

## **IMPACT OF TASK-BASED INSTRUCTIONS (TBI) ON WRITING PROFICIENCY OF ESL LEARNERS AT INTERMEDIATE LEVEL.**

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**ABSTRACT**-The objective of this paper is to discover the writing skills of students through task-based instruction (TBI) tasks, its significance for intermediate students, and their current level of writing skills. For this purpose, we used a quantitative approach. We used a structured questionnaire for collection of data from Government College of Vehari and Punjab College Vehari. The sample was taken randomly. The size of sample was 120 students of intermediate level studying English as a compulsory subject. Likert Scale was used to measure the attitude of the students about task-based instruction (TBI). The data was analyzed through Statistical Package for Social Sciences (SPSS version 17.0). Our study results show that these students have positive attitudes towards TBI tasks. We suggest that TBI method may be used in teaching to improve the writing skill of the students.

**Key Words:** Task Based Instruction, Writing Skills, Intermediate Students.

**Type of Research:** A Case Study

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## **1. INTRODUCTION**

The writing is a vital language ability that enables populace to convey their thoughts and feelings. They use it to describe themselves, clarify their knowledge and their ideas, to identify with the problems that can face them at the same time as to discover solutions for such problems. Teaching to write in English as a second language allows learners to locate their opinion on paper, sees their ideas in print, and shares them with others. Writing also enhances language acquisition as learner's research with sentences, words, and large chunks of writing to speak their ideas efficiently and to support grammar and glossary they are learning in class (Bello, 1997). It helps to strengthen learning to provide it accessible for use in other areas such as, speaking, listening and reading (Mohamed, 2000). Writing has been seen as crucial useful, important and questionable piece of any language curriculum. Knowledge to write chains students in learning the rules of handling they be taught to spell and to use suitable grammar and conventions. These days, the Task Based Language Teaching (TBLT) is measured because an effectual approach so as to have the prospective to develop the learners' difficulty as well as accuracy of the writings. Nunan (p: 9, 2004) claims to 'the capability on the way to make use of a second language would grow mechanically if the learners paying attention on connotation in the development of finishing tasks'. Hence, it is supposed to a good quality way in the direction to encourage the effectual learning in the time as learners are entirely busy in practicing in a language task, rather than immediately learning on the subject of the language. Breen offers a further explanation of an educational task (1987): 'Any prepared language learning attempt which have a particular aim, suitable content, a particular functioning Process and a series of outcome for individuals, who agree to the task 'Task' is consequently understood to submit to a series of work plans which contain the generally purpose of facilitate the

language learning from the straightforward as well as short exercise kind, to extra compound and also lengthy actions such like group dilemma-solving or simulation as well as decision-making.’ TBLT be measured as individual of the most recent trend whereby the students are showing the real, sense base, as well as innate language for attainment. Nunan (2004, p: 30) believes so as to ‘Task-based education exploits the transformation development along with allows the students to develop interest within the language’. Because a model of TBLT, the language is used while a tool for completion of tasks somewhat at the same time as a subject matter into its personal right. Consequently, language is regard as means to perform the task rather than since an end. Within task based course which be seriously subjective throughout the communicative advance learners freely substitute information in addition to be relevant language deficient any illogical concern for mistake. Within this curriculum the learners subconsciously discover a language while performing some kind of tasks; therefore, whichever language learning is mentioned reason, a number of teachers of writing think about this approach since a very attractive as well as important to put into practice for teaching.

During the 21th century, so the English language is regarded since individually the mainly important statement apparatus in favor of people as of educational to commerce field. Along with the basic four language skills, writing not simply provide an obtainable entrée to helpful communication although as well enable people universal toward maintain by this rapidly-changing globe. Since it is, ESL teachers have to be organized through recognitions of the variety of learners as well as of the difficulty of language instructions and knowledge. In general, ESL teachers must plan themselves in favor of the sound information of teaching theory along with be careful of the learners’ individual’s desires also.

What makes writing complex? What factors contributes toward this complexity? The following questions lying on writing have been answer through preceding research although still, numerous learners have pitiable writing ability. What might be an effectual approach toward the development of learners' writing skills? So this research must promote the language educators, the teachers as well as administrators during their endeavor toward get better education practices chiefly within the enlargement of instructional resources paying attention on the expansion of the learners' writing skills. Lastly, this research might supply while an origin intended for further researches into the expansion of suitable functional, important furthermore correct instructional resources by means of writing tasks so as to would improve the learners' writing skill.

### **1.1. Statement of the Problem**

The dilemma of the current research could be identified by the students'' poor mastery of some writing skills that should be developed in the experimental language preparatory schools. Base on the researcher's understanding as a teacher of English foreign language at preparatory stage, the researcher noticed that when students at that stage write, they had problems with supporting the topic with relevant ideas, constructing correct sentences, using rules of grammar correctly, applying rules of capitalization and punctuation correctly, writing coherent sentences and spelling words correctly. We noticed that writing is the least skill which first year preparatory stage students show real desire and willingness to practice and that they get disappointed as they sit in class as non-participants in writing tasks. They often get low scores on their writing tasks. This may be attributed to the prevailing regular methods of teaching writing adopted by most ESL preparatory stage teachers in which teachers impose certain topics on their students to write on and they may or may not discuss these topics with their students before writing. Moreover, there is no integration between writing and

other language skills while teaching English to those students.

The English is a universal language. Several parents into Pakistan are especially willing to create their kids study English language as premature as one year older, for they expect that their kids may contain a chance toward master the English language, obtain a first-class job, as well as live a superior life. It may therefore be to real understood so as to these children be able to have an elevated English proficiency stage. Though, they want to make further efforts during the education of writing yet though they might perform superior in the ground of listening, communication, along with reading. Who is accountable in favor of such a unsatisfactory outcome? Parents rendering their children toward the English learning surroundings as early on as can survive; teachers attempt their greatest to help out the students to learn English well; students also attempt in the direction of live up just before parents' along with teachers' outlook. However, the extremely sad information is with the intention of the common of students be able to read each word of the inscription guidelines just to be anxious regarding how to produce "useful" thoughts from the foundation of text, furthermore most significant of all, how toward express their thoughts during a well-organized method. While a result, for the most part students seem toward have no troubles with listening, communication, furthermore reading, although they have encounter difficulties of writing in English. Normally, they do not identify how to produce writing thoughts, how to classify logically, how in the direction of use dialogue markers along with rhetorical convention toward put them cohesively interested in a printed text, how to improve text for clearer sense, how to correct text for suitable grammar, as well as how to make a last product into terms of following language (L2) writing. Discouraged, some student even gives up the writing since they believe, "I feel of ease while I have a chat by my American acquaintances. We are capable of chat

for additional than two hours among no problem. How approach you constantly say here are so numerous don'ts into my writing?"

## **1.2 Objectives of Research**

The main objectives of this study are stated as under: -

- 1.To discover the effect of the task-based writing of ESL teaching on the college student of low English proficiency stage. Specially, the study will try to investigate into an ESL classroom:
1. To study how an English teacher along with students acquired most excellent communication?
2. To investigate how an English teacher energetically engaged the students' in writing activities?
3. To study how an English teacher prepared students motivation in learning inside as well as outside of classroom?
4. To study the attitude of learners towards writing.
- 5.. To measure the effect of task-based writing instructions on developing students' affective, cognitive and behavioral attitudes towards writing.

## **1.3 Research Questions**

We bifurcated our research problem into the following questions in order to explore their answers: -

1. What is the effectiveness to apply task-based writing instructions toward teaching of the intermediated students?
- 2.What is intermediated students' attitude in the direction of task-based writing instructions?
- 3.What is the level of writing ability of the intermediated students?
- 4.Is the task-based instructional resource very helpful during enhancing the writing presentation of the college learners?

## **2. RESEARCH METHODOLOGY**

This section provides explanation of the participants, design, duration and instruments of the research. Ever since task-based education of ESL writing is missing quite intact, the current research efforts to examine the position so as to task-based writing be able to play into language achievement of Pakistani ESL beginners. More exclusively, this research aims on investigate the effects to completing individual furthermore decision-making tasks in the situation of individual, in couples, group with no planning may have on ESL students' writing skills.

### **2.1. Sample of Study**

The sample of the study was taken randomly from Government College of Vehari and Punjab college Vehari campus. Total 120 students, studying English as compulsory subject at intermediate level were included into the sample. Their ranks are determined through an average proficiency assessment conducted following the first phrase. So, their language proficiency ranks are similar.

### **2.2 Research Instruments**

In this study we used the questionnaire for collection of data. The questionnaire was designed with 22 close ended questions and it was distributed among 120 randomly selected intermediated students, 60 from each college. Regarding the frame, the questionnaire contains various questions intended to collect particular answers from the respondents. This questionnaire is adapted as of the opinion questionnaire constructed through Webster, Ryan, and Trevino (cited in Egbert, 2003). Within Egbert's theory, this survey tries near calculate the learners' opinions of 'course throughout language classrooms'. The questionnaire was divided into two main sections. The first part name "demographic information" consisted of general questions about the participants like name, gender, program and class. The second part was designed to inquire about

participants' attitude towards task-based writing and also the effectiveness of task-based writing in classes. Students have to select from different options. A four-point Likert Scale was used to measure the attitude of the respondents. The options start from strongly disagree, next is disagree then agree and last option is strongly agree.

### **3. DATA ANALYSIS**

The core objective of this study is to observe the effectiveness of task-based instructions on the development of students' writing skills into classes, student's observation of task-based instruction as well as teacher's approach towards this approach. The data was collected through a structured questionnaire from a sample of 120 students. The analysis of data is given below:-

#### **3.1 Impact of Task Based Instructions**

All the questions were designed to gather information about the participants' preference towards TBI. Investigate the impact of task-based writing instructions on writing proficiency of ESL learners. When question is asked about the preference of TBI, majority of the students 35% (n=42) were agree with the preference of task based instruction because they enjoyed the TBI tasks, while 32.5% (n=39) were disagree with the preference of task based instructions, whereas 16.7% (n=20) were strongly agree with the preference of TBI, and 15.8% (n=19) were strongly disagree with the preference of TBI.

**Table 1 Preferences of TBI**

<b>Preference of TBI</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly disagree	19	15.8
Disagree	39	32.5
Agree	42	35
Strongly agree	20	16.7
Total	120	100

Table 1 shows that 43.3% of respondents are (n=52) agree that TBI Tasks were interesting in itself and through this they were learned new words and also developed their vocabulary, while 39.2% (n=47) also strongly agree with it, but 15.8% (n=19) disagree that tasks were interesting in itself and 1.7% (n=2) strongly disagree with this concept.

**Table 2: TBI interesting in itself**

<b>TBI interesting in itself</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly disagree	2	1.7
Disagree	19	15.8
Agree	52	43.3
Strongly agree	47	32.9
Total	120	100

**Table 3: Aware of distractions**

<b>Aware of distractions</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly disagree	26	21.6
Disagree	24	20
Agree	30	25
Strongly agree	40	33.4
Total	120	100

Table 3 shows that 33.4% (n=40) strongly agree that doing tasks they were aware of distractions, 25% (n=30) agree with this, while 21.6% (n=26) strongly disagree with it and 20% (n=24) disagree with it.

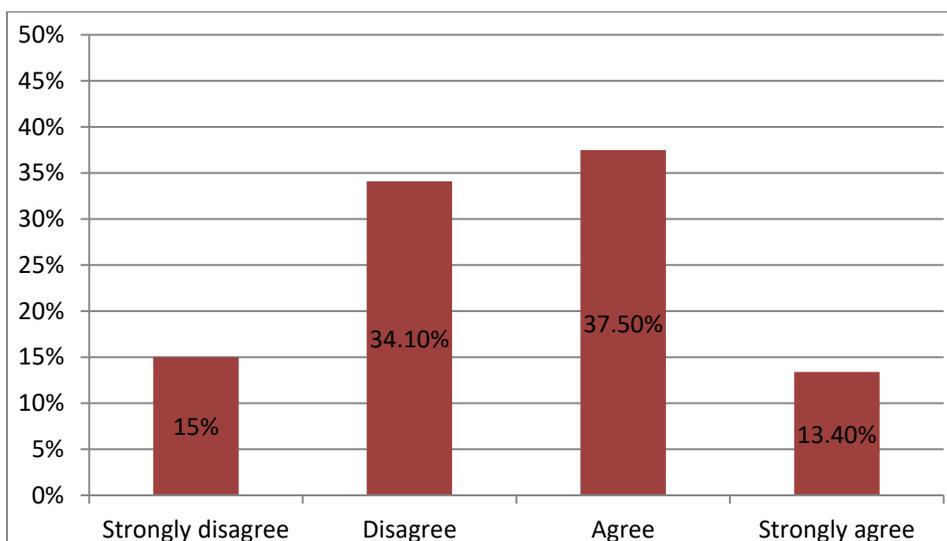
**Table 4: Enjoy being a part of group**

<b>Enjoy being a part of group</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly disagree	15	12.5
Disagree	25	20.8
Agree	60	50
Strongly agree	20	16.7
Total	120	100

Table 4 indicates that majority of the participants 50% (n=60) agree to enjoy being part of a group, they enjoy the task-based instructions writing tasks, 20.8% (n=25)

disagree with this, 12.5% (n=15) strongly disagree to work in group, whereas 16.7% (n=20) strongly agree to being part of a group.

**Figure 1: TBI Tasks Helped Extending Writing Ability**



Graph 1, shows that 37.5% (n=45) agree that TBI tasks helped me to extend my writing ability while 34.1% (n=41) disagree with it that TBI tasks helped me to extend my writing ability, 15% (n=18) strongly disagree and 13.40 (n=16) strongly agree.

**Table 5: Tasks allowed me the control**

Tasks allowed me the control	Frequency	Percentage
Strongly disagree	16	13.4
Disagree	32	26.6
Agree	54	45
Strongly agree	18	15
Total	120	100

Table 5 shows 45% (n=54) agree that tasks allowed me to control what I was doing, 26.6% (n=32) disagree while 15% (n=18) strongly agree and 16% (n=16) strongly disagree.

**Table 6: TBI Tasks Helped Decision Making**

TBI Tasks Helped Decision Making	Frequency	Percentage
Strongly disagree	9	7.5
Disagree	26	21.7
Agree	73	60.8
Strongly agree	12	10
Total	120	100

Table 6 shows that 60.8% (n=73) agree with it that due to TBI tasks I make a decision about how to study to complete the task, 21.7% (n=26) disagree while 10% (n=12) strongly agree and 7.5% (n=9) strongly disagree.

**Figure 2: TBI tasks aroused my imagination**

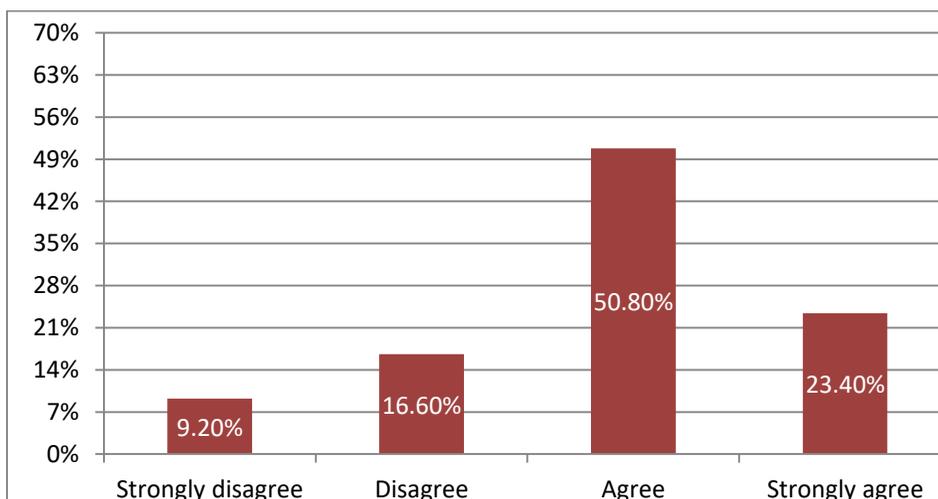


Figure 2 clearly shows that the majority of the participants 50.8% (n=61) to be précised agree that TBI tasks aroused my imagination, 23.4% (n=28) strongly agree with the statement, while 16.6% (n=20) disagree with it and 9.2% (n=11) strongly disagree that TBI tasks aroused my imagination.

**Table 7: Frequently feels difficulty**

<b>Frequently feels difficulty</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly disagree	25	20.8
Disagree	49	40.8
Agree	22	18.4
Strongly agree	24	20
Total	120	100

Table 7 shows 40.8% (n=49) disagree that they were frequently feel difficulty, 20.8% (n=25) strongly disagree with it, 20% (n=24) strongly agree and 18.4% (n=22) agree with this question.

#### **4. FINDINGS AND RESULTS**

The objectives of this study is to investigate the intermediate students' proficiency level of writing skills, their attitudes towards writing skills through TBI, perception of the usefulness of TBI. Here we will answer to all the research questions in the light of the results drawn from the data.

Our study has found that TBLT could develop the learners writing skill into vocabulary, procedure, sentence structure / grammar, content, as well as organization. TBLT could improve the learner's ability into expressing thoughts. Working into groups enlarged the student's contribution into writing classes. We

have also found that TBLT as well give confidence to the learners to write. It furthermore made the classroom condition more energetic. It could develop the teacher's attempt to build the challenging tasks toward the learners. TBLT could decrease the teacher's dominance in writing classroom. The accuracy into writing might be achieved through giving further portions in the direction of vocabulary construction as well as language focus. The students' showed their keen interest by high participations into the classroom. They were enthusiastic to perform the tasks through high courage. The students were not scared of making errors, as the writing class was pleasant to these students. The teachers also tolerated the learners with a variety of levels of skills. The pair as well as group work be colored via the learners laugh. It also showed the keenness of the students into learning writing into relax environment. TBLT prepared the lesson into an easy way to understand along with TBLT could make easy them into learning writing skill. TBLT were also encouraging the students. These activities encouraging the students to transform their ideas intro writing. The learners were interested to join these activities consequently learners wanted to study more.

Our study illustrated that students are not very proficient into the productive skills, i.e. speaking as well as writing. Because they accounted that they are skillful enough into other two essential skills, i.e. reading as well as listening. While it comes toward secondary skills they locate themselves rather comfortable into English grammar however pronunciation, vocabulary furthermore communication abilities are their weak links. The students' self-reports of their speaking and writing skills being lower than the required abilities show that they have yet to ace the expertise characteristics required. There is a frequency of use of productive skills is very less and they are hardly use them on the regular basis while the focus of attention is remains on the non-productive skills that make them less proficient into the productive as well as communication skills.

## **5. Conclusions**

We conclude from the above discussion that the use of TBLT into the writing classes can develop students writing skill. The development of the learners writing skill might be recognized since the development of expressing ideas and thoughts with appropriate words (vocabulary), via correct sentence structure / grammatical structure as well as mechanics, along with building a composition through good improvement of thoughts (content) furthermore organization This research examined the results of a task-based instruction on a development of students' writing abilities. Our results also entail that task-based teaching are somewhat useful for developing students' writing skill as well as it could be sighted as a substitute teaching process so that it can be integrated through current processes.

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