachers poor interest to teach writing and using mother tongue as the medium of interaction among the group members to discuss what to write and how to write are believed to be the main factors which hinder the teachers not to implement the writing task to the intended extent. Only few teachers

said that unfamiliarity of the method and absence of some of the writing task cycles can be taken as the hindering factors of the writing tasks. Beside the fact stated above, using mother tongue during the implementation of writing tasks, class size, limited class time and students' poor background in writing are considered to be the serious and significant factors to be emphasized among the other factors.

To this end, the above serious factors hindering the implementation of task based writing in EFL class room, as strongly supported by the classroom observation, tends to be due the fact the learners have no interest of implementing such task types as no motivation is given to them from teachers' side. On the other hand, using mother tongue languages in the classroom hinders them even not to think in the target language and writing accordingly. The very limited class time is also another serious factor affecting the implementation of task base writing so as to go through all the phases of the writing task, to prepare the standardized writing tasks and to assess the learners writing performance. This, as observed during the actual teaching- teaching process, is mainly tied with the large number of students in all the observed class.

4.1.3 Analysis of Classroom Observation.

This section presents the analysis of classroom observation of teachers, students and the writing tasks while the actual classroom interaction. Teachers' observation deals with the actual classroom performance of the teachers in implementing the TBW. Task observation analyzes how the tasks were being implemented and factors affecting the implementation of the task. Students' observation on the other hand presents the authentic classroom participation of the learners during the implementation of the task under discussion. Six classes of six selected teachers who believed that they implement tasks are observed by the researcher and co-observer. The observers crosscheck their observation checklists and discuss after every observation. According to their overall agreements, what is observed in the classroom is reported as follows.

4.1.3.1 Observation of Teachers teaching practice

Concerning with the data collected through teachers' observation, with the exception of letting the students sit in pair or in group, almost all the teachers under consideration did not fully engaged in the processes of introducing the writing tasks, providing clear instruction, letting the learners in all the phases of the writing tasks, monitoring and encouraging the learners to actively participate in the writing, letting the learners report all the task they write in and out of the class and finally delivering feedback on the work of the students. This datum shows that English teachers do not tend to give all the necessary attention to follow up and assess the actual performance of the learners during the implementation of the writing tasks. Another very important point included in teachers' checklist is whether the teachers assess students writing work and provide constructive feedback to each of the task found in each unit of their textbook. As a result of this, the students usually pay partial concentration carry out the writing tasks which in turn causes for the poor writing performance in writing skills.

4.1.3.2 Task observation

Regarding the data obtained from task related observation, three important pointes were observed and each of them is discussed as follows. In relation to the writing task types practiced during the writing session, as the data collected via questionnaire and interview indicated that Compare and contrasting, Problem solving, Decision Making, Personal Sharing experience and Opinion exchange were the commonly used types writing tasks. This implies that the teachers were implementing the writing tasks simply due to the fact that the tasks are designed for the students of that level. On the other hand, the teachers were not well prepared and interested so as to design their additional writing task types from different sources and their prior experiences and understanding. This on the other hand forced the English teachers to let the students to do in the form of homework and assignment which will never be checked and returned to the students which in turn hinders the learners in order not to see their progress from their past performance. Accordingly in order to get the highest mark in the written assignment or homework, the let other senior students or teachers and they not directly participate in writing tasks. Therefore the learners tends not to give due attention to writing tasks and they will pass to the next grade level with very little or no additional writing improvement to the next grade level.

4.1.3.3 Observation of the Learners' practice

According to the data obtained from classroom students' observation checklist, the learners in majority of the students in writing session are forced to do the writing tasks without understanding the instruction. This seems to be caused due to the teachers low level of understanding and lack of their interest to teach this type of tasks. 100% of the learners in the classes observed were not fully engaged in participating in implementing the tasks so as to write meaningful writing. This as usually observed can be because of the fact that they do the tasks simply to respect the command of the teacher rather than writing goal orientated and meaningful writing. That was why the students were not playing all or most of the roles in each phases of the writing tasks. Regarding learners' confidence of caring out the tasks, in all the session observed, all the learners were not confidently participating in the writing tasks due to their poor background in writing tasks. Learners' collaboration among each other was one of the points in the learners' observation checklist. Concerning this, only one third of the observation times, both the researcher and the co-observer identified that students were not collaborating to each other in doing the writing tasks mainly due to their poor writing background lack of understanding the objectives of the given tasks. With regard to this, almost all the times students were involving in doing the writing tasks not to write some meaningful and logical writing and to give to their teacher to be assessed and valued rather to complete the required period assigned for the writing sections.

To sum up, the data through learners' checklist reveals that learners as in the case of learning other skills of language did not play their role that could be done during the writing session. As the data strongly showed students' poor background in writing and teachers' inability to introduce the tasks greatly affect the overall writing performance of the learners. During the implementation of the task based writing, only one third of the teachers introduced the writing tasks and gave clear instructions before letting the learners do the tasks only to some extents. As it was observed in all classes, the students were working in small groups (5-8 members each). They were discussing in their groups although they were heard using their mother tongue languages. When the phases of tasks are examined, almost all of the tasks have only two phases, pre-task and task. The post-task phase was not implemented. Only one teacher tried to use a report stage of task cycle. In all of the classes, language analysis and practice stages in relation to the writing tasks were not practiced. This implies that in spite of the presence of writing tasks in all the units of the textbook of the grade under

consideration, they lack post-task phase and the teachers also do not attempt to implement the whole phases of tasks.

4.1.4 Document Analysis

4.1.4.1 Analysis of Students' Grade 9 Textbook

According to the data obtained through analysis of students' grade 9 textbook, one can understand that almost all writing tasks designed in grade 9 English text book encompasses opinion exchange, decision making, comparing and contrasting, and problem solving tasks. Despite the differences in frequency, the textbook have listing, and ordering, sorting and information gap tasks. Likewise, jigsaw types of writing tasks are rarely found in the text. In general, the most common types of writing tasks found in grade 9 English text book are opinion exchange, decision making, comparing and contrasting, and problem solving tasks. Listing, and ordering and sorting tasks are also included to some extent. This implies that English language teachers are not interested to design additional task types out of what are already prepared in their textbook. On the other hand they don't tend to implement even the tasks which are designed in their textbook. The main reason for this according to the data gathered during classroom observation was because of learners' lack of interest to implement such task types, their poor writing background, very limited time assigned to prepare and implement the task and the difficult nature of assessing the students' performance in writing.

Similarly, the findings of students' questionnaire indicate that there are various writing tasks in their English textbook although both teachers and students are not interested to implement them as some of these tasks seem difficult to implement it. This is because of the fact that teachers themselves are not fully interested so as to clearly identify the task categories and implement them accordingly. For instance, the majority of the teachers do not define they mean by 'listing', 'problem solving' and 'Jigsaw' types of writing activities.

4.1.4.2 Analysis of students' written assignment

According to the data obtained from the checklist, all the selected teachers do not mark the written assignment according to the already assigned Value to each part of the essay. This, as analyzed on the assignment papers was because there is individual difference among the students in performing each section of the essay. On the other hand, it seemed boring for the teachers to

read and mark each of the students having poor hand writing. Regarding the instruction to be given for the students so as to carry out the written assignment, the data shows that none of the English teachers give clear and precise instruction on how the assignment is to be done by the students. On the contrary, only general and ambiguous instruction was given at the top of the paper.

Concerning the logical flow of the ideas in the given written assignment, the data show that none of the papers had strong logical flow of ideas among the sentences and the paragraphs in the essay. This seemed to be due to the fact that students hadn't learned the basic qualities of paragraph and essay with practical examples so that they could write their assignment accordingly. With regard to whether the main ideas of the paragraph supported by various supportive sentences, the data gathered through checklist reveal that learners didn't give this due attention to the main idea of the paragraph and essay so as to be supported by the other supportive sentences. Instead the paragraph or the essay was full of fragment words and sentences with no or little ideal relation among them. As a result, the teachers didn't give due attention important quality of a paragraph or an essay while marking the written assignment.

Grammatical or structural aspects of the written assignment were key points included in the checklist. Accordingly, the data show that none of the learners write grammatically correct and acceptable sentences. This was clearly identified because teachers mainly stress their evaluation on this aspect of the language as the teachers themselves do not give significant attention to this aspect. Regarding the point whether or not the teachers assign value for different section of the written assignment, none of the teachers give value for each section of the written assignment and mark them accordingly. On the contrary, all of them evaluate the learners' assignment as a whole which in turn hinders the opportunities of learners not to see their strength and weakness with this regard. On the other hand all the teachers rarely indicate the error committed by the students on the assignment paper. Instead, they put single or more right mark (✓) on the whole on the

written assignment. This does not give any clue to the learners whether they write in the right or the wrong way.

Identifying whether the students completed the required information or not was another main point which was attempted to analyze by the check list. Regarding this point, all the students whose written assignments were randomly selected did not fulfill all the necessary points to be fulfilled in writing the assignment. Inversely, the written assignments fulfill only one or two of the needed requirement as no or little attention was given by the learners. Additionally, this seemed to be because of the fact that the teachers as clearly seen during the classroom observation gave due attention for the submission and completion of the written assignment rather than giving emphasis to its quality and the content.

Regarding the unity of the paragraph, none of the paragraphs in the selected written assignment had strong unity as the paragraph deals with the single idea supported by many related and logically tied sentences. Nevertheless, the paragraphs they constructed were full of unrelated and jumbled sentences which on the other hand were not given emphasis while marking and valuing the work of the learners. Similarly, analyzing whether the learners wrote introduction and conclusion of the written assignment was also taken in to account as one criterion for identifying how teachers assess learners TBW. With this regard, all the selected teachers did not give value so as to evaluate how these two sections of the written assignment rather they assess the paper as a whole.

4.2 DISCUSSION OF THE FINDINGS

The main purpose of this study was to investigate the implementation of TBW In Bekoji Secondary Schools particularly in grade 9. To attain the objectives of the study, important data reliability of the finding of each data collection tools were triangulated accordingly. Based on the finding of the data presented and interoperated above, the key and central issues of the findings were discussed in the following sections.

4.2.1 Manners of TBW implementation in EFL classroom

This section comprises of three sections the summation of which shows the how TBW is actually carried out in English language classroom. Accordingly, it deals with mode of classroom organization, language used in the classroom and the roles of teachers in implementing the TBW.

4.2.1.1 Modes of Classroom Organization

The main focus of this item is about the classroom arrangement used by the teachers during the implementation of TBW. Students and teachers' questionnaire, teachers' interview and classroom observation were used in order to gather get sufficient data presented below. The results of the data presented and analyzed from each tools of data collection reveal that English language teachers tend to arrange their students in group or in pair while implementing TBW in EFL Classroom. Despite this fact, English teachers in a very case can let the learners to carry out the writing task individually since there is too limited time to assess the performance of each group or pair. This on the other hand is because of the fact that the language teachers to let the students do the TBW in their home work in the form of assignment although they don't tend to assess or mark in accordance to the procedures of TBLT methodology. Additionally, learners were not given the chance to their drawbacks from the feedback given which were rarely given to them. Therefore, language classrooms in most cases were arranged in group in spite of the fact that learners didn't tend to interact with each other since there is individual difference among them. On the Contrary, according to Nunnan(2004) TBLT method enables the learners give a great emphasis to the meaning with the aims of creating real word language learning situation in the classroom as it follows organized procedures

To sum up, The finding of the research also depict that it was difficult to limit the number of students To this end, the findings of the research show that all the learners do not seem to participate in the implementation of the writing task under consideration due to the domination of the a few students and their actual performance were not assessed accordingly. As indicated by most respondents, this was directly associated with the difficulty of managing the large class size and the learners did not tend to develop interest as well as confidence to communicate in a group.

4.2.1.2 Languages Used during the implementation of the writing Tasks

Regarding the language used during the implementation TBW, most of the respondents as shown by the findings of the three data collection tools replied that mother tongue languages are mainly used during the classroom interaction. This seems to be due to the fact that there is individual difference among the group members in order not to communicate by the means of the target language. On the other hand it is because they don't tend to be interested even to interact about the writing task. Their poor writing background an also be taken as main reason not to enthusiastically communicate with English language as some of them do not seem to understand the instruction of the TBW designed in the textbook and unable to respond to and most of the points of discussion. However, according to Nunan(2006), any Task Based language Teaching should focus on making active interaction via the target language to make the process of language learning more easier and effective. Therefore, students who do not get the opportunity of using the target language during the implementation of the TBW tend to lose this chance and do not pass through the authentic process of language learning. This again results in missing to attain the intended level of proficiency in their writing. Finally, unless they think and practice the writing activities by the target language, their writing outcomes do not tend to be realistic, effective and meaningful. This seems to be the reason for the poor background the learners despite the fact that there is writing tasks to be implemented at each grade one.

4.2.1.3 Roles of the teachers during the implantation of the writing

Unless both teachers and students actively participate in the given language learning process, it seems difficult to attain the intended goal in the give writing task. Tagesse (2008) confirm this ensue

by stating that active participation of the learners greatly initiates language learning teaching process. Accordingly, the finding of this research reveals that language teachers have to play important roles to be played at each phase of the writing tasks indicated below.

Roles of teachers during Pre-task Cycle

As indicated by the finding, in the Pre-task Cycle teachers are expected to arrange the class, introduce and define the writing topic, help students understand the theme and objectives and ensure that students understand writing task instructions. Steven E. and Daniel G. (1993) claimed that planning the appropriate instruction for the given writing tasks helps the learners to clearly determine the purpose of writing, consider the audience, analyze the procedure of implementing the given task and follow the usual forms of doing the given tasks. This seems to be true that the learners can actively interact in the writing tasks if and only if the teachers play their own roles as it in turn initiates the learners to achieve the intended goals. According to Skehan (1998) and Willis (2004), if students do not know what, how and with whom to do the writing task, it could be difficult to process the task and to arrive at an outcome. Additionally, they added that if the learners are not clear with what to do, they might spend more time to complete the task or even they will be unable to carry out the task. Therefore, teachers have always to ensure whether the learners understand what to write before students engage in doing the writing task. Accordingly, the findings show that language teachers have clearly identified role in this phase. Despite this reality, majority of the teachers do not seem to play some of the roles to be played in this phase. Shortage of time and large class size tends to be raised as the reason for this.

Roles of teachers during task Cycle

The finding shows that majority of the teachers do not either always or sometimes make their students report what they write or decided in groups in spite of the fact that there should always be a report stage so as to see the progress of the learners and to give the corrective feedback about their writing accordingly. Skehan (1996) and Shehadeh (2005) strengthen this fact that unless the students know that their teachers ask them to report their work; they may not worry about doing a task at hand and might not carry out a given task properly some other time.

Regarding the role of teachers to help learners to plan what they are going to report, only few teachers play this role in the implementation of the TBW since they tend to have low or little interest to carry out such task type. According to Shehadeh (2005) planning stage enables the learners to focus on form and tries to produce more complex language and helps them to think about and rehearse what to write so as to help them develop confidence in using the target language. Additionally, playing this role properly fosters the teachers to draw students' attention to form meaning relationships (Skehan, 1995). So, students have to get adequate help about how to plan about writing before they report. After planning, students are expected to write meaningful written texts and report what they wrote when the teacher selects who will read (report) next. To this end, the results of the study reveals that majority of the respondents said that their teachers rarely or never select who will report next. This may discourage the learners not to actively prepare themselves for reporting the given writing tasks as only few top students have been given the chance to do so. Another very important identified role of teachers in this phase is giving brief comments/feedback. Significant number of the teachers said that their teachers sometimes comment students so that learners can see their progress accordingly. On the contrary the selected students responded that they are rarely given constructive feedback on what has been written by the learners so as to see their timely progress. The contradictory finding regarding these points tends to be due to the fact that teachers want to hide some of their weakness while responding to both structured questionnaire and semi structured interview questions. On the other hand the learners freely respond to the questions since they are the victim of the problem of poor writing performance.

Roles of teachers during post-task Cycle

The results of the data show that most English language teachers rarely or never focus on language focused exercises as it is one of the roles to be implemented in this phase of the writing task. The reason for this seems to be because of the fact that the teachers are not carrying out even the primary task of writing rather than going beyond it and let the learners practice language form related issues. On the contrary to the above data, Willis (1996), stated that in Task-based language teaching in general and Task-based writing in particular, it is advisable to teach language focused tasks after students accomplished each task because this enables learners to see the errors they did in their pre and during cycles so that they correct their mistakes and can learn from the mistakes they made and make it part of their knowledge. Therefore, using these writing tasks has a considerable effect in

language teaching learning process. After their presentations (reports) students always need to have useful phrases and words related to their writing tasks for their future use and confidence.

The second very important role English language teachers is providing new words and phrases in relation to the writing tasks. According to the study most of the teachers rarely or never play this role as learners rarely given the chance of implementing the writing task. As clearly indicated by Skehan, Post-task activities can help learners to control their attention repeatedly between accuracy and restructuring and fluency by giving them another means of suggesting effective use of significant attention during tasks, and balancing the various expected goals (1996).He added because of the fact that these stages help students to view language learning as both form and meaning at the same time, teachers have to plan to provide such opportunities for their students.

4.2.2 Types writing task designed in the English textbook

Despite the fact that the implementation of task based writing is still under question mark, the findings show indicated that there are different types of writing tasks designed in the textbook of the grade level under consideration. This seems to imply that both teachers and students are not interested to actively carry out these types of tasks in accordance to the rules of TBLT methodology as it seems difficult as compared to other skills of language.

Concerning the types of writing tasks implemented in during the writing session, the findings show that the majority of the tasks in the text book can mainly be classified into Compare and contrasting, Problem solving, Decision Making, Personal Sharing experience and Opinion exchange were the commonly used types writing tasks. Accordingly, with regard to comparing and contrasting writing tasks, learners are asked to compare two or more things and write their own words and finally organize in to meaningful paragraph. Concerning problem solving writing tasks, they were designed in the manner that learners are given certain problems to let the students interact on them so as to find out the solution in written form. Decision making type of writing tasks were designed with the aim of giving the learners specific roles to be played in order to make decision about the particular topic under consideration. Finally, Personal Sharing experience and Opinion exchange types of writing tasks are mainly related with what the learners daily interact in their actual life. These types of writing task are usually tied with writing letters to their friends, family, relatives and different audiences. Each of these types of writing task helps the learners to generate their own ideas

easily. This means that the tasks were designed with the purpose of creating an active interaction among the students with their TL so as to finally come up with meaningful writing. On the other hand the types of writing tasks mentioned above tend to create conducive natural language learning environment since they seem to be related their day to day life. Despite this fact the tasks do not seem to be implemented in accordance with their intended purpose. The interviewed teachers responded that they unable to implement these commonly designed tasks effectively and efficiently because of the limited time and the large class size. In addition to the above commonly used types of writing tasks designed in the textbook, listing, Jigsaw, sorting and ordering and information gap types of writing tasks are rarely used.

4.2.3 Factors that affect the implementation of task-based Writing

At large or to some extent, the reason behind lack of effective implementation of TBW at the concerned grade level is because there are hindering factors from teachers, students and learning and teaching environmental related factors. Accordingly, to the responses of most of the students and teachers, shortage of time to prepare lessons, Shortage of time to assess students' writing performance, teachers poor interest to teach writing, nature of the writing task in the textbook, absence of some of the writing task cycles, using mother tongue to discuss what to write and how to write and students poor writing background are substantial factors which greatly affect the implementation of the task based writing in secondary schools. With regard to the time limitation to prepare writing lesson and assess learners' performance, it is not the only reason for carrying out the writing task in the language classroom rather teachers lack of interest to implement and let the learners carry out the writing tasks in the classroom can strengthened the shortage of time to be more hindering factors. Beside this, the absence clearly indicated phases of the writing tasks, mainly the post writing cycles, seems to be the other key factors affecting the implementation of TBW in secondary schools. On the other hand, although the writing tasks designed on the students textbook were assumed to be prepared in accordance with the level learners at this level, they tend to be all the above factors resulted in the poor performance of TBW at secondary school level.

4.2.4 Manners of TBW assessment

In order to get important data regarding how English teachers assess the actual writing performance of the students, check list was adopted and formulated after the review of Barbara (2002) about the assessment of writing tasks. According to the finding of the data analyzed from the checklist, all the selected teachers do not seem to assess the learners writing performance of the learners. To make this clearer, the finding of each of the points included in the checklist can be discussed in the following sections.

Regarding the giving instruction and evaluating the learners' performance based on the already set criteria, none of the selected teachers gave clear and comprehensive instruction and evaluate the work of students based on the criteria set to be used in assessing the writing performance of the learners. This seems because of the fact that the teachers were not seemed to be concerned about the use of giving clear instruction to learners and its impact on the effective implementation of the tasks under consideration. Similarly, the selected written assignments of the learners were not marked according to certain criteria arranged before marking the assignment. This is because English teachers were not interested to assess how the learners write the assignment by fulfilling all the necessary points required. On the other hand this can be related to the fact that the students did not pay attention to the quality and contents of the written assignment rather, they emphasis on the quantity and completion of the assignment.

With regard to whether the sentences were grammatical correctness and the main idea of the paragraph in the written assignment supported by the remaining sentences, the finding of the data obtained through checklist reveals that almost all the sentences constructed by the students by the student were not grammatically correct and acceptable. For example, the problem of subject- verb agreement, punctuation and tense were taken to be the common errors of the sentences in the selected written assignment. This seemed to be due to the fact that the students did not have the experience of giving due attention o both grammatical and other related issues to be considered during writing the any written tasks. Besides this fact, the main ideas (topic sentence) of the given paragraph were rarely supported by the supportive sentences as clearly seen from the selected written assignments. This tend to be because of the fact that the students were not taught and let practice the qualities of paragraph and the definition and the importance of the above two aspects of the paragraph to be known at this grade level.

Concerning the main logical flow of the ideas in the written assignment and the assignment of value (worth) to each aspects of the written assignment, the finding of the study shows that the sentences in the paragraph and the paragraph in the given essay did not have logical flow of ideas. The reason behind this fact tends to be the students' poor writing back ground and teachers' poor experience of teaching such very important qualities of the paragraph. As a result of this aspects of the written assignment was not assesses by the teachers. Such practice does not seem to let the learners to see their errors as the marked assignments are not returned to them most of the time. Similarly, since the written assignments were evaluated generally without giving due value to the specific aspects of the given assignment, each of the very important points to be considered in assessing the TBW. This seemed to be because of the fact that learners were not exposed to such specific and detail points while learning the writing in the writing session of the present and previous grade levels.

Identifying whether English teachers write the correction(comment) of the students errors somewhere on the assignment papers and the assignments were returned to the students with constructive comment was included in the checklist to be seen as the key points. Accordingly, most of teachers did not write constructive comment on the errors committed by the learners specifically. Instead only one of the selected teachers rarely did this even not specifically. This tend to be because of the fact that even the teachers did not have such experience of commenting rather than evaluating in general case. Returning the assignments to the students was not common by all the teachers rather than telling their marks out of 20% in which most of the students were given 20/20 with full of errors in their written assignments. As a result, no chance was given for the students to see the strength and weakness in relation to their written assignments.

As far as the fulfillment of all the required points of the given written assignment, the unity of paragraph and the introduction and conclusion of the given written assignment are concerned, none of the students did not fulfill all the necessary points while writing the assignments and the teachers did not assign value for each of these requirements. As discussed above in the case of the logical flow of the paragraph, both teachers and students did not pay much attention to the unity of the paragraph and this aspect was not assessed accordingly. Because the presence of introduction and conclusion plays an important role in writing effective and meaningful writing. However, the finding shows that most of the selected students did not write introduction and conclusion in their assignment. This seems to be due to fact that the learners did not have awareness about the

importance and ways of writing these two parts of the written assignment and the teachers did not evaluate the presence of these sections accordingly.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1 SUMMARY

1. Regarding manners of implementation of Task Based Writing:

In order to achieve the objective of how TBW is being implemented in EFL classroom, the researcher tried to take modes of classroom organization, language used during the class discussion and the roles of teachers to be played in each phase of the TBW in to account which are summarized below.

- majority of the teachers usually use group work as modes of classroom organization during the implementation of the TBW as it seems difficult to let the learners carry out the tasks in individually or in pair since there are large number of students in the class. Despite this fact, the group work as observed during classroom observation was not as effective as it was intended to be. This was because both teachers and the students were not interested to actively participate in the carrying out the writing tasks.
- As far as language use during class discussion is concerned, the findings of the data obtained through questionnaire, interview and classroom observation show that learners were more interested in using their mother tongue rather than using the target language during the implementation of TBW as it seems difficult to communicate by the target language for majority of the students. Consequently, the students could not tend to write meaningful and goal oriented writing since they did not internalize the tasks under consideration by the target language. This hinders the learners not to be interested in implementing the tasks and not to be effective writing.
- Despite the fact that teachers were expected to play the key roles in each phase of the TBW, few of the roles to be played in the pre-writing task and during writing tasks were effectively played by the teachers where as none of the role to be played in the post writing task phase was played by English teachers. This on the other hand hindered the learners not to play their roles at each of the phases of TBW. The findings of the data gathered through questionnaire, interview and classroom observation reveal that failing to play the key roles at each phase of

the writing task made both teachers and the students so as not to produce effective writing and implement the TBW with full confidence and interest.

2. Concerning factors affecting the implementation of task based writing:

- The findings and the discussion of the finding of the data obtained through questionnaire, interview and classroom observation reveal that the reason why TBW has not been implemented effectively was directly or indirectly due to the fact that there are many hindering factors related to teachers, students and the nature of the task designed to be implemented in the classroom. Accordingly, the commonly observed and very important factors affecting the implementation of TBW are the shortage of time to prepare lessons and to assess students' writing performance, teachers poor interest to teach writing, nature of the writing task in the textbook, absence of some of the writing task cycles, using mother tongue to discuss about the writing tasks and the learners poor background. Additionally, other factors such as the absence clearly indicated phases of the writing tasks, mainly the post writing cycles, unfamiliarity of the TBW to both the teachers and the students; large class size and difficulty to assess learners' actual writing performance were also identified to be the hindering factors of TBW implementation to some extent.

3. Regarding the types of writing tasks designed in the grade nine textbook:

- The findings and the discussion of the findings of the data obtained through questionnaire, interview, classroom observation and document analysis show that the commonly types of TBW designed in grade nine textbook were identified to be Compare and contrasting, Problem solving, Decision Making, Personal Sharing experience and Opinion exchange were the commonly used types writing tasks. These types of writing tasks were believed to be easily applicable and let the learners generate their idea with little difficulty.
- Besides the above common types of tasks designed in the textbook, listing some items and write about them by relating and organizing them in a meaningful way , Jigsaw, sorting and ordering and information gap types of writing tasks were identified to be rarely used TBW designed in the text book. According to the finding of the data these types of writing tasks were tend to be somewhat difficult to implement as compared to those commonly used types of tasks.

4. Regarding how teachers assess the students writing performance:

The finding of the data gathered through analysis of students' written assignment clearly indicated that none of the selected English teachers assessed the actual writing performances of the learners. To make this in clear, the following results were identified.

- English language teachers did not tend to mark and assess each part of the written assignments based the already set criteria rather than blindly and generally evaluating the assignment and give overall value to the whole paper as no value was nor give value to each aspect of the students' work.
- None of the selected English teachers gave clear instruction on how to do the writing tasks and on what to include in the assignment. This fact made the learners not to give due attention to fulfill all the necessary requirements and not to produce meaningful and goal oriented writing. As a result of this fact, students produce the written assignment simply to complete and submit it without paying attention to its quality and content.
- The writing performance of the learners was not to assess with regard to the logical flow of ideas and unity of the paragraph in the essay as well as the grammatical correctness and acceptability of the sentences in the paragraph.
- Since English language teachers do not give feedback to both strength and weakness of the work of students and return the assignment papers most of the times, the learners could not tend to improve their writing skill from time to time.

5.2 CONCLUSIONS

Based on the discussion of the finding results found out through the questionnaires, interview, observation and document analysis and summary of the finding, the following conclusions were drawn in line with the each objective of the study.

- It was found out that task-based writing seemed to be practiced to some extent in secondary schools despite the fact that the basic principles of the approach were not followed in the expected manner. This was because of the fact that the students were not actively participating to the extent needed although the mode of classroom organization was group work. Additionally, English language teachers did not tend to play the key roles they had to play in each level of the TBW. Furthermore, failure to use the TL during the implementation of by the students negatively affected its implementation.
- English language students' textbook of grade 9 included different types of writing tasks to some extent. The most commonly used ones are opinion exchange, comparing and contrasting, decision making, and problem solving tasks. Teachers also, most of the time, use opinion exchange and personal experience sharing writing tasks out of their text book. They sometimes use reordering and sorting, problem solving and comparing and contrasting tasks from different sources. The three phases of the task were not explicitly included despite the fact that expected to be in such types of tasks. Some writing tasks have pre-task and task phases; others include only task phase. The post-task phase was not included in the tasks which were found in the materials.
- Although writing tasks were being implemented in the secondary schools, it was found out that they were not being implemented according to the main principles of task-based language teaching. Some teachers language structures that students are expected to use during they carry out tasks in small groups. The report stage of task cycle is not commonly implemented mainly because of large class size. The tasks also lack language focus cycle of task that comprises language analysis and practice stages, which are implemented after students report what they have decided or solved in their groups and after the teacher has given brief comments/feedback on the content and form of students' report.
- Concerning teachers' roles during writing task implementation, almost all of English language teachers play their roles well during the pre-task cycle and more or less during the first stage of writing task cycle. The post-task cycle, however, is not implemented.

- Although it was not as active Group work is preferred by the secondary English language teachers as the most dominating mode of classroom arrangement. Teachers usually let the students work in groups and reach certain outcome as a group. However, there are students who work individually despite their sitting in groups in some cases since there is great individual difference among them.
- According to TBLT in general and TBW in particular, students have to communicate in the target language they are learning in order to develop their writing proficiency of the language. On the contrary, majority of the secondary school students mostly use native languages (Afan Oromo and Amharic) so as to interact with group members.
- As it is realized during classroom observation and interview sessions, both teachers and textbook designers tend to have misconceptions about the implementation of the writing tasks.
- Shortage of time to prepare writing lessons, large class size, students' poor writing background, the difficult nature of predicting how much time learners would need with each writing task cycles, difficulty to assess students writing performance and lack of students' interest to involve in task based writing process are identified to be factors that negatively affect the implementation of task based language teaching in secondary schools. Among these, students' poor writing background was identified to be the most serious factor which is identified by the teachers.

5.3 RECOMMENDATIONS

On the basis of the above findings, discussion, summary and conclusion of the study, the researcher forwarded the following recommendations.

- English language teachers have to timely assess the actual writing performance of the learners so that the students can see their weaknesses and strengths and they can improve them accordingly.
- English language teachers should let the learners use TL during the implementation of task based writing and they should help the learners practice it in the classroom individually.
- English language teachers should do their best in order to overcome teachers and students related factors affecting challenges of TBW implementation.
- Refreshment training, workshops, panel discussions should be arranged for teachers and textbook developers by Ministry of Education, the school administration and other concerned bodies so as to let them introduce to this new and engaging language teaching approach.
- English syllabus designers and textbook developers of secondary school need to revise the syllabi and students' textbooks so as to make it comprehensive in including all the principles some new tasks and task cycle.
- All the phases of TBW including the missing post task should be implemented in all the writing sections of the text book according to the principles of TBW as it help the learners. This implementation of writing tasks so as to let learners to get opportunity to learn language and to develop students' confidence in writing.
- Teachers of English language have to work hard to assess the writing performance of the students by giving clear instruction, setting criteria for marking and fiving constructive feedback for the students in order to help the learners correct their errors and improve their writing performance.
- Interested researchers can conduct a research to examine the reasons and consequences for junior school students have poor background in the implementation of TBW when they join secondary school.

REFERENCE

- Alamirew ,G. 1992. **The Applicability of Group Work in Learning English**. Unpublished M.A Thesis, Addis Ababa University.
- Barbara, H. (2002). **Discoveries in Academic Writing: University of Missouri: Colombia**.
- Breen, M. (1987). 'Contemporary Paradigms in Syllabus Design'. Language Teaching 20/3,
- Bygate, M.(2003). **Effects of task repetition**: Appraising the development of Cambridge: Cambridge University Press.
- Bygate, M, Skehan, P. and Swain, M. (2001). **Researching Pedagogic Tasks Second Language Learning, Teaching and Testing**. London: Pearson Education Ltd.
- Cabral, M. (2003). **Developing task-based writing with adolescent EFL students**. [Online]
Available: http://www.itesl.Org./Techniques/Cabral_task-based writing.html (February 17,2013)
- Crooks, G. (1986). **Task classification: a cross disciplinary review**. Technical report No. 4. Honolulu: center for second language research.
- David Nunnan (2004). **Task-Based Language Teaching**. New York: Cambridge University Press.
- Ellis, R. (1994). **The Study of Second Language Acquisition**. Oxford: Oxford
- _____.(2000). **Task-based language learning and teaching**. Oxford: OUP
- _____. (2003). **Task-based language learning and teaching**. Oxford: Oxford University Press
- Gebremedhin S.(1993). **Individualized Reading for E.A.P for Social Science First Year Students in Addis Ababa University**. (Unpublished Ph. D Dissertation).
- Graham, P. (2010). **The Application of Task-based Writing and Traditional Writing on the Development of reading Comprehension of EFL Advanced Iranian Learners**. International Journal of English Language Education. Vol. 2, No. 1

- Hamid,M.(2012)**The Impact of Using Task-based Writing on EFL Learners' Writing Performance and Creativity Theory and Practice in Language Studies**, Journal of English Language Studies (JELS), Vol. 2, No. 12, pp. 2500-2507.
- Hinkel, E. (1994).**Native and Nonnative Speakers' Pragmatic Interpretations of English Texts**. ESOL. Quarterly, 28, 353-376. <http://dx.doi.org/10.2307/3587437>
- Hinkel, E. (2002). **Second language writers' text: Linguistics and rhetorical feature**. Mahwa: New Jersey.
- Kolade, T. (2012).**The Influence of Process Approach on English as Second Language Students' Performances in Essay Writing**, Journal of English Language Teaching Vol. 5, No. 3.
- Lado, R.1964. **Language Teaching: A Scientific Approach**. New York: McGraw-Hill Inc
- Leaver, B. L and Willis, J. R. (2004). **Task based Instruction in Foreign Language Education: Practices and Programs**. Washington, D.C: Georgetown University press.
- Long, M., & Crookes, G. (1991). **Three approaches to task-based syllabus design**. *TESOL Quarterly*, 26,27-56.
- Meseret,T. (2012).**Instructors' and students' perceptions and practices of task-based writing in an EFL context**: Haro Maya University in focus. (Unpublished Ph. D Dissertation).
- Murphy, J. (2003). **Task-based learning: The interaction between tasks and learners**. ELT Journal 57(4): 352-360.
- Nunnan. (1999). **Second Language Teaching and Learning**. Boston: Heinle /Thomson Learning.
- _____. (2004). **Task Based Reaching**. New York: Cambridge University Press.
- _____. 2006. **"Task-based Language Teaching in Asian Context"**. Asian EFL Journal. Vol,8, No. 3. http://www.asian-efl-journal.com/Sept_06_dn.php Accessed on 21/4/2008
- Pica, T. (1986). **An International Approach to the teaching of writing**. English Teaching Forum.USA, States Educational Press.

- Prabhu, N. (1987). **Second language pedagogy**. Oxford: Oxford University Press.
- Richards, J. C. (1996). **Teachers' maxims in language teaching**. *TESOL Quarterly*, 30(2), 281-296.
- Richards, C and Rodgers, T. (2001). **Approaches and Methods in Language Teaching**.
New York: Cambridge University Press.
- Seyedi (2014) **The Reading Matrix**. Enhancing reading comprehension through task-based writing activities: Vol. 7, No. 3, December 2007
- Skehan, P. 1996a. “**A Framework for the Implementation of Task-based Instruction**”. *Journal of Applied Linguistics*. Vol.17, No.1, pp.39-59.
- Willis, J. and Willis, D. (1996). **Challenge and Change in Language Teaching**. Oxford: Heinemann.
- Skehan, P. (1998). **A cognitive approach to language learning**. Oxford: OUP.
- Swain and Lapkin, (1998). **Interaction and second language learning**; Two adolescent French immersion students working together. *Modern Language Journal*, 83, 320–337.
- J. P. Lantolf (Ed.), **Socio cultural theory and second language learning**. Oxford: Oxford University Press.
- Tadesse ,D. 2008.**The practicability of task-based EFL instruction in higher institutes**,
Unpublished M.A Thesis, Addis Ababa University.
- Vygotsky, L. (1986). **Thought and Language**. Cambridge: MIT Press.
- _____. (1991). **Mind in Society: the Development of Higher Psychological Processes**.
Cambridge, MA: Harvard University Press.
- Yule, K (1987). **The study of students' and their teachers' beliefs about English learning**.
Taiwan: The Crane Publishing Co., Ltd
- Willis, J. R. (2004). **An overview of task-based instruction**: From theories to practices. NW
Washington: Georgetown University Press.
- Willis, J. (2005) **Teachers Exploring Tasks in English Language Teaching**. New York: Palgrave Macmillan.

Willis, J. (1996). **A Framework for Task-based Learning**. London: Longman.

Williams, M. and Burden, R. L. 1997. **Psychology for Language Teachers**. Cambridge:
Cambridge University Press.

APPENDIX A STUDENTS' QUESTIONNAIRE

Adama Science and Technology University

School of Humanity and Law

Department of English

Students' questionnaire

Dear student

This questionnaire is designed to gather information for M.A thesis which is aimed to explore the implementation of task based writing in grade 9. The information you give is really very helpful for the success of the thesis. Therefore, I kindly request you to respond frankly and honestly.

I. Background Information

School _____

Academic Year _____

❖ Put a tick mark (√) to indicate your answers.

1. How often do you work individually, in pairs and in groups on doing writing task designed writing section of your text book?

Classroom Modes	Always	Frequently	Sometimes	Rarely	Never
Individually					
In pair					
In group					

2. Which language you mostly use when you work in pairs or groups in implementing the writing exercises?

Language used	Always	Frequently	Sometimes	Rarely	Never
Afan Oromo					
Amharic					
English					

3. How often does your teacher give you the following task types?

My teacher asks us to:

Task types	Always	Frequently	Sometimes	Rarely	Never
List information and different items and let you write about them					
Provide us list of items and sort them according to the relationship among them.					
Compare and contrast things and write paragraph.					
Give some problem and write solution for the given problem					
Share our personal experiences within pairs or groups and let us write about our friends' experience					
Exchange our opinions within pairs or groups and let us write down					
Combine different pieces of information to make a whole (e.g. story).					

4. How often does your teacher do the following activities whenever he/she gives you writing tasks?

My teacher: Teacher's Roles	Always	Frequently	Sometimes	Rarely	Never
Makes us sit in pairs/groups before we start doing the writing task.					
Introduces/defines the purpose of the writing task.					
Gives us activities to help us practice the writing by					

our own words.					
Makes sure that all students understand what to do.					
Walks round in the class and provides help when we need.					
Makes us report what we did in pairs or groups in written form.					
Helps us to plan what we are going to write and present (report).					
Selects students who will present (report) next.					
Gives us brief comment/feedback after students' presentation (report).					
Gives us grammar (language focus) activities after students' presentation (report).					
Provides other useful words, phrases & patterns related to the task after our presentation (report).					

APPENDIX B STUDENTS' QUESTIONNAIRE (AFAN OROMO)

Yunivarsiitii Saayinsii fi Teechnoloojii Adaammaatti

Damee Qo'annaa Hiyumaanitii fi Seeraa

Muummee Afaan Ingliffaa

Gaaffii Qo'annaa Barattootaaf Qophaa'e

Kabajamoo Barataa,

Gaaffiin Qoo'aannoo Kun kan qophaa'eef odeeffannoo barruu digrii 2ffaa hojiirra oolmaa gilgaaloota barreeffamaan kitaaba barataa kutaa 9ffaa xinxaluuf kaayyeeffame barbaachisaa ta'e sassaabuudhaaf. Odeeffannoon isin kennitan milkaa'ina barruulee kanaatiif fayidaa ol- aanaa qaba. Kanaafuu, gaffiilee dhiyaatan amantummaa fi haqqummaan akka deebiftaniif kabajjadhan isin gaafadha.

II. Odeeffannoo waliigalaa

Mana baruumsaa _____

Bara Baruumsaa _____

❖ Deebii keessan mul'isuuf mallattoo (✓) fayyadamaa.

4. Gilgaaloota barreessuu gocha irratti xiyyeeffatee kitaaba keessan kutaa barreessuu jalatti dhiyaate hojjachuuf yeroo hangamiif dhuunfaadhaan ,cimdiidhaan ykn gareedhaan hojjattu?

Haala qindoomina daree	Yeroo hunda	Yeroo baay'ee	Yeroo muraasa	Darbee darbee	Guutumaan gutuutti hin jiru
Dhuunfaadhaan					
Cimdiidhaan (lamaan)					
Gareedhaan					

5. Yemmuu gilgaaloota barreessuu gocha irratti xiyyeeffatu kana dhuunfaadhaan ,cimdiidhaan ykn gareedhaan raawwattan Afaan armaan gadii keessaa isa kami fayyadamtu?

Language used	Always	Frequently	Sometimes	Rarely	Never
Afan Oromo					

Amaariffa					
Ingliffa					

6. Yeroo (meeqa) hangamiit gilgaaloota akaakuu armaan gadii barsiisaan keesssan akka hojjattaniif isiniif kenna?

Barsiisaan kook an na gaafatu:

Task types	67	Yeroo Hunda	Yeroo baayyee	Yeroo Muraasa	Darbee Darbee	Homaa hin
Odeeffannoo fi caasaalee akka tarreessinu fi waa'ee isaanii akka barreessinu						
Tarreeffama wantoota nuuf kennuun akka walitti dhiyeenya isaaniitiin akka qoqqoodnu.						
Wantoota kennaman wal bira qabnee dorgomsuun yaada isaa qindeessuun keeyyata uumuu						
Gochoota(piroleemoota) muraasa keennuun akka furmaata barbaadanii fi barreeffamaan akka taa'u taasisuu,						
Muxxannuu dhuunfaa keenya cimdii fi gareen wal jijjiiruun waa'ee hiriyyaa keenyaa akka barreessinu						
Yaada dhuunfaa akka wal jijjiirruu fi yaada keenya akka barreessinu						
Odeeffannoowwan ciccitaa walitti fiduun qindeessanii yaada waliigalaa uumuu.						

1. Yemmuu gocha barreessuu isinif kennu yeroo hangam barsiisaan keessan gochoota armaan gadii raawwata?

Barsiisaan koo:	Yeroo hunda	Yeroo baay'ee	Yeroo muraasa	Darbee darbee	Homaa hin
Gahee barsiisaa					
Gochoota barreessuu osoo hin eegaliin dura akka Cimdiiin/gareen akka teenyu haala mijeessa.					

Kaayyoon gocha barreessuu kana mal akka ta'e ibsaa kenna/kenniti.					
Jechoota kenyaan akka barreessinuuf gochoota nuuf kennuun nu shaakalchiisa.					
Barattoonni hundinuu waan hojjatamu hubachuu isaanii akka baafata.					
Daree keessa deemuun bakka deeggarsi barbaachisutti deeggarsa laata/ti					
Gochaalee cimdiihaan ykn gareedhaan hojjannee bareeffamaan qindeessinee akka gabaasa kutaa dhiyeesinu nu taasiisa.					
Waan barreessinu akka karoorsinuu fi barreeffamaan akka dhiyeessinu nu gargaara.					
Barattota gabaasa dhiyeessan akka filataman taasisa..					
Gabaasa barreeffamaan dhiyaateef duub deebii gabbaa fi ifa ta'e nuuf kenna/kenniti.					
Gabaasa dhiyaateen booda gochoota seer- lugaan(caasaa afaanitiin) wal qabate nuuf kenna/kenniti.					
Gabaasa keenya erga barreeffamaan dhiyeessineen booda jechooa'an gaaleewwan caasaalee barbaachisoo ta,an keessaa baasuun nuuf barreessaa.					

GALATOOMAA

APPENDIX C TEACHERS' QUESTIONNAIRE

Adama Science and Technology University

School of Humanity and Law

Department of English

Teachers' Questionnaire

Dear Teacher,

This questionnaire is designed to gather information for M.A thesis which is aimed to explore the implementation of task-based writing in high school. The information you give is really very helpful for the success of the thesis. Therefore, I kindly request you to respond frankly and honestly.

1. Background Information

1.1 Department you are qualified with: Major _____ Minor _____

1.2 Qualification: PhD ☐ M.A ☐ B.A ☐ Diploma ☐

1.3 Teaching experience (in years) 0-3 ☐ 4-6 ☐ 7-10 ☐ above 10 ☐

Put a tick mark (✓) in the appropriate box of your choice.

➤ *Dear respondent, for the purpose of this study, writing tasks are defined as activities that require learners to reach an outcome from given meaning focused information through some processes and learn language through these processes. Tasks are not activities that are meant to let learners practice language items (forms) they learned previously. Please attend this definition of tasks throughout this questionnaire.*

1. Are there writing tasks in English textbook? If 'yes', what are main types of writing tasks are there.
2. How do you arrange the class during the writing task implementation?
3. What language do you use during the implementation of the task based writing?

Interview item 3	Responses					
	Mother tongue		English		Total	
	Fr.	%	Fr.	%	Fr.	%

4. *Are the tasks divided into phases? If 'yes' what do students and teachers do during each writing task phase? How the tasks are treated in the EFL classroom?*

5. *Do you think that you are implementing all the tasks according to the principles of TBLT?*

Interview item 5	Responses					
	Yes		No		Total	
	Fr.	%	Fr.	%	Fr.	%

6. *Are the tasks divided into phases? If 'yes' what do students and teachers do during each writing task phase? How the tasks are treated in the EFL classroom?*

No	Factors Affect the implementation Task based writing	Responses	
		Fr.	%
1.	Unfamiliarity of the task based language teaching method		
2.	Students' poor background in writing		
3.	Difficult to predict how much time learners would need with each task		
4.	Difficult to test students' writing performance		
5.	Shortage of time to assess students' writing performance		
6.	Shortage of time to prepare lessons		
7.	Teachers poor interest to teach writing		
8.	Nature of the writing task in the textbook		
9.	Absence of some of the writing task cycles		
10.	Using mother tongue to discuss what to write and how to write		
11.	Large class size		

7. If your answers for question no 6 is no, which of the following factors do you think can affect the implementation of task-based writing in EFL?

Thank you

APPENDIX D TEACHERS' INTERVIEW

Adama Science and Technology University

School of Humanity and Law

Department of English

Teachers' Interview

Dear Teacher,

This Interview is designed to gather information for M.A thesis which is aimed to explore the implementation of task-based writing in high school. The information you give is really very helpful for the success of the thesis. Therefore, I kindly request you to respond frankly and honestly.

1. Background Information

1.1 Department you are qualified with: Major _____ Minor _____

1.2 Qualification: PhD ☐ M.A ☐ B.A ☐ Diploma ☐

1.3 Teaching experience (in years) 0-3 ☐ 4-6 ☐ 7-10 ☐ above 10 ☐

Put a tick mark (✓) in the appropriate box of your choice.

☞ *Dear respondent, for the purpose of this study, writing tasks are defined as activities that require learners to reach an outcome from given meaning focused information through some processes and learn language through these processes. Tasks are not activities that are meant to let learners practice language items (forms) they learned previously. Please attend this definition of tasks throughout this questionnaire.*

1. Are there writing tasks in English textbook? If 'yes', what are main types of writing tasks are there?
2. How do you arrange the class during the writing task implementation?
3. What language do you use during the implementation of the task based writing?

Interview item 3	Responses			
What language(s) do your students use to communicate within their pairs/groups?	Mother tongue		English	
	Fr.	%	Fr.	%

4. Are the tasks divided into phases? If 'yes' what do students and teachers do during each writing task phase? How the tasks are treated in the EFL classroom?
5. Do you think that you are implementing all the tasks according to the principles of TBLT?

Do you think that you are implementing all the tasks according to the principles of task based language teaching method?	Always	Frequently	sometimes	Rarely	never

6. Are the tasks divided into phases? If 'yes' what do students and teachers do during each writing task phase? How the tasks are treated in the EFL classroom?
7. If your answers for question no 6 is no, which of the following factors do you think can affect the implementation of task-based writing in EFL?

Factors Affect the implementation Task based writing Response	To great	To some	Unde fined	To little	Not at All
Unfamiliarity of the method					
Students' poor background in writing					
Difficult to predict how much time learners would need with each task					
Difficult to test students' performance					
Shortage of time to assess students' writing performance					
Shortage of time to prepare lessons					
Teachers poor interest to teach writing					
Nature of the writing task in the textbook					
Absence of some of the writing task cycles					
Using mother tongue to discuss what to write and how to write					
Large class size					

Thank you

APPENDIX E CLASSROOM OBSERVATION CHECKLIST

Adama Science and Technology University

School of Humanity and Law

Department of English

Classroom Observation Checklist

School _____

Number of Students in the Class _____

Observer _____

I. Observing how tasks are implemented

No	Checklist	Observation
1.	What type(s) of writing task is (are) used?	
2.	How many phases does the task have?	
3.	Does the task have clear instructions?	

II Observing the Teachers' TBW implementation practice

	Checklist	Observation	
		Yes	No
1.	Does the teacher divide the class into pairs/groups?		
2.	Is the writing task adequately introduced?		
3.	Are clear instructions given?		
4.	Are the three phases of TBW used?		
5.	Is the monitoring involved?		
6.	Is there a report stage?		
7.	Is there a report-back (feedback) stage?		

III. Observing the Learners' TBW implementation practice

No	Checklist	Observation	
		Yes	No
1.	Are the instructions adequate for the writing task(s)?		
2.	Are all the learners engaged in the task with fully understanding of their roles?		
3.	Are learners able to process the task?		
4.	Is collaboration/interaction involved?		
5.	Do students use the TL to carry out the task in pairs/groups?		
6.	Do the s students complete their writing tasks and submit to their teacher for assessment		

IV. Comments of the Observer

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

APPENDIX F CHECKLIST FOR TEXTBOOK ANALYSIS

Adama Science and Technology University

School of Humanity and Law

Department of English

Checklist for textbook analysis

No	Task types	Fr.	total
1.	List information and different items and let the students write about them		
2.	Provides list of items and sort them according to the relationship among them and finally let them write paragraph or essay		
3.	Compare and contrast things and write paragraph or an essay.		
4.	Gives some problem and write solution for the given problem		
5.	Provides the learners the chance to share our personal experiences within pairs or groups and let them write about our friends' experience		
6.	Exchange our opinions within pairs or groups and let us write down		
7.	Jigsaw (Combine different pieces of information to make a whole)		
8.	Information gap		
9.	Decision Making (personal attitudes about something)		
10	Provides the learners read certain text and write it in their own words		

APPENDIX G CHECKLIST FOR WRITTEN ASSIGNMENT ANALYSIS

Adama Science and Technology University

School of Humanity and Law

Department of English

Checklist for written assignment analysis

No	points to be considered	Responses	
		Yes	No
1.	Was each part of the written assignment marked according to the already criteria of assessing?		
2.	Was there clear and precise instruction given about the given assignment?		
3.	Were the sentences grammatically correct?		
4.	Were the main points strongly supported by the supportive sentences?		
5.	Is there logical flow of ideas among each paragraph of the given essay?		
6.	Is each part of the essay given worth (value) and assessed accordingly?		
7.	Did the teachers write the correction behind (under) the error learners?		
8.	Is the assignments returned to the students with feedback?		
9.	Were all the required points fulfilled by the students?		
10.	Did each paragraph in the essay have unity?		
11.	Did the given essay have introduction and conclusion?		

