

**The Effect of Task-Based Language Teaching on
Developing EFL Writing Skills of Second Year
Secondary School Students**

By

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المستخلص باللغة العربية:

أثر التدريس القائم على المهام فى تنمية مهارات الكتابة باللغة الإنجليزية
كلغة أجنبية لدى طلاب الصف الثانى الثانوى

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مدرس لغة انجليزية، قسم الدراسات الفندقية، المعهد العالى للدراسات النوعية، مصر
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هدف البحث الى تقصى أثر التدريس القائم على المهام فى تنمية مهارات الكتابة باللغة الإنجليزية كلغة أجنبية لدى طلاب الصف الثانى الثانوى ، وقد تكونت عينة الدراسة من ٦٢ طالباً وطالبة فى الصف الثانى الثانوى بمدرسة سدود الثانوية المشتركة التابعة لإدارة منوف التعليمية بمحافظة المنوفية ، وقد تم تقسيم عينة البحث الى مجموعتين إحداهما تجريبية(٣٠) والأخرى ضابطة (٣٠) وقد تم التدريس للمجموعة التجريبية وفقاً لإجراءات التدريس القائم على المهام بينما تلقت المجموعة الضابطة تدريساً تقليدياً ، وتم استخدام التصميم التجريبي ذو المجموعتين التجريبية والضابطة ، واشتملت أدوات البحث على إختبار فى الكتابة باللغة الإنجليزية كلغة أجنبية إضافة الى روبرك لتقييم مهارات الطلاب فى الكتابة ، وقد استمر البحث لمدة ٦ اسابيع بمعدل جلسة كل اسبوع إضافة الى جلستين للإختبار القبلى والبعدى. وقد أشارت نتائج البحث الى تفوق طلاب وطالبات المجموعة التجريبية على المجموعة الضابطة فى الإختبار البعدى لمهارات الكتابة باللغة الإنجليزية كلغة أجنبية كما أشارت النتائج أيضاً الى تفوق طلاب وطالبات المجموعة التجريبية فى الإختبار البعدى لمهارات الكتابة عنه فى الإختبار القبلى.

كلمات رئيسية: تدريس اللغة – القائم على المهام – مهارات الكتابة باللغة الإنجليزية
– كلغة أجنبية.

Abstract:

**The Effect of Task-Based Language Teaching on
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The main concern of this research was to investigate the effect of Task -based Language Teaching (TBLT) on EFL writing skills of 2nd year secondary school students. Participants of the present study consisted of (62) of 2nd year students at Sedoud secondary school for boys and girls, Menofya governorate. They were divided into two groups (No.= 32) for the experimental group and (No.= 30) for the control one. The experimental group was treated by using Task-Based Language Teaching while the control group was treated by using Traditional Teaching. The pretest-posttest control group design was utilized. Instruments included an EFL writing test and a rubric for assessing students' writing skills. The study lasted for 8 weeks, a session a week, in addition to the pre-and posttest sessions. T-test results revealed that the experimental group students outperformed the control group on the EFL writing skills as a result of the TBLT. Findings also indicated that students of the experimental group in the post-test of EFL writing skills outperformed those in the pre-test.

Keywords: Task-Based Language -Teaching (TBLT) -EFL Writing Skills

Introduction

Writing as a productive skill, is the most difficult skill for all language users to master regardless of whether the language in question is a first, second or foreign language. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. Bell and Burnaby (1984), for example, pointed out that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level , these variables include control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation. Beyond the sentence, the writer must be able to structure and

integrate information into cohesive and coherent paragraphs and contexts.

When we learn a foreign language, we learn to communicate with other people: to understand them, talk to them, read what they have written and write to them. An integral part of participating fully in a new cultural sitting is learning how to communicate when the other person is not right there in front of us, listening to our words and looking at our gestures and facial expressions. As writers struggle with what to put down next or how to put it down on paper, they often discover something new to write or a new way of expressing their ideas. They discover a real need for finding the right word and the right sentence. The close relationship between writing and thinking makes writing a valuable part of any language course (Raimes, 1983).

Most of the research suggests that students benefit by writing in all content areas that it enhances critical thinking; allows students to take greater responsibility for their own learning; promotes reflective thinking and questioning; and helps students make connections between events, people, and ideas. Of course, students need to acquire content, but it is just as crucial for them to develop the reading and writing skills that apply to learning that content (Vicki and Monette, 2005).

Developing the writing skill is important for EFL or ESL learners in the target language. Language is a means of imparting thoughts and ideas. The majority of the communicative activities occur either in the written or spoken form. However, the competence to communicate in written way is a significant objective of ESL/EFL learners in the target language. Writing ability is the most persuasive method of correspondence through which thoughts and ideas are imparted beyond time and space. It is a difficult process and can prompt to learner's dissatisfaction while speaking so they need a steady support from educators and companions (Mehwish and Sehrish, 2017).

Based on the interviews with some teachers in the secondary stage and the results of the writing test administrated on a sample of students at this stage, the researcher found that students of second year secondary school students still had problems in their writing. They were not responding actively in writing exercises (as the teachers reported). Even though the lessons had applied some instructions in teaching writing,

students' performance in writing works was very poor. Based on these facts, the researcher realizes that writing is a serious problem that should be solved as it is very important in language learning. Then, the researcher interviewed some students in order to find out their problems in writing. Based on the result of the interviews with some students at the secondary stage, the researcher found that there are some problems related to students' writing skill: (1) they had a problem to master some skills of writing (2) they were not motivated in English (3) they had unfavorable condition to write English. (4) In addition, the researcher found that the teachers were using the same teaching method almost all over teaching and learning process.

Therefore, on trying to promote students' writing skills, the researcher proposed using a procedure based on the use of tasks as the core unit of planning and instruction in language teaching called Task-Based language Teaching (TBLT) to enhance the writing skills of EFL learners. TBLT puts tasks at the center of the methodological focus. It views the learning process as a set of communicative tasks that are directly linked to the curricular goals they serve (Brown, 2001).

Richards and Rodgers (2001) emphasized that the role of tasks has received further support from some researchers in second language acquisition who are interested in developing pedagogical application of second language acquisition theory (e.g., Long and Crookes, 1991).

Task-Based Language Teaching (TBLT) refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching. Willis (1996) presents it as a logical development of Communicative Language Teaching. The logical considerations are as follows:

- a)- Activities that involve real communication are essential for language learning.
- b) -Activities in which language is used for carrying out meaningful tasks promote learning.
- c)- Language that is meaningful to the learner supports the learning process.

According to Richards and Rodgers (2001), engaging learners in task works provides a better context for the activation

of learning process than form-focus activities, and hence ultimately provides better opportunities for language learning to take place. TBLT is an activity or goal that is carried out using language, such as finding a solution to a puzzle, reading a map and giving directions, making a telephone call, writing a letter, or reading a set of instruction and assembling a toy.

Ellis (2003) asserts that task-based language teaching is a form of teaching that treats language primarily as a tool for communicating rather than as an object for study or manipulation. It is clear that if learners are to develop the competence they need to use second/foreign language easily and effectively in the kinds of situations they meet outside the classroom, they need to experience how language is used as a tool for communication inside it. 'Task' serves as the most obvious means for organizing teaching along these lines. TBLT proposes the use of tasks as a central component in language classroom because they provide better contexts for activating learner acquisition processes and promoting L2 learning (Shehadeh, 2005). TBLT is thus based on a theory of language learning rather than a theory of language structure. That is because, as Richards and Rodgers (2001:228) indicated, 'tasks are believed to foster processes of negotiation, modification, rephrasing, and experimentation that are at the heart of second\ foreign language learning'.

Based on these facts, the researcher decided to do an experimental research entitled "The Effect of Task-Based Language Teaching on developing EFL Writing Skills of 2nd year secondary school students.

Literature Review

Task-based learning method was basically proposed by Prabhu (1987) in Bangalore, southern India. The basic concept behind this belief was that understudies learning can be improved more efficiently when they have engaged in task-based learning. In this method, students' minds are involved in the tasks rather than in the language they are using (Prabhu, 1987). Notion behind its association is the lack of practice in the target language and different restrictions of the traditional teaching techniques in light of structural approach taking after PPP (presentation, practice, production) model. The PPP approach depends on behaviourist

school of learning where pupils are given chunks of language concentrating on the conceptual linguistic principals and repetition of the target language structures (Ellis, 2003; Long & Crookes, 1993). In task-based learning the learners begin with the assignment, subsequent to finishing the assignment the instructor focuses the student's attention towards the usage of language, making amendments and corrections to the learner's performance.

Task-Based instruction model is one of the language teaching methods based on communicative activities and consists of tasks in which learners try to perform these tasks in a classroom environment where mutual interaction is at the highest level. TBLT has the same several principles with Communicative Language Teaching. TBLT is based on communication like in CLT. In CLT, communicative activities are used as a part of the lesson, but in TBLT, the tasks are used as a part of the lesson. These tasks should be related to the daily life that may happen to all students so as to draw students' attention to the lesson and to the task (Mustafa and Mufit, 2017).

According to Cambridge International Dictionary of English (1995), a task is 'a piece of work to be done, esp. one done regularly, unwillingly or with difficulty'. Dictionary meaning is a bit formal when compared to tasks performed in a classroom environment. According to Bygate et al., "a task is an activity which requires learners to use language, with emphasis on meaning, to attain an objective" (cited in Branden, 2006, p. 4). Students are busy with the use of the language, but not acquiring the minimal grammatical details or rules of the language. They have a task to perform by using the target language and at the same time they are expected to learn about language functions.

Skehan defines a task as "an activity in which meaning is primary, there is a problem to solve, there is a relationship to the real world, and where there is an objective that can be assessed in terms of an outcome" (cited in Huang, 2010: 32). Students should focus on conveying the meaning by performing communication activities and there should be an objective which appears at the end of real world-like activity. According to Huang (2010: 32) there are four questions that should be asked to determine whether an activity is a task or not. These questions are as follows:

“a) Is there a primary focus on meaning?

b) Does the activity relate to real-world activities?

c) Is there a problem to solve?

d) Can it be assessed in terms of outcome?” All of these questions try to determine whether an activity used in the classroom is a task or not. An activity should not primarily focus on language forms and be related to real life events to denominate it as a task. It should contain a problem-solving activity at the end of which a product that can be evaluated by all of the students should appear. In task-based language teaching, the central role is taken by the student, where he is given a fair share of freedom and responsibility in negotiating course content, choosing linguistic forms from his own linguistic repertoire while performing the task, discussing various options for task performance and evaluating task outcomes (Breen & Candlin, 1980: 11).

The rise of task-based language teaching has led to a variety of different interpretations of what exactly constitutes a task. Central to the notion of a communicative task is the exchange of meanings. Willis (1996) defined task as an activity where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome. Here the notion of meaning is subsumed in ‘outcome’. Likewise, for Nunan (2004:17) tasks have a non-linguistic outcome. He defines task as a piece of classroom work that involves learners in comprehending, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, middle and an end.

There are two main sources of evidence which justify the use of tasks in language classes (Lynch and Maclean, 2000; Tareq, 2009). The first source of justifications for Task-Based Learning is what it might be termed the ecologic alone: the belief that the best way to promote effective learning is by setting up classroom tasks that reflect as far as possible the real-world tasks which the learners perform, or will perform. Task performance is seen as

rehearsal for interaction to come. The second source of evidence comes from SLA research. “Those arguing for TBL, drawing on SLA research, have tended to focus on issues such as learnability, the order of acquisition of particular L2 structures, and the implications of the input, interaction and output hypotheses”.

TBLT is also discussed from a psycholinguistic perspective. From this perspective, “...a task is a device that guides learners to engage in certain types of information-processing that are believed to be important for effective language use and/or for language acquisition from some theoretical standpoint” (Ellis, 2000:197). It assumes that while performing the tasks, learners engage in certain types of language use and mental processing that are useful for acquisition. Ellis (2006:23) asserts that “tasks reduce the cognitive or linguistic demands placed on the learner”.

Task-based teaching that combines the best insights from communicative language teaching, offers a change from the traditional method which learners may have failed to learn to communicate. It creates a real purpose for language use and provides a natural context for language study. As a result, in a task-based approach, the cognitive demands placed on the learner will be one of the factors determining task complexity (Robinson, 2001:12).

Phases of TBLT

In order to implement a TBLT model in EFL classrooms, there are three stages (pre-task, task cycle and post-task) that form it. These stages help the teacher to plan the teaching process more effectively and give him a chance to control the progress of the course (Mustafa and Mufit, 2017).

Pre-Task

The topic and the task are introduced to the students in the pre-task stage and the teacher makes the students remember the old or new vocabulary. “The purpose of the pre-task phase is to prepare students to perform the task in ways that will promote acquisition” (Ellis, 2003: 244). Teachers can help students remember the old subjects that may be relevant and help them perform the task. “At the pre-task phase, the teacher highlights useful words and phrases, helps students understand directions for the task, and prepares them for the task” (Huang, 2010: 33). In the pre-task stage learners remember their old knowledge

which helps them to perform the task cycle stage successfully. Willis and Willis (2007: 160) underline that “learners who are given five to ten minutes just before the task to plan what to say tend to produce task interactions that are not only lengthier but linguistically richer, with a higher degree of fluency and clause complexity”. The pre-task stage prepares students for producing grammatically accurate sentences because it gives them the chance to think about the next stages shortly.

Task Cycle

The task cycle stage is the stage in which students try to perform the task given to them in an interactional context. This stage aims at developing an environment in which students try to improve their communication skills. Yaylı (2006: 450) underlines that learners find the chance to use the target language in order to complete the task in task cycle stage and if it is needed, the teacher feedback and support are applied by learners. This stage has three different stages in it. Task, planning and report are the sub-titles of the task cycle. The feedback that Yaylı (2006) insists on is given by teachers, especially in planning or report stage. At the task stage, students try to perform the task given by their teacher either in small groups or in pairs. The teacher does not interfere with the students and only monitors them. Students are expected to be in a stress-free classroom environment and only to focus on fluency instead of the exact use of the linguistic items. At the planning stage, students try to prepare a report about how they have performed the task. Even though students omit the accuracy while communicating in the phase of the task, they try to be accurate in the planning stage and ask their teacher for help about grammatical rules. On the report stage, the reports prepared in the planning stage are presented to the whole classroom or students may control one another groups' report by exchanging their written report.

Post Task

Willis & Willis (2001: 178) call the post task stage as language focus. They analyze the post task phase under two different titles as language focus and language practice. On language focus stage, students try to understand the usage of the language and the rules of the target language. At this stage, students have the knowledge about some special usage and the

exact use of language functions. On language practice stage, a wide variety of different exercises can be studied to strengthen the understanding of the learners.

Based on its effective role in enhancing EFL/ESL, the researcher thought that exploring effective methods of teaching writing skills and empirically probing their impact on promoting such skills may help providing teachers with guidelines on how to facilitate this demanding skill and might be of benefit to EFL learners, teachers and researchers.

Statement of the Problem

The present study was sought to experimentally probe the effect of Task-Based Language Teaching (TBLT) on developing EFL writing skills of 2nd year secondary school students. More specifically, the present study tried to answer the following questions.

Research Questions

The present study can be represented in the following main question:

What is the effect of task-based language teaching method on developing EFL writing skills of 2nd year secondary school students?

The following sub-questions can be highlighted:

- What are the EFL writing skills required for 2nd year secondary school students?
- What is the effect of Task-Based Language Teaching method compared to the traditional method on developing EFL writing skills of 2nd year secondary school students?

Research Objectives

The main objectives driving this study were:

- To determine a list of writing skills required for 2nd year secondary school students.
- To help 2nd year secondary school students learn to get over their problems in writing.
- To design some materials and tasks that are based upon task-based language teaching and to probe their effects

on developing EFL writing skills of 2nd year secondary school students.

Research Hypotheses

The research mainly tries to test the following three null and statistical hypotheses:

- 1- There are no statistically significant differences at 0.05 level between the mean scores attained by the experimental group students (taught by TBLT method) and the control group students (taught by the traditional method) in the pre-test of writing skills.
- 2- There are statistically significant differences at 0.05 level between the mean scores attained by the experimental group students (taught by TBLT method) and the control group students (taught by the traditional method) in the post-test of writing skills in favour of the experimental group.
- 3- There are statistically significant differences at 0.05 level between the mean scores of the pre-test and post -test of writing skills attained by the experimental group students (taught by TBLT method) in favour of the post test.

Research Methodology

Participants

The participants of the research were 62 of 2nd year secondary school students at Sedoud Secondary School for Boys and Girls, Menofya Governarate. They were divided into two groups (No.= 32) for the experimental group and (No.= 30) for the control one.

Research Design

The type of the research is an experimental research. The experimental design used is pretest posttest control group design as the research had two group; the experimental group and the control one. Both groups were administered a pretest, each group received a different treatment. The experimental group was treated by using Task-Based Language Teaching while the control group was treated by using Traditional Teaching. Both groups were post tested at the end of the study. Posttest scores of the two groups were compared to determine the effect of the treatment.

Instruments

- 1- A list of EFL writing skills required for second year secondary school students. It consisted of five components: Capitalization, Punctuation, Spelling, Organization and Paragraphing.
- 2- An EFL Writing Test.

The writing test consisted of two parts as follows:

- a- Part one, students were asked to describe a picture in (not less than five sentences)
 - b- Part two, students were given an essay for writing “Benefits of the internet nowadays”.
- 3- Grading Rubric of Writing

The rubric focused on the six criteria mentioned above: capitalization, punctuation, spelling, organization, and paragraphing. These criteria comprised the various sub-skills of writing. The range of performance for each category was measured in points. For no errors, the students received ten points, for one to two errors, the students received seven points, and for three to four errors, students received five points. If there were five to six errors in the category, students received two points in that specific category, and no points if there were seven or more errors. The students were able to receive up to ten points for each category, giving them a total of 50 points, totaling 50 points out of 50 points, equaling a grade of 100%. If all ten points were not received in each category, the amount of received points was divided by 50 (the total number of possible points). Therefore, the grade was a decimalized percentage of points. The purpose of this discrete rubric (Appendix: A) was to assess the students' improvement, or lack thereof, in writing skills. The assessments linked directly to the standard used, and specifically addressed the problem areas of the students.

Treatment Material

The treatment material comprised eight lessons each of which consisted of:

- Writing exercises (writing descriptions for pictures – completing spaces of a reading comprehension passage- writing topics)

- **Students' worksheets.**

The material was mainly selected from units of the book assigned for 2nd year secondary school students (Hello, English for secondary schools). Lessons covered various tasks for writing.

Procedures

The main focus of the experimental teaching was improving learners' descriptive writing skills. A pre-test was applied to experimental and control group without a prior announcement. For a period of six weeks, (two sessions a week) students of the experimental group learned the assigned material of writing according to the TBLT while the control group learned through the traditional method. The posttest was conducted after treatment of TBLT to the research participants of the experimental group. Similarly, the posttest was administered on the control group which had no treatment of TBLT. Data of learners' writing skills during pretest and posttest of the experimental and control group were collected to determine any improvement in writing skills by introducing TBLT treatment.

Data analysis

T-test was used to find out the difference between experimental and control group students in the EFL writing skills. T-test was also used to find out the differences between the Pre and the post scores of the experimental group in writing skills.

Findings

The results of the present study were presented and interpreted in the light of its hypotheses, theoretical framework and related studies. As stated earlier, the main purpose of this research was to investigate the effect of TBLT on developing EFL writing skills of 2nd secondary school students. Therefore, to achieve this purpose, the following hypotheses were tested.

Hypothesis (1)

There are no statistically significant differences at 0.05 level between the mean scores attained by the experimental group students (taught by TBLT method) and the control group students (taught by the traditional method) in the pre-test of writing skills.

Table (1): The Results of 't-test' Comparing the Experimental Group and the Control Group in the pre-test of EFL writing skills.

Groups	No.	M	S.D	T-value	D.F	Sig. (2-tailed)
Experimental	32	16.7813	10.11462	1.348	60	0.183
Control	30	13.8000	6.88527			

Significant at 0.05 level.

Table (1) shows that there are no statistically significant differences at 0.05 level in EFL writing test between the mean scores attained by the experimental group and those of the control group in the pre-test of writing skills where t-value (1.348) which is not significant. Consequently, the first null hypothesis of the current research was verified. This result may be interpreted that there was a homogeneity between both groups and there were not any significant differences between students in the experimental group and those in the control group in EFL pre-test of writing skills.

Hypothesis (2)

There are statistically significant differences at 0.05 level between the mean scores attained by the experimental group students (taught by TBLT method) and the control group students (taught by the traditional method) in the post-test of writing skills in favour of the experimental group.

Table (2): The Results of 't-test' Comparing the Experimental Group and the Control Group in the posttest of EFL writing skills.

Groups	No.	M	S.D	T-value	D.F	Sig. (2-tailed)
Experimental	32	37.2188	6.83791	8.650	60	0.000*
Control	30	20.5333	8.32004			

* Significant at 0.05 level.

Table (2) shows that there are statistically significant differences at 0.05 level between the mean scores attained by the experimental group and those of the control group in the posttest of writing skills in favour of the experimental group where value (8.650) which is significant. Consequently, the second statistical hypothesis of the current research was verified. This mean that students of the experimental group outperformed those of the control group due to the type of strategy used. In other words, comparing the means of the two groups indicated the out performance of the TBLT group. The following figure (1), shows the results of table (2) as graph.

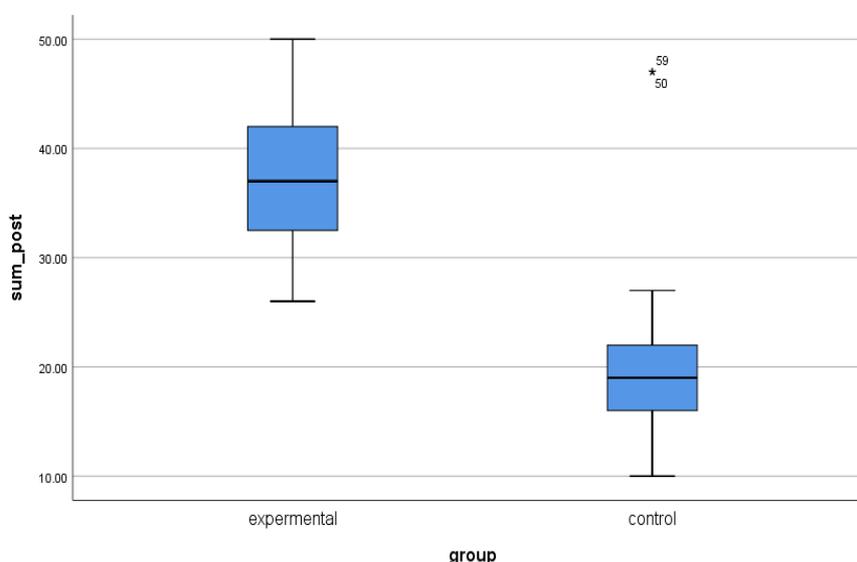


Figure (1): The mean of the post-test scores for experimental and control groups.

Hypothesis (3)

There are statistically significant differences at 0.05 level between the mean scores of the pre-test and post -test of writing skills attained by the experimental group students (taught by TBLT method) in favour of the post- test.

Table (3): The Results of 't-test' Comparing the pre-test and posttest of EFL writing skills of the Experimental Group

Experimental group	No.	M	S. D	T- value	D.F	Sig. (2-tailed)
Pre-test	32	16.7813	10.11462	15.44096	62	0.000*
posttest	32	37.2188	6.83791			

* Significant at 0.05 level.

Table (3) shows that there are statistically significant differences at 0.05 level in EFL between the mean scores of the pre-test and posttest of EFL writing skills attained by the experimental group in favour of the posttest where t-value (15.440) which is significant. Consequently, the third statistical hypothesis of the current research was verified.

Several interpretations could be given to the out performance to the experimental group over the control group in the EFL writing skills. One interpretation may be due to the fact that TBLT increased students' confidence in writing and this, consequently, led to accuracy, enhanced self-learning and maintained students' interest in writing. While engaging in task-based learning, students felt so comfortable that they could learn all aspects of writing in the advanced level.

This interpretation may be in line with Mehwish and Sehrish (2017) views who indicated that writing tasks lead towards accuracy, enhance self-learning and maintain interest in writing. By the same token, as supporting to that interpretation, Dorathy (2018) pointed out that TBLT provides opportunities to learners to use the target language in the classroom in order to develop their confidence and fluency in using English.

Another interpretation to the superiority of the experimental group to the control group could be attributed to tasks students performed according to the TBLT method. These tasks improved students' involvement in learning, gave them an access to share their experiences and existing knowledge. During learned the assigned material, students of the experimental group were exposed to new language. They had a chance to check spelling and use accurate syntactic. By this, students were motivated to produce the correct text, and use extracurricular text

and relevant vocabulary as TBLT enhanced students' motivation level.

This interpretation was supported by the views of Willis (1996) indicating that participation in a discussion task, that TBLT requires, provides different communication roles for learners, such as initiating questions and/or commenting on others' opinions. Engaging in such tasks may affect learners' motivation positively, as they actively take part in an appealing environment and one in which they are responsible for their own learning.

A third interpretation to the superiority of the experimental group to the control group could be given to motivation students of the experimental group had by TBLT. As tasks in TBLT were related to real life situations, the learning environment was much more entertaining for students and thus made them feel as if they were not in a classroom. Students' motivation has been increased due to the interesting atmosphere provided for them by TBLT.

This interpretation is consisting to the views of Mustafa and Mufit (2017) indicating that the classroom environment in which Task-Based Language Teaching is applied by the teacher is more motivating than any other teaching methods. Learners feel themselves secure because they feel as if they were not in a classroom. Real-life situations take their attention and make the learning environment much more entertaining. Students' needs can be given as a task instead of using a course book which is not prepared by considering the needs of the learners. Thus, the teacher can create an interesting atmosphere where all students are eager to be active.

Conclusions and Implications

The overall findings of the research have specific and broader implications which may contribute to the pedagogical and methodological implications for future research. The following implications are highlighted:

- ❖ The findings obtained in this research have added to the growing body of research on developing writing skills among EFL learners through TBLT method.

- ❖ **TBLT is effective in enhancing EFL writing skills. Thus, EFL learners should be explicitly trained on the use of TBLT in English language classrooms.**
- ❖ **In TBLT, the anxiety level of students is really low because there is a stress-free environment as a classroom, thereby; the first and the most important condition for the success of the students is satisfied.**
- ❖ **Students of the experimental group receive lessons composed of tasks in TBLT. The tasks form the basic principle of teaching style, and the common estimation is that students do not need to concentrate on how to use the language but to complete the task. The important thing is conveying the meaning in order to accomplish the task instead of the accurate use of the language. This makes the students gain confidence about their capability in English while trying to accomplish the task. Students' confidence in themselves and an entertaining classroom environment compared to the traditional methods make the learning process more effective than any other teaching methods.**
- ❖ **TBLT naturally evokes a wide diversity of cognitive operations that learners need to perform in order to function in real life. It provides opportunities to learners to use the target language in the classroom in order to develop their confidence and fluency in using English. Tasks help foster processes of negotiation, modification, rephrasing and experimentation that are at the heart of second language learning.**
- ❖ **Finally, the findings of the study revealed that students of the experimental group feel comfortable therefore learn better in task-based learning classroom for their writing skills. TBLT involves every individual in writing tasks so it helps to build up confidence in students. Writing tasks demands accuracy so leads towards learning writing at the advanced level.**

Limitations of the Research

- ❖ **The duration of data collection for the study (8 weeks) was probably not enough for verifying the effect of TBLT method on writing skills.**

- ❖ Each of the experimental group and the control one comprised male and female students and it was not categorized them into groups according to their gender which might have affected the findings regarding the effect of gender in education.
- ❖ Another methodological limitation in this research was the non-random selection of sample, which has an impact on the external validity (i.e., generalizability) of the findings. In other words, the non-random selection of sample limits the generalization of the findings to only schools similar in nature to that used in the study.

Recommendations for Further Research

- ❖ In-service teacher should be trained on how to develop their students EFL writing skills especially via TBLT method.
- ❖ Those who are responsible for planning and preparing EFL curricula should consider incorporating TBLT in their curricula as an effective method that has considerable potentials for developing language skills.
- ❖ To investigate the effect of TBLT on a larger sample and for a longer period is a required research to support the results of the present study.
- ❖ Further research is needed to investigate the effect of TBLT on students' attitudes towards language learning.
- ❖ As the present study showed that TBLT has a considerable potential for promoting EFL writing skills, further research studies might make comparisons between TBLT and other instructional strategies on other group samples and contexts.

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Appendix(A): Grading Rubric of Writing

CATEGORY	10 Points	7 Points	5 Points	2 Points	0
Capitalization	There are no capitalization errors.	There are 1-2 capitalization errors	There are 3-4 capitalization errors	There are 5-6 capitalization errors	There are seven or more capitalization errors.
Punctuation	There are no punctuation errors.	There are 1-2 punctuation errors.	There are 3-4 punctuation errors.	There are 5-6 punctuation errors.	There are seven or more punctuation errors.
Spelling	There are no spelling errors.	There are 1-2 spelling errors.	There are 3-4 spelling errors.	There are 5-6 spelling errors.	There are seven or more spelling errors.
Organization	There are no word order mistakes. The ideas are clear.	There are no word order mistakes. The ideas are clear.	There are no word order mistakes. The ideas are clear.	There are no word order mistakes. The ideas are clear.	There are seven or more word order mistakes. The ideas do not make any sense and can not understand.
Paragraphing	All paragraphs are indented. Paragraphs are divided appropriately	Most paragraphs are indented. Few paragraphs should be divided.	Some paragraphs are indented. Most paragraphs should be divided again.	Few paragraphs are indented. Paragraphs should be divided again	No paragraphs are indented. There are no separate paragraphs