

Implementation of Task Based Language Teaching in Teaching Writing Skill of preparatory school students. Hadiya Zone , Ethiopia in Focus.

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ABSTRACT

The objective of this study is to investigate the implementation of task-based language teaching in teaching writing skills of preparatory school students. The study aimed to assess English teachers awareness in how to practice task-based teaching and learning of writing skills, how often TBLT method is implemented in teaching writing skill and to identify the hindrances those affect the practice of task based language teaching method in teaching writing skills.. Descriptive survey design was employed in this study. 20 English language teachers who were teaching in four preparatory schools of Hadiya Zone, Ethiopia participated in the study. The teachers were selected using purposive sampling. To gather data from the participants of the study, classroom observation, interview and questionnaire were used as tools. Data were analyzed quantitatively using percentage and qualitatively through description. The findings indicated that most of English teachers were aware of the theory of task based language teaching method. The study also revealed that the method is not used regularly. Finally, based on the research findings and conclusions, recommendations were made.

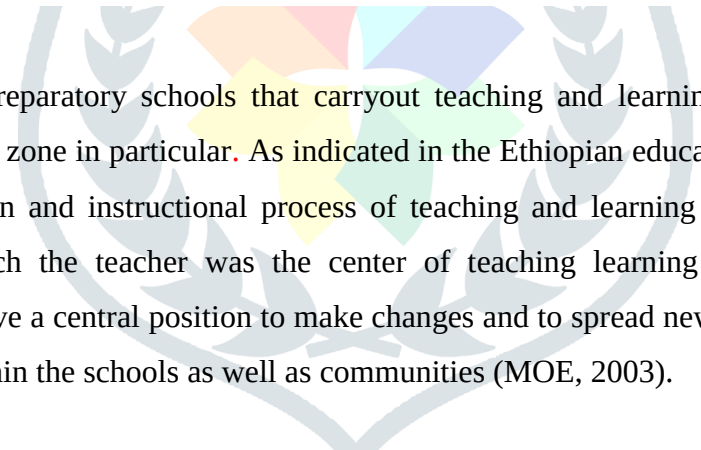
Key words: Task Based Language Teaching Method, Task, writing activities, implementation

INTRODUCTION

1.1. Background of the Study

The ultimate goal of language teaching and learning is to enable learners to use the language in real-communication. To achieve this, a number of scholars have tried to investigate appropriate approaches and methods in language pedagogy. Among these grammar- translation, direct method, and audio-lingual method are good examples of structural (traditional) approaches. The traditional approach was concerned with selecting lists of linguistic features such as grammar, pronunciation, and vocabulary as well as experiential contents such as topics and themes. In this approach, the focus tended to be on the product or results on the teaching and learning process (Wilkins, 1972 cited in Richards and Rodgers, 2001).

Task based instruction is a version of communicative language learning. The task-based view of language teaching, based on the constructivist theory of learning and communicative language teaching methodology, has developed in response to some limitations of the traditional PPP approach, represented by the procedure of presentation, practice, and performance (Ellis, 2003; Long & Crookes, 1991). Because it is an instructional method in which students are given functional tasks that invite them to focus primarily on meaning exchange and to use language for real world non-linguistic purposes (Van den Branden 2006). Some of task-based approach proponents (e.g., Willis 1996; Willis and Willis 2007) state it as a logical development of communicative language teaching since it covers on several principles that formed part of the CLT movement from the 1980s. For example, activities that involve real communication are essential for language learning; activities in which language is used for carrying out meaningful tasks promote learning, and language that is meaningful to the learner supports the learning process. They further stated that students learn more when special emphasis is given to personal life experiences and situations that are relevant to the student. TBLT also utilizes a student-centered approach (Ellis, 2003; Nunan, 2004; Richards & Rodgers, 2001); it includes certain key points such as goal, procedure, and specific result (Murphy, 2003; Nunan, 2004; Skehan, 2003); it supports content-based and meaning-based tasks instead of linguistic forms (Carless, 2002; Littlewood, 2007). This principle encourages learners' independent learning in today's world.



There are a number of preparatory schools that carryout teaching and learning activity in Ethiopia in general fourteen in Hadiya zone in particular. As indicated in the Ethiopian education policy document, the previous curriculum design and instructional process of teaching and learning suffered from traditional approach. In this approach the teacher was the center of teaching learning process. To this effect, educational institutions have a central position to make changes and to spread new ideas or to change some of the harmful models within the schools as well as communities (MOE, 2003).

Recently, task based language teaching seems to become one of the active learning strategies and is an increasingly encouraged to be used in Ethiopian schools. However, although most research findings point out the positive influence of task based language instruction on academic achievements, social behavior, and affective development, many English teachers still find difficulty incorporating this system of instructional method in their classroom. Thus, the implementation and assessment of task based language teaching may depend upon the knowledge and skill of the teachers. According to Meseret Teshome, (2012) many teachers believe that they are implementing task-based instruction when in fact they are missing the essence.

Moreover, task based language instruction requires to implement assessment in line with its principle. In principle, assessment during task based instruction should reflect what has been taught based on the

students need for their real life communication. Concerning this, Norris et al (1998) cited in Nunan (2004) stated that task based assessment should focus on performance assessment which should have its characteristics such as it must be based on tasks; the tasks should be authentic as possible, and it should consider the students learning outcome. However, in practice, the researcher observed that English language teachers do not employ these when they are teaching English at preparatory school.

From the above discussion, one can easily understand that task-based instruction is one aspects of active learning that plays a significant role so as to develop students' interaction through target language in the teaching-learning process. Therefore, the intention of this study is to investigate the implementation and effectiveness of task-based language instruction in developing of students' writing skills at preparatory school level.

1.2. Statement of the Problem

In the past few decades, the communicative language teaching has been significantly recognized as the main stream in EFL teaching (Slavin, 1994; Rodgers, 1988). The focus of language teaching also expands from the teacher-centered manipulation of discrete grammatical structures to the student-centered acquisition of communicative competence. Experts in communicative approach suggest that contextualized and meaningful communication is the best possible practice that language learners can engage in (Littlewood, 1981).

In Ethiopia, English has played an important role in the field of education, and taught as a subject starting from grade one up to twelve and medium of instruction at higher institutions (MoE, 2004). English as a foreign language (EFL) has got some more roles in Ethiopian context such as communication language in some working environment, banks and instances in the community. However, problem of practicing teaching methodology and lack of educational material, insufficient training of teachers, overcrowded classes have affected the quality of education in general. In this connection, (MoE, 2003) stated that the status of English is very low in Ethiopian schools at all levels. Thus, maintaining task based instruction and developing preparatory school students writing skills in English classes has a paramount importance to create real-life situation in classes. Moreover, way of assessment and teachers feedback to students written text, to be helpful, needs to identify the issues related to the various processes involved in task performance, identify the flaws and advice the learners on how to address those issues.

It is clear that the way of teaching students affect their learning. Teaching language should address students learning, and students need to be benefited from the language learning. Task based instruction is “an approach which offers students opportunities to actively engage in communication in order to achieve a goal or complete a task.” (Prabhu, 1987). It is believed as the linking of classroom *language*

learning with *language* use outside the classroom, so it focuses on the use of authentic language and on asking students to do meaningful tasks using the target language.

Therefore, this study aims to investigate the implementation and effectiveness of task-based language instruction for developing writing skills of preparatory school students. Preparatory schools are based on the assumption that the students will eventually use the English language in their academic and non academic world since these students are studying to join higher institutions (universities), it is important early in their learning to immerse the notion of learner-centered education. To this effect, in principle, task-based language teaching and learning gives more opportunities for interaction in the classroom using language skills which focus on students' real life context.

However, the teaching experience of the researcher of this study at high school and university confirmed the low practice of task based language instruction in English subject class during teaching writing skill. Most of preparatory students have faced challenges while communicating with others in the language. The researcher observed that the students are poor in their writing; as a result, the students are unable to write a meaningful sentence, a paragraph with appropriate organization of ideas (unity, coherence and adequacy), accuracy of grammar and word-choice. This low implementation of task based language instruction in writing skill section may be the result of various factors. Poorly designed syllabus, teachers ability to select or use appropriate methods, way of teachers assessment and feedback techniques, the writing tasks in grade eleven English textbook may be challenging for the students and the prevalence of conducive environment to implement it to develop students writing skills. Moreover, writing skill seems neglected skill in preparatory schools. Effective practice of task based instruction requires the teachers' know-how towards it, learners' involvement in practice of it.

With regard to the above mentioned assumptions, the studies which have been conducted on high schools are not comprehensive. For instance, the studies by Meseret Teshome (2012) explored EFL instructors' and students' perceptions and practices of task-based writing in an Ethiopian University context, and the findings of the study show the instructors had favourable perceptions about the contribution of task-based writing to the development of students' writing ability, but they lacked confidence to implement task-based writing because of their students' poor writing. Tewodros Meseret (2014) has conducted on analyzing the writing tasks of grade nine English textbook based on task-based approach principles, and Aychiluhim Kassaie (2015) conducted his study on assessing the implementation of task based approach in teaching writing. His study mainly addressed the hindrances of implementing task based approach in teaching writing; his study result indicated inadequate training, time constraints, students' background, large class size, and lack of language teaching materials raises as major challenges.

Moreover, these studies were based on the teaching-learning process in university and high schools, and on the information provided by the students and teachers at high schools. In this regard, this study is expected that it will add its share by investigating the implementation of task-based instruction for teaching writing skills in preparatory schools in Hadiya zone. In addition, this study will try to fill the gap which has not been covered by the previous studies.

1.3. The Objective of the Study

1.3.1. Main objective

The objective of this study is to investigate the implementation of task-based language teaching in teaching writing skills of preparatory school students.

1.3.2 Specific objectives

The specific objectives of this study are below:

- To assess English teachers awareness in how to practice task-based teaching and learning of writing skills
- To assess how often TBLT method is implemented in teaching writing skill.
- To identify the hindrances those affect the practice of task based language teaching method in teaching writing skills.

1.4. Research Questions

In order to carry out the research, the researcher will examine the following research questions which will give an appropriate blueprint for the research study. To this effect, answers are sought to the following questions:

- How are EFL teachers aware the practice of task-based teaching and learning of writing skills?
- How often TBLT method is implemented in teaching writing skill skills in English?
- What are the hindrances those affect the practice of task based language teaching method in teaching writing skills?

1.5. Significance of the Study

This study is intended to investigate the implementation of task-based language instruction in teaching writing skills of preparatory school students. The researcher of this study hopes that the result of the study will have the following significances: The finding of this study will be significant to diverse bodies. Firstly, the result may benefit students to be aware of task-based language learning in writing context. Students may get insight into how to work with tasks in order to develop effective writing skills. Secondly, English language teachers can also benefit from the study. Teachers are classroom practitioners who need to build their capacity of teaching by employing varieties of methods. In other words, findings of research into the

study of tasks can provide teachers with insights that enable them to make language teaching more effective. Thirdly, the results of the study may inform course designers and textbook writers about teachers' awareness to practices the writing tasks. This can help the course designers and textbook writers to include some awareness raising tips in general; it may help the concerned bodies such as teachers, students, school principals, curriculum designers, and material developers in both nationwide and regional levels, to see the implementation of task-based instruction and to work together for further implementation.

1.6. Delimitation of the Study

There are fourteen (14) governmental preparatory schools found in Southern Nation Nationalities and People Region (SNNPR) Hadiya zone. Four preparatory schools have been selected among them. The researcher has preferred this zone and the schools on the basis of convenience to the researcher with respect of the accessibility to gather data. Moreover, it is obvious that grade 12 students are considered as they are preparing themselves for university courses in Ethiopia, so the focus of this study is confined on the implementation of task-based language instruction in teaching writing skills of preparatory school grade 12 students in Hadiya Zone. Moreover, writing skill seems neglected skill in most preparatory school, so this study will address the students' practice of writing skill through task based instruction in preparatory schools.

2. Research Methodology

2.1. Research Design

The purpose of this study is investigating the implementation of task based language teaching in teaching students writing skills at preparatory school level. To attain this, the researcher used both qualitative and quantitative research design. The researcher used a descriptive survey to conduct the implementation of TBLT in teaching students writing skills in this research. He administered questionnaire for all English teachers of four preparatory schools concerning to the method of teaching writing skills. Subsequently, a semi-structured interview was conducted to ten English teachers out of 20, apart from 6 classroom observations.

2.2. Population Sample and Sampling Techniques

There are 14 preparatory schools in Hadiya Zone. Four of the schools were selected as a study area. From the schools, twenty preparatory school English teachers were selected purposively for questionnaire. Moreover, from these schools, ten teachers were interviewed who were selected using lottery sampling technique. For classroom observation, six English teachers were observed who were selected randomly from Wachamo, Yakatit 25/67, Fonko and Lisana Preparatory schools. Each teacher was observed three times.

2.3. Sources of Data Collection

There are two sources of data collection. The primary source was used for this study. The primary source of data for this research was collected through observation, interview and questionnaire from English teachers of preparatory schools in Hadiya zone.

2.4. Data collection Instruments

It is obvious that using different data collection instruments is very helpful to triangulate data which are collected from various sources, such as questionnaire, interview, and classroom observation to ascertain validity and reliability of the collected data. The data collection instruments which were used in this study are: questionnaire, interview and classroom observation.

2.4.1 Questionnaire

Questionnaire is a tool of collecting data by administering questions to get firsthand information. Kothari C. R. & Garg, G. (2014) stated that this method of collection is quite popular, particularly in case of big inquiries. The main aim of administering the questionnaire to English teachers was to discover the problems of teaching students writing. It helps to explore the teaching writing situation in preparatory schools. In addition, the researcher used the questionnaire as a research instrument to explore the awareness of English teachers towards implementing TBLT method in teaching writing in preparatory schools. A questionnaire was administered to all English teachers from four preparatory schools in Hadiya Zone. The questionnaire addresses questions relating to English language teaching methods in preparatory schools, existing teaching writing procedures students writing activities, and awareness of English teachers to TBLT in developing writing skills. Through this tool, the researcher got some information from English teachers whether TBLT approach was implemented to teach writing skills for learners. Both open ended and close-ended questions were prepared in line with the above mentioned issues.

2.4. 2. Interview

Interview is another tool of collecting data which helps researchers to get firsthand information. The main rationale of conducting semi-structured interview was to triangulate the reliability of data which was gathered through other tools, such as questionnaire and classroom observation. The respondents responded to the questions comfortably in the semi-structured interview as they were free from tension, anxiety, and nervousness owing to less formal and more informal environment in the course of holding interview. Six (6) English teachers were selected randomly out of all English teachers for interview. The researcher conducted interview with them regarding their awareness to the existing method of teaching writing skills in preparatory schools, as well as their awareness on TBLT in developing writing skills in preparatory schools.

2.4.3. Classroom Observations

Classroom observation is one of the main research instruments that the researcher employed to obtain data in this study. It facilitated the researcher to triangulate the data which was collected through different sources, such as questionnaire and interview. Checklist was used in classroom observation. Moreover, the researcher observed every aspect of teaching and learning during classroom observation. He observed the method of teaching, classroom management and method of teaching writing skills. The researcher observed six English teachers "teaching of writing classes formally to find out their methods of teaching writing skills, ways of giving feedback, and assessment techniques of writing skills and classroom management.

2.6. Data Analysis Procedure

Data analysis method in this study was a mixed method which refers both qualitative and quantitative approaches. On the basis of instruments were employed and the nature of questions, both qualitative and quantitative techniques of data analysis were employed in this study.

After organizing collected data, tabulating was carried out. The data which was obtained through questionnaires was analyzed through statistics of count, percentages and averages. For ordinal variables, a frequency count for each value is very descriptive. Finally, the collected data was tabulated, analyzed and interpreted by using frequency and percentages. The interview and classroom observation result was organized by grouping similar types of answers across the respondents.

3. Discussion and Analysis

3.1. Analysis of the Data about the Implementation of TBLT in teaching writing skill.

Table 1: The main reason to fail in writing skills is

No.	reason to fail in writing skills										
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		No	%	No	%	No	%	No	%	No	%
1	Traditional teaching methodology	3	15	10	50	3	15	4	20		
2	Mismatch between objective of the syllabus, teaching methodology, and teaching materials.	2	10	8	40	6	30	2	10	2	10
3	Shortcomings of syllabus and assessment system	5	25	11	55	4	20				
4	Lack of professionally sound teacher			3	15	5	25	7	35	5	25
5	Not allocating equal weight to writing as other skills in	7	35	12	60	1	5				

	the textbook.										
6	Extensive use of L1 in the target language classroom	6	30	11	55	3	15				
7	Lack of peer feedback, self-evaluation, and teacher feedback for improving their writing	5	25	13	65			2	10		

According to the above table, 50% that means the majority of the respondents agreed that the main reason to fail in writing skills is the practice of traditional teaching methodology to teach writing skills. Traditional teaching methodology does not give emphasis for enabling students to use the language in their real life. It focuses on the knowledge about the language. In this regard a number of scholars revealed the limitation of traditional teaching methodology in developing students writing skills (Phrabu, Ellis,). Teaching of the writing skill in this level is viewed as a complex task due to the students' ability to write their points in English. The approach of teaching writing skills in traditional teaching method focuses on the final product of students' written text. In addition (Gabrielatos, 2002) defined a product approach is "a traditional approach in which students are encouraged to mimic a model text, usually is presented and analyzed at an early stage" On the other hand, 20 % of the respondents replied that they did not agree on this point that traditional teaching method is the cause to contribute the failure of students writing skills.

The next point which could be considered as a cause of failure for students writing skills is the mismatch between the objective of the syllabus, teaching methodology, and teaching materials. Concerning this, the above figure indicated that 40% of the respondents agree, 30% of them undecided, 10% strongly agree, 10% disagree and 10% strongly disagree respectively. Majority of the respondents agreed on the issue that is the mismatch between the objective of the syllabus, teaching methodology, and teaching materials is the main reason to fail in writing skills. In contrast, 30% of the respondents could not decide the mismatch between the objectives of the syllabus, teaching methodology, and teaching materials is the cause failure for students writing skills.

The other point which is indicated in the above table shows that 55% of the population agrees, 25% of them strongly agree and 20% of the respondents could not respectively on the issue of shortcomings of syllabus and assessment system in developing students writing skills. The way which teachers assess their students might affect their students writing skills.

The above figure reveals that 35% of the respondents disagree, 25% of the strongly disagree and 25% of the respondents could not decide on the issue of lack of professionally sound teachers as a main cause of poor writing performance of learners. However, research finding across the world revealed that a number of English language teachers around the world are more or less unqualified (Maley, 1992). As a result, majority of the second language learners are poor in their communication. The observation of the

researcher also confirmed that majority of the students in the study area were hardly communicating in English particularly in writing skill. Teachers' language proficiency is recognized as an essential component of effective teaching. In the foreign language context, teachers' subject knowledge includes language proficiency. The important point here is for learners with limited levels of target language proficiency professionally sound teachers may play a great role to develop their learners' language competency in maximizing the language-learning experience for their students. While some have formal language teaching qualifications but lack extensive knowledge of their target teaching language, others are not experienced teachers in teaching a foreign language who are just beginning to develop their subject knowledge.

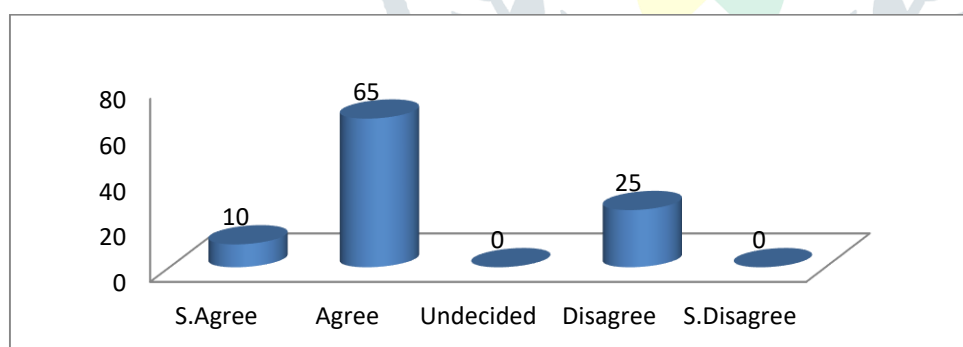
Moreover, the above table indicated that (60%) respondents thought that the poor writing performance of learners was caused by not allocating equal weighting to writing as other skills in the textbook. Moreover, 35% of them strongly agree regarding the given weight for writing skill is the main cause of students' failure in their writing skills. This shows majority of the teachers believe that writing skill did not get equal emphasis during the textbook designing. Concerning this, (Hutchinson and Torres 1994) argue that the textbook has a vital and positive part to play in the everyday job of teaching and learning English. (Nigel Harwood, 2005), also argued that failing to provide students with a true picture of academic discourse, the unsoundness of the textbook syllabus has still more serious consequences. Given that a good number of English language teachers around the world are more or less unqualified (Maley, 1992). The textbook and the teacher's notes should serve to raise less experienced teachers' awareness of pedagogical issues (Cunningsworth, 1995; Cunningsworth & Kusel, 1991; Littlejohn, 1992; Richards, 1993 cited in Nigel Harwood, 2005). This shows that well designed textbook helps learners to develop their language skills including writing skill. However, this is not to say we should depend on the textbook altogether. Rather, we should strive to raise the quality of textbooks being produced. Conversely, some scholars claim that teachers and learners should be independent from the textbook. Although teachers may be under the impression that a textbook is the product of a careful collaboration between theoreticians and practitioners, this is a dubious assumption (Richards, 1993 cited in Nigel Harwood, 2005).

The other cause of students' poor writing ability might be extensive use of L1 in the target language classroom. Regarding this, 55% of the respondents mentioned that poor writing performance of learners is mainly because of extensive use of L1 in the classroom. In addition to this 30 % of them strongly agree. This implies students use their first language in English classroom. As the researcher observed the classes, majority of the students were having discussion in their L1. In this line, a number of researchers advocate the use of L1 in target language classroom to enhance their language proficiency. For instance, the use of L1 may assist students in reducing affective barriers and increasing their

confidence in their ability to successfully comprehend the TL (Atkinson, 1987; Auerbach, 1993; Cook, 2001; Harbord, 1992; Johnson & Lee, 1987; Kang, 2008; Kern, 1989). Moreover, Seng and Hashim (2006) indicate that lower proficiency students usually have difficulty expressing or verbalizing their thoughts with confidence and accuracy, so they should be allowed to fall back on L1 to understand the TL.

The above table indicated that (65%) respondents agree and 25% of them strongly agree on the issue that poor writing performance of learners was lack of feedback from their peers and teachers. However, only 10 % of the respondents disagree which means they believe that their students are getting feedback properly. As a result, learners are inhibited to produce the creative writing with well-ordered sentence due to the lack of vocabulary, correct use of grammar, and organisation of ideas. Conversely, engaging students in meaningful and problem-solving activities that promote their critical thinking skills and creativity rather than receiving and memorizing information. Providing feedback on peers' work increases the opportunity of meaningful interaction with peers and maximizes the opportunity of sharing new ideas as well as understanding different perspectives on the writing process (Liu and Hansen, 2002). Moreover, Second language (L2) writing research (e.g. Hedgcock and Lefkowitz 1992; Paulus 1999) has found that peer response comments can lead to meaningful revisions, and that compared with teacher feedback, revisions based on peer comments can be better in vocabulary, organization, and content.

Figure 1: Task based language teaching is appropriate to promote writing skills in preparatory School in Ethiopia.



The purpose of this question is to explore preparatory school English teachers view concerning the appropriateness of task based language teaching method in promoting their students writing skill. Figure, indicated that a majority of the respondents (65%) stated that they agree and 10 % of them strongly agree on the appropriateness on the method in developing students writing skill. In contrast, 25% of the respondents claim that the method is not appropriate in promoting students writing skill.

The next table 2: deals with the most difficult problem during teaching writing skill at preparatory school. Each point was analyzed separately in figure as follows:

No	The most difficult problem when teaching writing skill										
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		No	%	No	%	No	%	No	%	No	%
1	Vocabulary restriction	8	40	12	60						
2	Grammar difficulties	4	20	6	30			8	40	2	10
3	Lack of ideas	6	30	11	55			3	15		
4	Topic inappropriateness	7	35	10	50			3	15		

Table 2: shows the frequency count of answers provided to the statement above: Perceived Vocabulary restriction among the students was one of the problems for teaching writing skills. In this regard 60% of the respondents agree and 40% of the strongly agree on that vocabulary restriction among the students was one of the problems for teaching writing skills. In contrast, none of the respondents strongly disagree or disagree that the perceived vocabulary restriction among the students was one of the problems for teaching writing skills.

The next point table 2: shows the frequency count of the responses provided to the question: the most challenging issue in teaching writing skills was the difficulties associated with grammar faced by the students. Figure, 40% responded dis agree, 30% of them agree, 20% of the respondents strongly agree and 10% of them strongly disagree on the issue which is grammar difficulties are the most difficult problem when teaching writing skill. Half of the participants agree and strongly agreed that the grammar difficulties were the most noticeable issues in teaching writing skills to their respective students. In contrast, half of the respondents stated that grammar difficulties were not the problem of their students while they are teaching writing skill. However, when the researcher conducted the classroom observation and got opportunities to see the written texts by the students. Most of the students committed various errors in grammar. For instance, they make mistakes in subject-verb agreement, pronouns, tenses, articles, prepositions and basic sentence structures. Grammar skills include run-on sentences, use of different types of sentences, subject verb agreement, placement of modifiers, tense agreement and parallel construction.

Moreover, table 2: shows the frequency count of the responses provided to the question: the most challenging issue in teaching writing skills was the difficulties associated with grammar faced by the students. Figure, 55% responded agree, and 30% of them strongly agree on the issue which is lack of ideas the most common problem while they are teaching writing skill. However, 15% of the participants disagree on the issue lack of idea is noticeable issues in teaching writing skills to their respective students. In contrast, none of the respondents stated that lack of idea is the problem of their students while they are teaching writing skill. Additionally, language researchers strengthen this lack of ideas affects learners' writing skills. Unified, coherent and well organized writing is also a challenge to learners as their writing lacks adequate idea. difficulty is cognitive, this relates to the ability to organize ideas on the paper

The other point which table 2: shows the frequency count of responses to the statement: The topics for teaching and learning writing skills are not attractive and, persuasive enough which makes it quite discouraging to learn and writing skills. 50% percent of the participants agree and 35% of them strongly agreed that the topics enlisted in the text books, for writing activities were not attractive and, persuasive enough which made it quite discouraging to teach writing skills to their respective students. Also, 15% percent of the participants disagree to this issue. None of the participants strongly disagree with this statement.

Figure 2:. A task is a communicative goal directed.

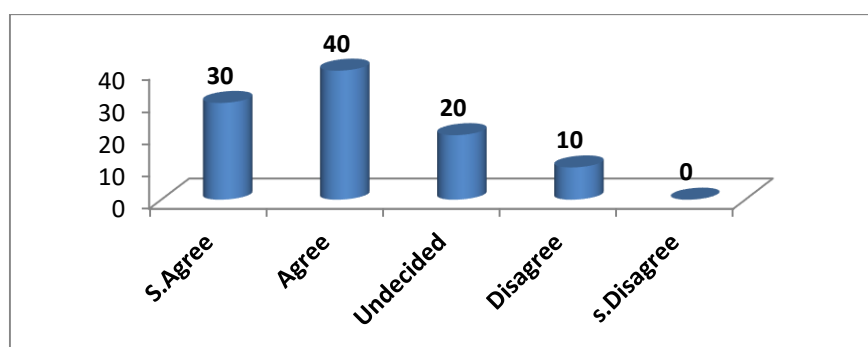


Figure 2: shows the frequency count of responses to the statement a task is a communicative goal directed which addresses the teachers' awareness concerning tasks in task based language teaching method. From the total participants 40% of the respondents agree, 30% of them strongly agree. This implies majority of the teachers were aware of that task should be a communicative goal directed. In contrast, 20% of the respondents could not decide on the issue. 10% of the participants disagree.

Figure 3:. A task involves a primary focus on meaning.

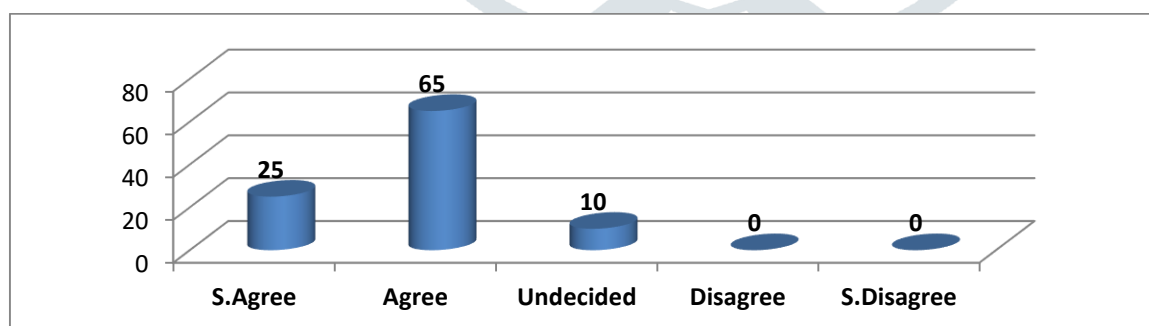
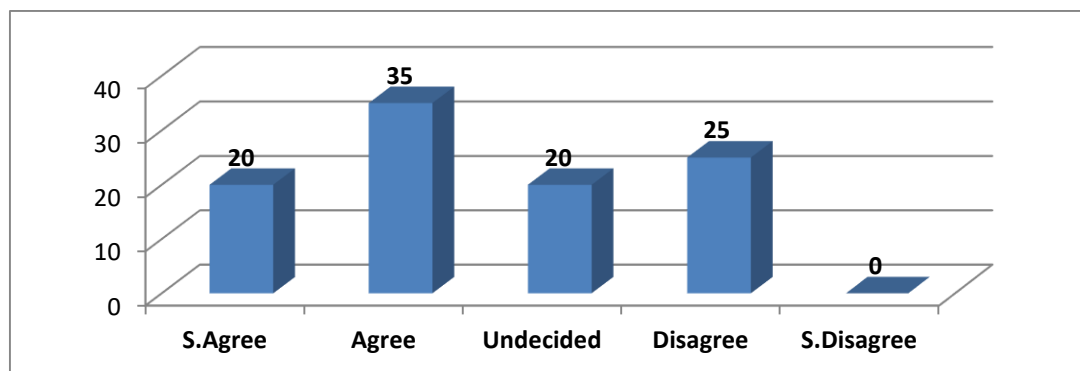
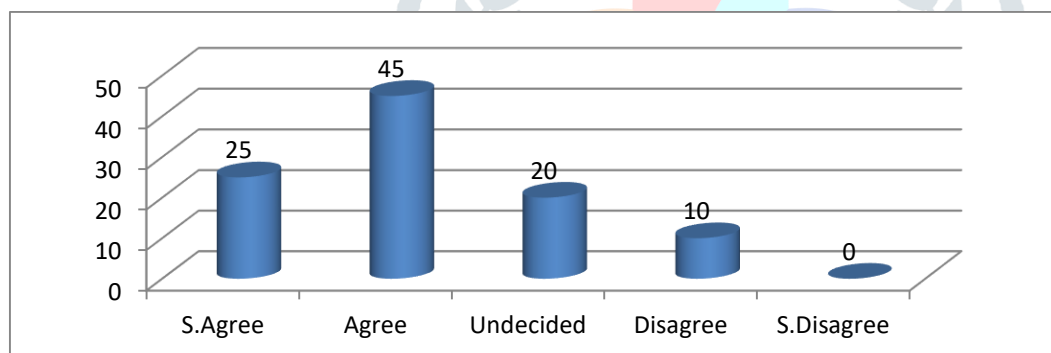


Figure 3: shows the frequency count of the responses provided to the question: a task involves a primary focus on meaning in teaching writing skill by using task based language teaching method. In this line, 65% of the participants agreed and 25% of them strongly agree. This shows that almost 90% of the participants have awareness on this method which primary goal is meaning. 10% of the participants could not decide on the subject that addresses a task which involves a primary focus on meaning in teaching writing skill using TBLT method. None of the participants' shows disagree and strongly disagree with this statement.

Figure 4:. A task has a clearly defined outcome

The above figure 4: shows the frequency which count of the responses provided to the question a task has a clearly defined outcome. 35% of the participants agree, 20% of them strongly agree on the statement which reveals a task should have a clearly defined outcome. On the other hand, 25% of the participants disagree and 20% of them could not decide on this statement. None of the participant strongly disagrees. This infers majority of the participants were aware of the tasks in task based language teaching method should have a clearly defined outcome.

Figure 5: A task is an activity where learners use the target language

The above figure 5 shows the frequency which count of the responses provided to the question a task is an activity where learners use the target language which addresses the meaning of task in task based language teaching method. From the participants 45% of them disclose agree, in addition 25% of the participants strongly agree and 20% of them could not decide. However, 10% of the participants disagree on this thought. None of the participants strongly disagreed.

Figure 6: Task Based Language Teaching agrees with communicative language teaching principles

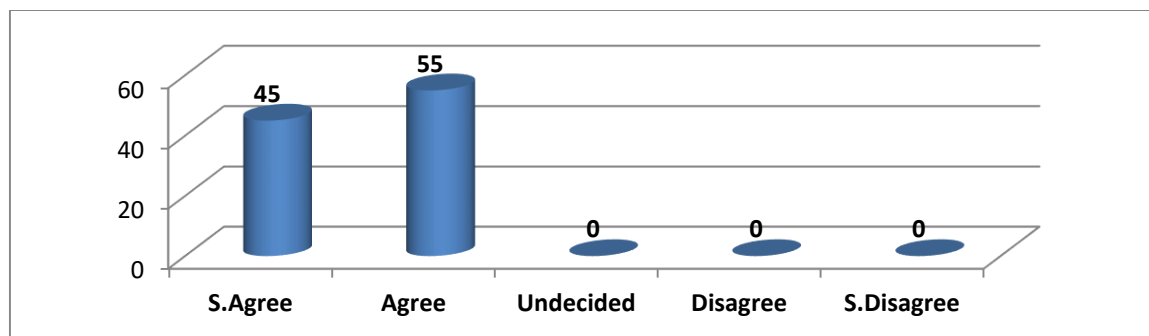


Figure 6: displays the frequency which count of the responses provided to the question which refers a Task Based Language Teaching agrees with communicative language teaching principles. 55% of the participants agree and the rest 45% strongly agree to the statement which illustrates task based language teaching method agrees with communicative language teaching principles. None of the participants shows the alternative which expresses their disagreement and strongly disagree on the statement. This implies majority of the participants were aware of the relationship between principles of communicative language teaching and task based language teaching methods.

Figure 7: Task Based Language Teaching is based on the student-centered instructional approach

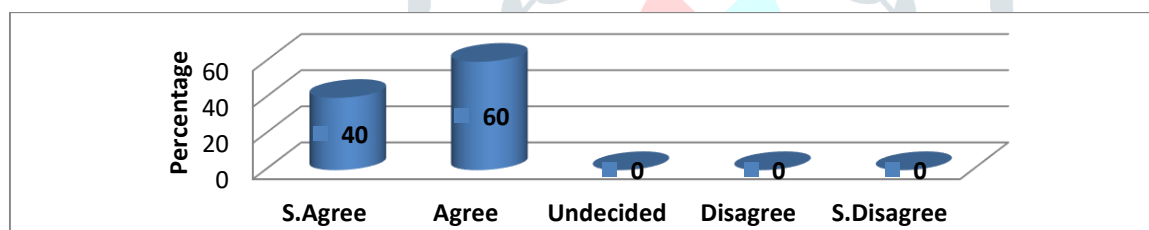


Figure 7: displays the frequency which count of the responses provided to the question that addresses task based language teaching is based on the student-centered instructional approach. Regarding this thought almost all participants disclose their agreement. 60% of them agreed and 40% of them strongly agreed. None of the participants shows disagreement. This shows participants in this study do not have a problem concerning the student-centeredness of task based teaching method.

Figure 8: Task Based Language Teaching includes pre-task, task implementation, and post-task

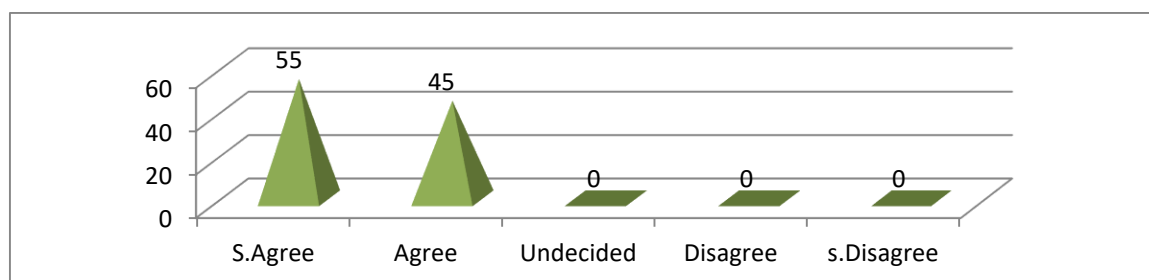


Figure 8: displays the frequency which count of the responses provided to the question which refers task based language teaching includes pre-task, task implementation, and post-task. 55% of the participants

strongly agreed and 45% of them agreed. Here also all respondents express their agreement concerning the phases of task based language teaching method during classroom implementation. This describes teachers were aware of the three phases of TBLT method.

Figure 9: writing skills can be developed through TBLT strategies

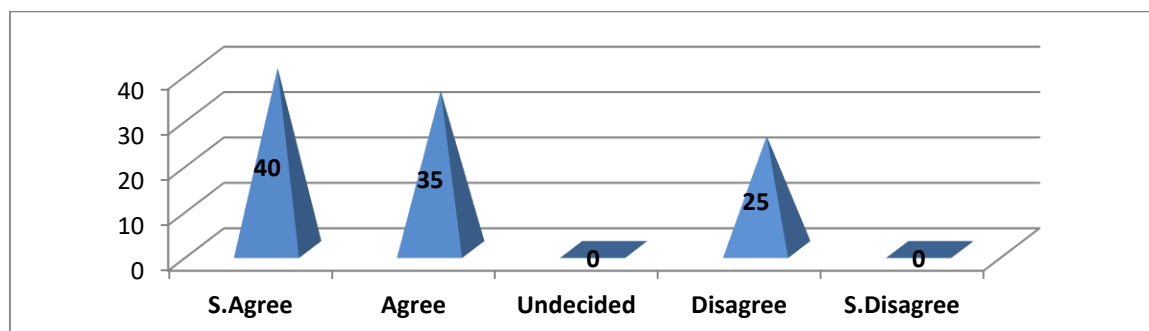


Figure 9: presents the frequency which count of the responses provided to the question which states writing skills can be developed through TBLT strategies. 40% of the participants strongly agree and 35% of the participants agree to the point which support the implementation of task based language teaching strategies to teach writing skill due to enhancing preparatory school students writing ability. In contrast, 25% of the participants disagree which might be using task based teaching strategies for teaching writing skill at preparatory school is not relevant to enhance students writing skill. None of the participants strongly disagree on the thought of the statement.

Table 3: How often do you give feedback on the following writing skills? Types of Error

No	Types of Error										
		Always		Often		Sometimes		Rarely		Never	
		No	%	No	%	No	%	No	%	No	%
1	Grammar rules	4	20	7	35	5	25	4	20		
2	Mechanics (punctuation, spelling, and capitalization)	6	30	5	25	7	35	2	10		
3	Vocabulary	3	15	6	30	8	40	2	10	1	5
4	Organization of ideas	2	10	2	10	7	35	6	30	3	15
5	Paragraph writing	1	5	3	15	9	45	5	25	2	10
6	Cohesive devices	4	20	5	25	6	30	4	20	1	5

Table 3: shows the frequency which counts of the responses provided to the question which states how often do teachers give feedback on grammar rules in students' written text when they teach writing skill. 35% of the participants thought that they give feedback on grammatical errors "often" and 20% of them give "always" on grammatical rules to make the learners proficient in their writing skills. 25% of the respondents agreed that they provide feedback on grammar „sometimes“. It is felt that a majority of

the teachers provide feedback on grammar without focusing on other writing skills, such as vocabulary, mechanics, organisation of ideas, cohesive devices, and so on.

The next point which table 3: presents the frequency which counts of the responses provided to the question which states how often do teachers give feedback on mechanics (punctuation, spelling, and capitalization) in students' written text when they teach writing skill. 35% of the respondents claimed that they provide feedback on punctuation marks, spelling, and capitalization „sometimes“ and 10% of the participants give feedback on the issue rarely. It can be inferred that mechanics of writing was not taken into consideration as essential sub-skills of writing. However, 25% of the participants and 30% of them give feedback focusing on mechanics (punctuation, spelling, and capitalization) “often” and “always” respectively. On the other hand, none of the participants “never” give feedback.

Table 3: also shows the frequency which counts of the responses provided to the question which states how often do teachers give feedback on vocabulary in students' written text when they teach writing skill. 40 % respondents provide feedback on vocabulary „sometimes“. 30% of the respondents stated that they give feedback on appropriacy of vocabulary “often”. Moreover, 15% of the participants give feedback on vocabulary “always”. On the other hand, 10% of them stated that they give feedback concerning vocabulary on students written text “rarely”, and 5% of them pointed out that they “never” give feedback on vocabulary while they teaching writing skill.

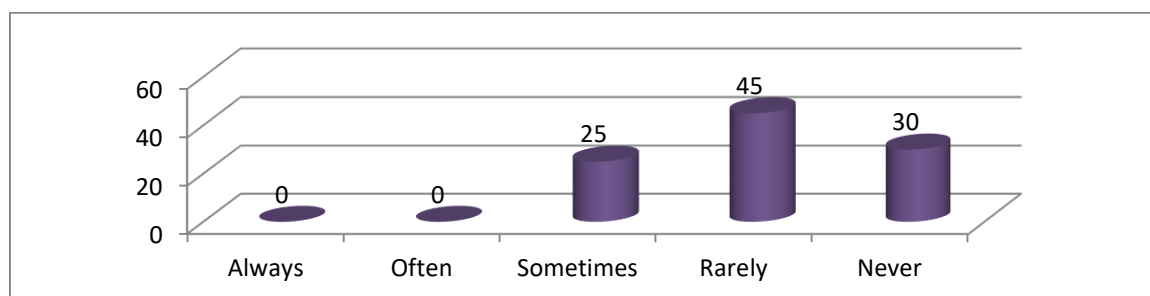
Moreover, table 3: presents the frequency which counts of the responses provided to the question which states how often do teachers give feedback on organization of ideas in students' written text when they teach writing skill. Majority of the participants which means 35%, 30% and 15% of them stated “somrtimes”, “rarely” and “never” respectively give feedback regarding organization of ideas in students' written text when they teach writing skill. In contrast, 10% of the participants pointed out that they give feedback “always”, and the rest 10% of them also give feedback “often” while they are teaching writing skill at preparatory school.

The above table 3: presents the frequency which counts of the responses provided to the question which states how often do teachers give feedback on paragraph writing in students' written text when they teach writing skill. 45% of the respondents provide feedback on paragraph writing “sometimes“. 25% of the respondents give feedback “rarely” on paragraph writing. It can be inferred that the English teachers do not usually provide feedback for writing paragraph. Moreover, 10% of the respondents claimed that they give feedback “never” on the paragraph writing. However, 15% of the participants pointed out that they often give feedback, and 5% of them stated that they always give feedback.

Table 3: shows the frequency which counts of the responses provided to the question which states how often do teachers give feedback on cohesive devices (joining words) in students' written text when they

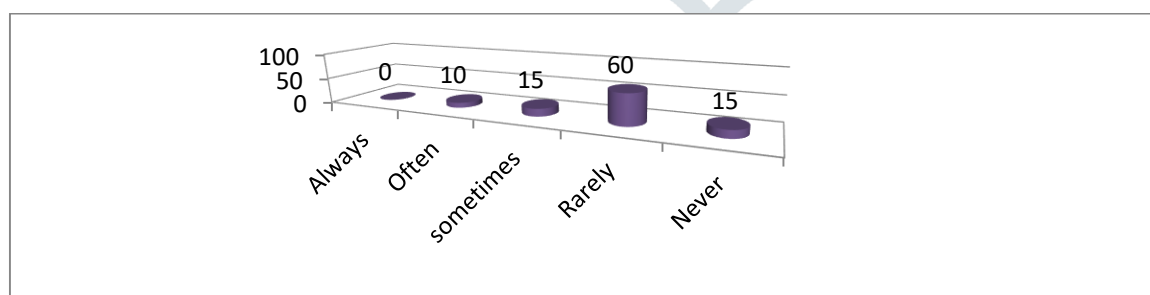
teach writing skill. From the total participants 30% give feedback regarding cohesive devices “sometimes”; 25% “rarely” and 5% of them provide “never” respectively. On the other hand, 25% of the respondents provide feedback on the cohesive devices „often” and 20% of them give “always”. It was proved that the majority of English teachers do not provide feedback on cohesive devices (joining words).

Figure 10: How often do you teach writing skills through experiential learning (sharing experiences in pair/group works) to the learners?



The purpose of this question is to describe how often English teachers make the learners share their knowledge of experiential learning to activate their critical thinking skills for brainstorming the prior knowledge to commencing writing tasks in preparatory schools. Figure presents that (25%) respondents stated that they adopt experiential learning „sometimes” as a strategy to teach writing skills. 45% of the respondents practice experiential learning “rarely” to enhance writing skills of the learners in the language classroom, and 30% of them stated that they practice “never” respectively. This shows majority of the teachers do not the use of experiential learning in writing. In contrast, none of the English teachers use experiential learning “always” and “often” to brainstorm content knowledge of the learners to enhance writing skills.

Figure 11: How often do you implement Task-based Language Teaching principles in teaching writing skills in the class?



This question addressed the point that discloses the practice of the frequency of task based language teaching method while teachers are teaching writing skill in preparatory school. Figure 11, displays that majority of the respondents that means 60% claimed that they employ TBLT “rarely” while they are teaching writing skills to the learners. 15% respondents stated that they administer TBLT “sometimes” in

enhancing writing skills and 15% of them also stated that they “never” implement task based language teaching method in class when they teach writing skill. In contrast, 10 % of the respondents claimed that they employ TBLT „often“ while they are teaching writing skills in the classroom. It can be inferred that the English teachers do not always employ TBLT since they are not familiar with the principles of TBLT.

Figure 12: I have interest in implementing TBLT

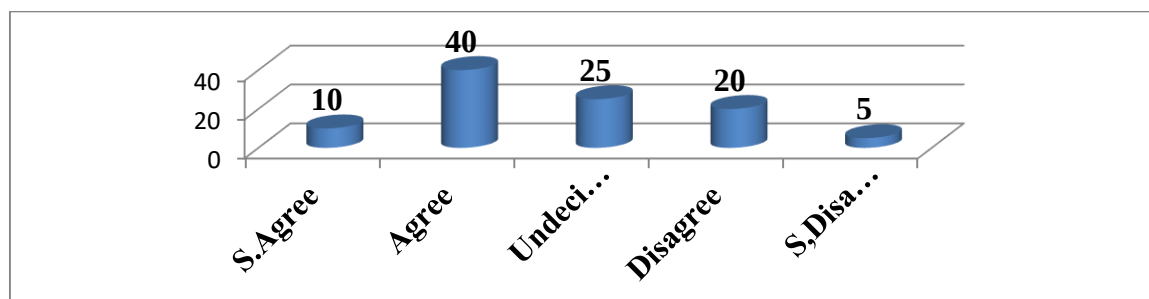


Figure 12: shows the frequency count of answers provided to the statement above: I have interest in implementing Task Based Language Teaching method. In this regard 40% of the respondents agree and 10% of the strongly agree on that teachers have interest in implementing TBLT for teaching writing skills. Almost half of the participants have interest to implement task based language teaching method to teach writing skill. On the other hand, 25% of the participant could not decide about their interest to implement task based language teaching method to teach writing skill. Moreover, 20% of the respondents disagree and 5% of them strongly disagree on the point that required their interest to implement task based language teaching method during teaching writing skill. This implies that half of the participants do not have interest to use this method during teaching writing skill.

Figure 13: TBLT provides a relaxed atmosphere to promote the target language use.

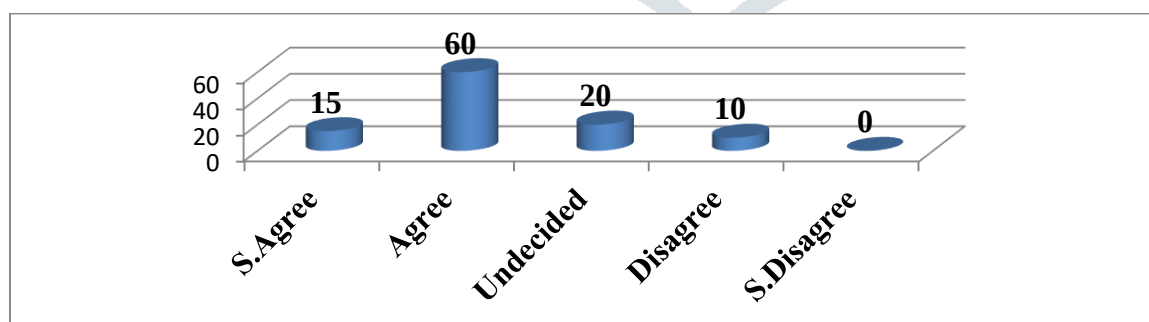


Figure 13: shows the frequency count of answers provided to the statement above: Task based language teaching method provides a relaxed atmosphere to promote the target language use during teaching learning writing skill. 60% of the participants stated “agree”, 15% of them “strongly agree” on the point that expresses task based language teaching method provides a relaxed atmosphere to promote the target language use during teaching learning writing skill. This shows majority of English teachers believe that

task based language teaching method provides a relaxed atmosphere to promote the target language use. However, 20% of the respondents could not decide, and 10% of them indicated “disagree”. This might be that the teachers do not believe on that as the method provides a relaxed atmosphere to promote the target language use.

Figure 14: TBLT activates learners’ needs and interests

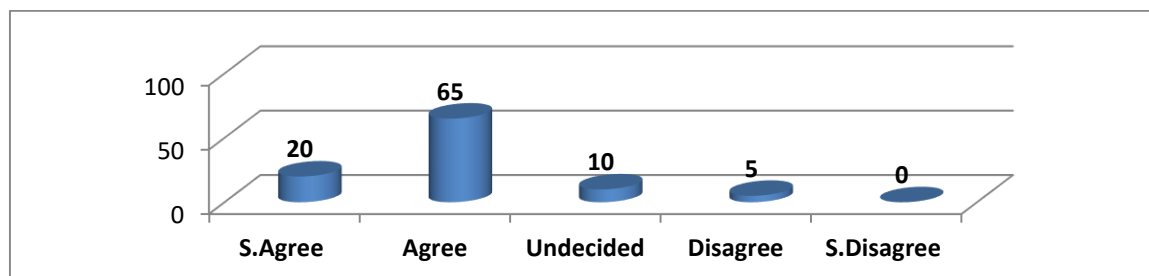


Figure 14: shows the frequency count of answers provided to the statement above: Task based language teaching method activates learners’ needs and interests during teaching learning writing skill. From the total participants, 60% stated “agree” and 20% of them stated strongly agree. Majority of the teachers support the point that deals about task based language teaching method activates learners’ needs and interests while they are teaching writing skill. 10% of the participants could not decide on the issue which reveals about the method activates learners’ needs and interests. In contrast, five percent of the respondents stated “disagree”. None of the participant stated “strongly disagree”.

Figure 15:. TBLT pursues the development of integrated skills

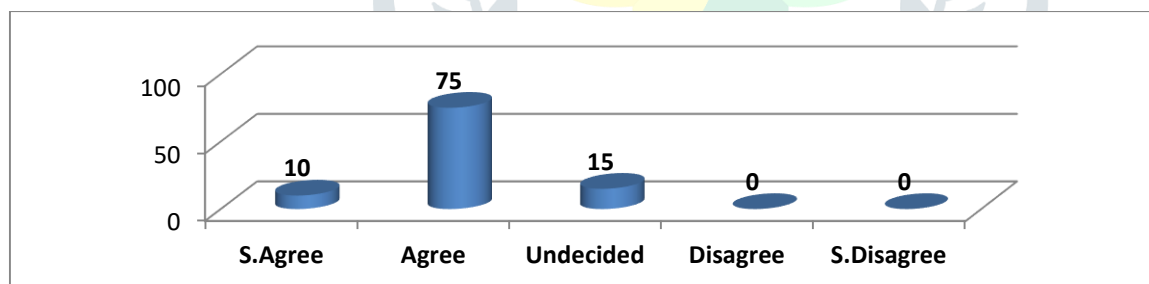


Figure 15: shows the frequency count of answers provided to the statement above: task based language teaching method pursues the development of integrated skills during teaching learning writing skill. 75% of the participants pointed out “agree”, and 10% of them stated “strongly agree”. This implies majority of the teachers support the idea which claims about task based language teaching method pursues the development of integrated skills during teaching learning writing skill. However, 15% of the participants could not decide on the point which expresses that task based language teaching method pursues the development of integrated skills. None of the participants stated “disagree” and “strongly disagree”.

Figure 16: TBLT gives much psychological burden to a teacher as facilitator

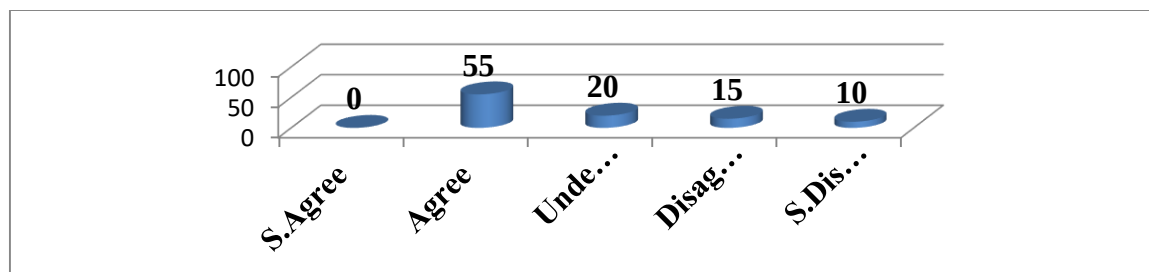


Figure 16: shows the frequency count of answers provided to the statement above: Task Based Language Teaching method gives much psychological burden to a teacher as facilitator during teaching learning writing skill. 55% of the participants shows “agree” which is the point indicates that task based language teaching method gives much psychological burden to a teacher as facilitator during teaching learning writing skill, but 20% of the participants could not decode about the method contributes much psychological burden to a teacher as facilitator. On the other hand, 15% of them stated “disagree”, and 10% of them pointed out “strongly disagree”. This shows some of the teachers believe that the method does not create psychological burden upon them.

Figure 17: TBLT requires much preparation time compared to other approaches

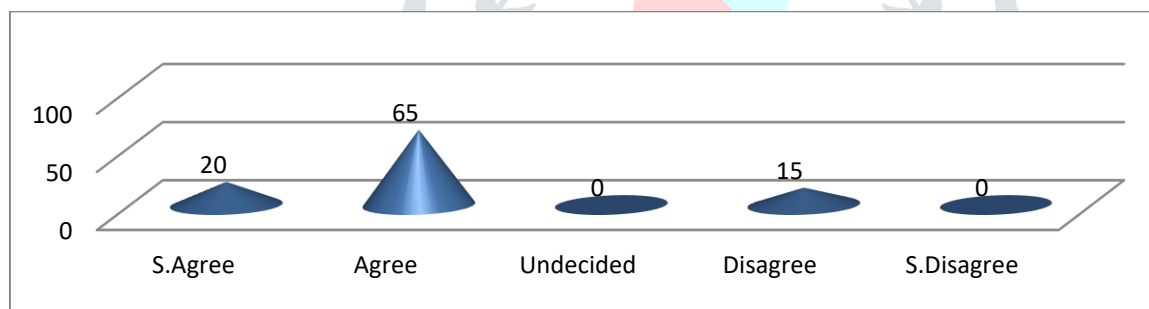


Figure 17 shows the frequency count of answers provided to the statement above: Task Based Language Teaching method requires much preparation time compared to other approaches during teaching learning writing skill. 65% of the respondents disclose “agree”, and 20% of them stated “strongly agree”. This implies majority of the English teachers consider that task based language teaching method requires much preparation time compared to other approaches during teaching learning writing skill at preparatory school. However, 15% of the participants pointed out their view on this idea “disagree”. From this one may infer that some of the teachers do not consider that the method requires much preparation time compared to other approaches.

Figure 18: TBLT is proper for controlling classroom arrangements

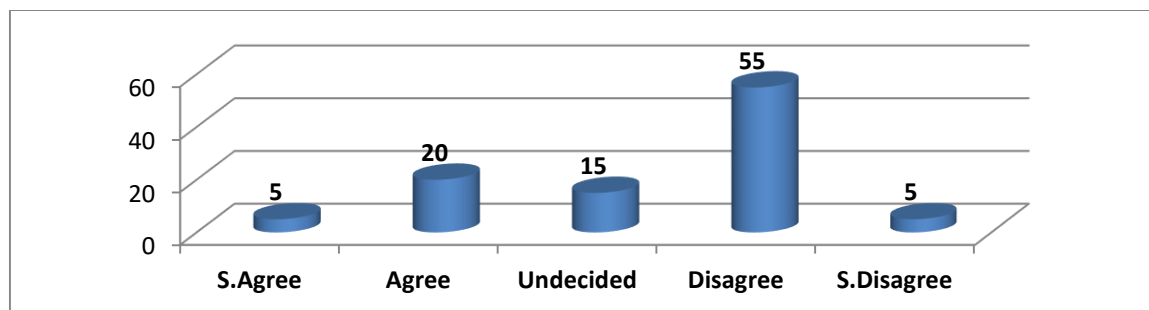


Figure 18: shows the frequency count of answers provided to the statement above: Task Based Language Teaching method is proper for controlling classroom arrangements during teaching learning writing skill. In this regard, 55% of the participants disclose “disagree” and 5% of them stated “strongly disagree” on the point which deals with task based language teaching method is proper for controlling classroom arrangements while they are teaching writing skill. Moreover, 15% of the respondents could not express their view concerning the method is proper for controlling classroom arrangements. In contrast, 20% of them stated “agree” and “5% of them disclose “strongly agree”. This shows that some of the teachers believe that the method is proper for controlling classroom arrangements.

4. FINDINGS AND CONCLUSION

The other issues addressed were the most difficult problem during teaching writing skill at preparatory school. The findings from the teacher questionnaire, classroom observation and teachers interview are mentioned as follows:

- Majority of the teacher respondents stated that vocabulary restriction among the students was one of the problems for teaching writing skills.
- The teacher respondents revealed that the challenging issue in teaching writing skills was the difficulties associated with grammar faced by the students.
- A majority of the teacher respondents confirmed that lack of ideas is the problem while they are teaching writing skill. Most of the students faced challenge to develop well-organized written text.
- According to the teacher respondents, the topics for teaching and learning writing skills are not attractive and, persuasive enough which makes it quite discouraging to learn and writing skills.

The other focus area of the teachers’ questionnaire classroom observation and teachers interview was the teachers’ awareness of TBLT method practicing in developing students writing skill.

- Majority of the teachers were aware of that task should be a communicative goal directed.
- According to of teacher respondents, majority of the teachers were awareness of this method which primary goal is meaning; the teacher respondents also revealed that a task should have a clearly defined outcome, and task is an activity where learners use the target language which addresses the meaning of task in task based language teaching method.

- Majority of the teacher respondents were aware of the relationship between principles of communicative language teaching and task based language teaching methods.
- The teacher respondents result shows that majority of the teachers do not have a problem concerning the student-centeredness of task based teaching method.
- According to the teachers' respondents, majority of the teachers were aware of the three phases of TBLT method such as pre-task, task cycle and post task.
- The teachers respondents indicated the implementation of task based language teaching strategies to teach writing skill due to enhancing preparatory school students
- A majority of the teacher respondents supported the appropriateness of TBLT method in developing students writing skill.
- A majority of the teachers had positive attitudes towards the effectiveness of Task- based Language Teaching in developing writing skills in preparatory schools.

Moreover, the other focus area of the teachers' questionnaire was the teachers' experiences of giving feedback during teaching to developing students writing skill.

- Learners were always provided feedback on grammar rules rather than other components of writing skills.
- The majority of the teacher respondents claimed that they provide feedback on punctuation marks, spelling, and capitalization.
- Majority of English teacher did not give feedback on vocabulary which might mean the teachers did not give emphasis on the importance of vocabulary in developing students writing skill.
- According to the teacher respondents, majority of the teachers did not give feedback regarding organizing the idea in their written text. This implies teachers did not give equal emphasis for idea organization while they are giving feedback for their students' written text.
- The teacher respondents revealed that majority of English teachers do not usually provide feedback for writing paragraph. This implies students might not be aware of the way of organizing unified, coherent and adequate paragraphs for written communication.
- According to the teacher respondents, majority of English teachers do not provide feedback on cohesive devices.

The other focus area of the teachers' questionnaire, classroom observation and teachers interview was the teachers' experiences and attitude of implementing TBLT method to teach writing skill.

- The teacher respondents show that majority of the teachers in the study area do not use of experiential learning in writing.
- As the teacher respondents revealed, majority of English teacher did not always employ TBLT. This might be the cause of lack of awareness and being unfamiliar with the principles of TBLT.

- The result from teacher respondents implies that half of the participants do not have interest to use this method during teaching writing skill.
- Majority of English teachers believe that task based language teaching method provides a relaxed atmosphere to promote the target language use
- Majority of the teachers support the point that deals about task based language teaching method activates learners' needs and interests while they are teaching writing skill.
- The result from teacher respondents implies majority of the teachers support the idea which claims about task based language teaching method pursues the development of integrated skills during teaching learning writing skill.
- Majority of the teacher respondents revealed that task based language teaching method gives much psychological burden to a teacher as facilitator during teaching learning writing skill
- As the teacher respondents, majority of the English teachers consider that task based language teaching method requires much preparation time compared to other approaches during teaching learning writing skill at preparatory school.
- Majority of the teacher respondents considered that task based language teaching method is not proper for controlling classroom arrangements while they are teaching writing skill.
- Majority of the teachers believe that to help students in order to enhance their writing skill the teaching learning materials should be meaningful and purposeful based on real-world contexts.

5. Recommendations

According to the findings of this research, the researcher recommends that majority of the studies in the past on English writing development have been in Ethiopian context with fewer studies beyond these contexts, especially in Ethiopia preparatory schools. Due to this in writing development more studies on writing should be undertaken to shed light on how to investigate writing skill development in task-based language teaching implementation in Ethiopia.

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