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**THE EFFECT OF TASK BASED LANGUAGE TEACHING
ON IMPROVING THE WRITING AND SPEAKING SKILLS
OF PAKISTANI ESL LEARNERS**



RAI ZAHOOR AHMED

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Awang Had Salleh
Graduate School
of Arts And Sciences

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Assoc. Prof. Dr. Noor Hashima Abd Aziz

Tandatangan
(Signature)

Nama Penyelia/Penyelia-penyelia:
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Abstrak

Kajian tentang Pengajaran Bahasa Berasaskan Tugas (*Task Based Language Teaching*) (TBLT) untuk meningkatkan kemahiran menulis dan bertutur dalam kalangan pelajar universiti adalah sangat terhad, terutamanya dalam senario pengajaran bahasa Inggeris di Pakistan. Kebanyakan pelajar bahasa Inggeris sebagai bahasa kedua (ESL) di Pakistan mengalami masalah untuk berkomunikasi dalam bahasa Inggeris di luar kelas. Penyelidikan ini cuba untuk menentukan kesan TBLT dalam meningkatkan kemahiran menulis dan bertutur pelajar sarjana muda di Pakistan. Objektif utama kajian adalah meningkatkan keupayaan pelajar ESL di Pakistan untuk berkomunikasi dengan fasih dalam bahasa Inggeris dalam situasi kehidupan yang sebenar. Kajian separa eksperimen (*eksperimental-quasi*) telah direka bentuk menggunakan paradigma penyelidikan percampuran metodologi (*a mixed method research paradigm*). Peserta kajian terdiri daripada 50 orang pelajar sarjana muda universiti yang dibahagikan kepada kumpulan eksperimen dan kumpulan kawalan. Kajian meliputi 12 minggu pengajaran TBLT dalam kalangan kumpulan eksperimen manakala kumpulan kawalan diajar dengan kaedah pengajaran yang sedia ada di Pakistan. Ujian pra dan pasca dijalankan untuk menentukan sebarang peningkatan linguistik tiga prestasi bahasa kedua (L2) iaitu kerumitan (kapasiti menggunakan bahasa kedua tahap tinggi), ketepatan (keupayaan menghasilkan bahasa kedua tanpa kesalahan) dan kefasihan (keupayaan menghasilkan bahasa kedua yang fasih). Bagi data kualitatif, pelajar daripada kumpulan eksperimen menulis persepsi mereka tentang kaedah TBLT dalam Jurnal Refleksi Harian. Seramai 50 pengamal pengajaran bahasa Inggeris di peringkat rendah, menengah dan universiti juga memberikan maklum balas melalui soal selidik berkaitan pandangan mereka terhadap pelaksanaan TBLT dan pengajaran bahasa Inggeris (ELT) yang sedia ada di Pakistan. Sampel Berpasangan Ujian-T (*Paired Samples T-Test*) digunakan untuk menentukan perbezaan yang signifikan dalam data kuantitatif. Bagi data kualitatif pula, analisis tema digunakan untuk mengenal pasti tema dalam Jurnal Refleksi Harian pelajar dan maklum balas tenaga pengajar. Dapatan kajian mendedahkan bahawa kumpulan eksperimen menunjukkan prestasi yang lebih baik berbanding kumpulan kawalan dari segi penulisan dan pertuturan bahasa kedua (L2). Tenaga pengajar didapati tidak berpuas hati dengan sistem pengajaran bahasa Inggeris yang sedia ada dan majoriti daripada mereka tidak mengetahui tentang TBLT. Kesimpulannya, kajian ini membuktikan bahawa kaedah TBLT boleh meningkatkan kemahiran menulis dan bertutur bahasa kedua (L2). Sehubungan itu, TBLT disyorkan untuk digunakan dalam meningkatkan pedagogi pengajaran bahasa Inggeris sebagai bahasa kedua (ESL) di Pakistan.

Kata kunci: Pengajaran bahasa berasaskan tugas, Bahasa Inggeris sebagai Bahasa Kedua, pengajaran bahasa Inggeris, prestasi dalam bahasa kedua

Abstract

Studies in Task Based Language Teaching (TBLT) to improve writing and speaking skills of university undergraduates are very limited, particularly in Pakistani English Language Teaching (ELT) scenario. Pakistani learners face problems to communicate in English outside classrooms. This study endeavors to determine the effect of TBLT in improving writing and speaking skills of Pakistani undergraduates. The prime objective of the study is to enable the learners of English as a Second Language (ESL) to communicate fluently in English during real life situations. The quasi-experimental study was designed using a mixed method research paradigm. Research participants comprised 50 university undergraduates divided into an experimental and a control group. The study consisted of 12 weeks of TBLT treatment to the experimental group and the control group was taught by the existing teaching methodology in Pakistan. The pretest and the posttest were conducted to determine any linguistic achievement in terms of Second Language (L2) performance triad i.e. Complexity (capacity to use advanced L2 language), Accuracy (ability to produce error free L2) and Fluency (ability to produce fluent L2). For qualitative data, students from the experimental group wrote their views about TBLT treatment on Weekly Reflective Journals. Fifty ELT practitioners teaching at primary, secondary and tertiary levels responded to the questionnaire to investigate their views about introducing TBLT and existing Pakistani ELT. A Paired Samples T-test was administered to determine significant differences among the quantitative data. For qualitative data, a thematic analysis was used to examine themes in the Reflective Journals and in the responses from the teachers. The findings revealed that the experimental group performed better than the control group in L2 writing and speaking. The teachers were not satisfied with the existing ELT system and majority of the teachers did not know about TBLT. The study concluded that TBLT improved L2 writing and speaking skills. It was recommended to implement TBLT for better ESL pedagogy in Pakistan.

Keywords: Task Based Language Teaching, English as a Second Language, English Language Teaching, L2 Performance

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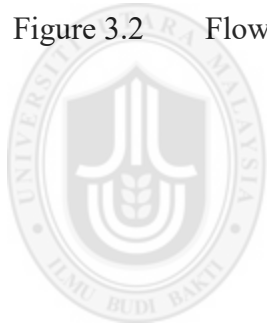
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List of Abbreviations

EFLEnglish as Foreign Language
ELTEnglish Language Teaching
ESL	..... English as Second Language
FoF	..... Focus on Form
GTM	..... Grammar Translation Method
L1	.....First Language / Mother Tongue
L2	..... Second Language
LRE	.....Language Related Episode
LTM	.....Long Term Memory
MFRM	.....Many-Facet Rasch Measurement
DFID	.....Development Fund for International Development
PEELI	.....Punjab Education and English Language Initiative
PPP	..... Presentation Practice Production
SBLT	.....Structural Based Language Teaching
SLA	.....Second Language Acquisition
STM	.....Short Term Memory
TBLT	.....Task Based Language Teaching
TSLT	.....Task Supported Language Teaching

CHAPTER ONE

INTRODUCTION

1.1 Introduction

English language is progressing and spreading all over the world as a continuous global phenomenon to meet the ever increasing and diverse communicative needs of the people in every sphere of life. This global trend has developed numerous English language teaching methodologies (Brown, 2000; Harmer, 2009). Now English Language Teaching (ELT) has emerged out as one of the major international enterprises and it has been recognized as an independent discipline instead of being a small part in applied linguistics (Pishghadam, 2011). Task Based Language Teaching is one among the various effective language teaching approaches (Branden, 2016; Ellis, 2014). The current research is an endeavor to determine the effectiveness of Task Based Language Teaching (TBLT) to improve the productive skills (both speaking and writing) of ESL learners in Pakistani ELT scenario.

In the present era English language has emerged as the most commonly used language internationally and the demand to learn English is increasing everywhere (Mahboob, 2012). In fact English is the “Lingua Franca” of our age and a key to success in all fields of life around the world. English has become the symbol of success in every field of life and ESL learners in Pakistan try to be proficient in English for their bright future (Rahman, 2002). The status of English, due to its permanent association with the elite class of Pakistan has made it the most prestigious language (Mahboob, 2009; Nawab, 2012; Rahman, 2003).

In Pakistan teaching-learning of English language is based on Grammar Translation Method (GTM) since 1947 i.e. the independence of Pakistan (Behlol & Anwar, 2011; Ghani, 2003; Shamim, 2008; Siraj, 1998). On the other hand, the global spread of English language has resulted in a variety of new language teaching methods all around the world and TBLT is regarded as one of the most effective language teaching approach (Long, 2016; Pishghadam, 2011; Skehan, 2016). According to Brown (2000), many English language teaching methods originated from diverse perspectives during the mid of 20th century. Mukalel (1998) asserts that ELT is a field of theory as well as practices and it is a body of knowledge that consists of the following three broader areas.

- a) The structure of English language
- b) English language teaching methodology
- c) Materials preparation for ELT.

These three areas are explorative and there is much attraction for ELT practitioners and researchers to focus on any one of these areas depending upon their expertise and interest. The prime focus of this research is improvement in the existing teaching of English language by implementing Task Based Language Teaching in Pakistani ELT classrooms. Another rationale for this research is to bring an innovation in the teaching of English language in Pakistan by introducing TBLT as compared to the existing traditional English teaching methodology i.e. Grammar Translation Method based on Behaviorist school of learning utilizing Presentation-Practice-Presentation paradigm (Ahmed & Bidin, 2016a; Ahmad & Rao, 2012; Willis & Willis, 2007; Zafar, 2015; Zainuddin, Yahya, Morales-Jones & Ariza, 2011).

Presently, TBLT has emerged as an effective and the most recent approach in ELT all over the world (Fakuta, 2016; Li, Ellis & Zhu, 2016; Long, 2015; Pishghadam, 2011). TBLT is in practice not only in America, Europe and Australia but also in many Asian countries such as Hong Kong, Vietnam, Japan, Korea, Iran, Turkey, India, China, UAE and many more in this list (Carless, 2007; Dailey, 2009; Ducker, 2012; Ellis, 2014; Newton, 2013; Rahimpour, 2008; Shehadeh, 2006; Shehadeh & Coombe, 2012). TBLT is one of the most dominant language teaching approaches and it has become an essential part of the language pedagogies in various curricula around the world (Branden, 2016; Carless, 2009; Skehan, 2016; Wang, 2011). The next section presents the background of current research.

1.2 Background of the study

This section illustrates the arrival of English in Indian subcontinent and the function of English in Pakistan demonstrating the background scenario of this research. English came to the Indian subcontinent in 1600 with the establishment of East India Company by the British merchants in India (Ahmed & Bidin, 2016a; Ali, 1993; Baumgardner, 1993; Mahboob, 2012). The English people ruled over the Indian subcontinent from 1858 to 1947. The British left India in 1947 after the emergence of India and Pakistan as independent countries. English language is enjoying the status of official language ever since the independence of Pakistan in 1947 as it became the language of government, courts, military, education and media (Ahmad & Rao, 2012; Baumgardner, 1998;

Mahboob, 2009). The following is the discussion about ESL versus EFL status of English in Pakistani education system.

English language in Pakistan has the status of an ESL as compared to the EFL environment as English language has a significant influence on other regional languages due its association with the elite class (Mahboob, 2012; Rahman, 2003). Pakistan being a member of the Commonwealth and previously located in the British colony in the Indian subcontinent comes in the second circle named as the ‘outer circle’ in terms of Kachru’s (1990) three concentric circles such as the ‘inner’, ‘outer’, and ‘expanding’ circles. The inner circle represents the native speakers of English language such as England, Australia, Canada, America and so on. The “outer circle” depicts the countries where English has an influential role as compared to other regional languages. The countries in “outer circle” are mostly the previous colonies of England and even after the departure of the British rulers English language has an influence in these countries (Kachru, 1990). English language still has the prestigious place in these countries such as Pakistan, India and Malaysia. The “expanding circle” consists of those countries where neither English language has a dominating place nor England ruled there in the past such as Iran, Thailand, and Indonesia.

Figure 1.1 describes Kachru’s (1985, 1990) three concentric circles about the spread of English in the world.

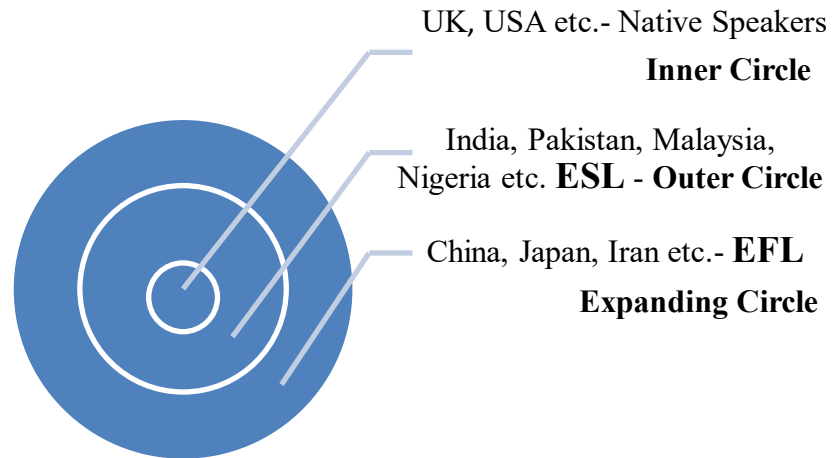


Figure 1.1 Kachru's three concentric circles of World Englishes (1985, 1990).

Figure 1.1 illustrates that English language has a dominating role in Pakistan as English is an ESL in Pakistani context. Several English medium schools have emerged just like mushrooms all over Pakistan even after getting independence from the English people in 1947 (Rahman, 2003). In Pakistan, the standard of English language proficiency is still poor due to outdated teaching methodology utilizing a Presentation-Practice-Production paradigm (Behlol & Anwar, 2011; Memon, 2007). Necessary measures are required to improve Pakistani ELT system for the communicative and functional purposes.

It has been decided by the government of Punjab in 2009 to teach English as a compulsory subject right from Class One (i.e. five years of age) to Bachelor level and to adopt English as a medium of instruction for every subject other than Urdu and Islamic Studies (Ahmed & Bidin, 2016a; Zahid, Ghani, Khan & Ali, 2014). However, the teaching and learning of English is conducted in a traditional way as learning English for Pakistani students is a complex and complicated phenomenon (Nawab, 2012; Shamim,

2008). This situation entails a detailed presentation of the existing ELT scenario in Pakistan. The next section describes the existing ELT scenario in Pakistan.

1.3 Status of ELT in Pakistan

According to the British Council in Pakistan, the educational set up of Pakistan, in general and ELT in particular, is among the least developed in the developing countries (McNicoll, 2013; Zahid et al., 2014). A massive step is required to uplift the current situation to stand competitive in this ever changing and ever growing world. There is a major problem with the learning and teaching of English at all levels in Pakistan due to various reasons such as dearth of ELT trained teachers and low level of motivation towards learning of the English (Nawab, 2012). The substandard and outdated textbooks, traditional language teaching methodology and the conventional examination system contribute to represent English as the most difficult subject in Pakistan (Ahmed, Ahmad, Bukhari & Bukhari, 2011; Shamim, 2008).

The centuries old teaching methodologies are in practice in the education system of Pakistan, which are unable to meet the needs of ever progressing and dynamic ESL pedagogy in 21st century (Zahid et al., 2014). Due to outdated language teaching methodology i.e. GTM, most of the failure ratio at any level of education particularly in the Punjab province, and all over Pakistan as well, is in English as compared to other subjects (Behlol & Anwar, 2011; Ahmed & Bidin, 2016a). It is evident and easily verifiable from the boards and universities during the result announcements in print and

electronic media. Being concerned with this alarming situation, the government of Punjab province has signed various MoUs (Memorandum of Understandings) with international as well as national NGOs such as the British Council in Pakistan's PEELI project (Punjab Education and English Language Initiative) and Development Fund for International Development (Ahmed & Bidin, 2016a).

The British Council's PEELI project i.e. Punjab Education and English Language Initiative (2013-2018) aspires to guarantee that by the end of 2018 all students admitted in the schools in Punjab will be facilitated with quality ELT that will be equivalent to internationally recognized standards (Coleman, 2010; McNicoll, 2013). But, the teaching and learning of English is conducted by utilizing GTM and no measure of innovation in ELT is under consideration by the stakeholders (Zahid et al., 2014)

The most recent and eye opening survey conducted by the British Council in Pakistan (completed in October, 2013) to analyze the ELT situation in Punjab, demonstrates that at present 94% of teachers do not meet the minimum standards necessary to deliver quality English language education (Coleman, 2010; Zafar, 2015). There is no apparent progress in the ESL pedagogy in Pakistan due to certain reasons such as dearth of ELT trained teachers and one of the major reasons is the traditional language teaching methodology in Pakistani ELT context (Ahmad & Rao, 2012; Behlol & Anwar, 2011; Ghani, 2003; Habib, 2013; McNicoll, 2013; Siraj, 1998). The following subsection describes the ELT policy in Pakistan.

1.3.1 Pakistani ELT Policy at Different Educational Levels

English language has a dominant role in the entire education system in Pakistan at primary, secondary and the tertiary levels of education (Mahboob, 2012). No other language enjoys such status even the Urdu as a national language or the Arabic being the religious language of the Muslims in Pakistan. In 2009, the government has issued an executive order to adopt English as the medium of instruction from Grade One to Bachelor level (Zahid et al., 2014). English has already had the status of a core subject at all levels of education in Pakistan but in 2009 it has been re-emphasized keeping in view the global importance of English (Mahboob, 2012).

In Pakistan, university or the tertiary level education starts after twelve years of education and it has already been conducted in the medium of English ever since 1947 i.e. the independence of Pakistan (Rahman, 2003). The real situation of the medium of English in Pakistani education system is a complex phenomenon as English language pedagogy is utilizing Grammar Translation Method based on Behaviorist's practice drills and habit formation (Ahmed & Bidin, 2016a; Ghani, 2003; Memon, 2007; Siraj, 1998).

After English, the other most prestigious language in Pakistan is Urdu (officially declared as the national language) which is a symbol of a national identity marker and unifying the diverse multilingual society in Pakistan (Ayers, 2003; Mahboob, 2012). Thus, Urdu plays the role of L1 or the reference language in Pakistani English language pedagogy such as difficult words of English are translated into Urdu and students learn these translated

words by heart (Ahmed et al., 2011; Ghani, 2003; Habib, 2013; Zafar, 2015). This complex phenomenon of imparting English language education in Pakistan has created confusion among the students as they memorize English essays and stories just to pass the examinations and not for the functional or real life usage of English (Ahmed & Bidin, 2016a; Siraj, 1998). The vast majority of Pakistani ESL learners are the product of this existing educational scenario in Pakistan. The researcher is struggling to improve the ELT situation as the real function of learning a language is to be able to use learned language communicatively in real life practical situations.

The major purpose of this research is to determine the effectiveness of TBLT in improving productive skills (descriptive essay writing and monologic speaking i.e. oral picture description by one person) of Pakistani ESL learners at university undergraduate level. The next section presents the need and rationale for this research not only from the teachers' concerns but also as a motivation for the researcher to conduct the present quasi-experimental research.

1.4 Problem Statement

The ultimate goal of learning a second language is the learners' ability to communicate fluently (both in speaking and writing) in that language i.e. to enhance the learners' ability to participate in the target language interaction to achieve outcomes in real life practical situations (Ellis, 2003). The existing teaching-learning scenario of English language in Pakistan has not been effective in terms of productive skills (both speaking

and writing) i.e. to meet the oral and written communicative needs of the ESL learners (Ahmed et al., 2011; Habib, 2013; Nawab, 2012; Zafar, 2015).

The current research has attempted to improve the existing ELT scenario in Pakistan by implementing TBLT in Pakistan at the tertiary level as compared to the existing traditional language teaching by Grammar Translation Method utilizing the PPP (Present-Practice-Production) paradigm (Nawab, 2012; Zahid et al., 2014). Grammar Translation Method is based on behaviorism emphasizing repetition and practice drills for learning abstract grammatical principles of target language (Ghani, 2003; Stern, 1983; Thornbury, 2006). GTM is the most criticized language teaching method but still practiced in various countries (Ahmed & Bidin, 2016a; Rahimpour, 2008). In the existing circumstances students along with teachers are confined to follow the prescribed textbooks and in most of the time students are passive learners in Pakistani ELT classrooms having no focus on the communicative use of language (Ghani, 2003; Memon, 2007). The quality of target language performance (particularly in writing and speaking skills) by the students who are taught through GTM is on the decline as demonstrated by many researchers and ELT pedagogues (Behlol & Anwar, 2011; Ellis, 2014; Willis & Willis, 2007; Yasmin, Sarkar & Sohail, 2016).

The teachers in Pakistani ELT system have the solitary responsibility to control the language classroom that indicates language pedagogy as a one man show and ignoring the active role of the learners in language learning (Karim, 2006; Nawab, 2012; Zafar,

2015). Behlol and Anwar (2011) stated that the passing percentage in English of Secondary School Certificate examination (matriculation level i.e. Ten years education) was 78% as compared to O-Level examination (Cambridge University based system) which was consistently 100% over the years. This is shocking evidence and the real outcome of GTM, the existing English language teaching methodology in Pakistan, based on the memory driven system (Ahmad & Rao, 2012; McNicoll, 2013; Nawab, 2012; Shamim, 2008; Yasmin, Sarkar & Sohail, 2016).

This situation motivates the researcher to adopt a new approach in English language pedagogy that should be learner centered approach instead of the traditional ‘chalk and talk’ method of teaching in the existing Pakistani ELT system. The majority of ESL learners in Pakistan is unable to speak English language fluently in real life situations and same is the case with their L2 writing skills (Ghani, 2003; Karim, 2006; Yasmin, Sarkar & Sohail, 2016; Zafar, 2015). The outcome of existing ELT system is the inability on part of the learners for the communicative and functional uses of English language (Coleman, 2010; McNicoll, 2013; Nawab, 2012; Siraj, 1998).

Even after learning English language for fourteen years as a compulsory subject, most of the students hesitate to communicate fluently in English during job interviews by the government and non-governmental organizations as they never practiced speaking skill in ELT classrooms based on GTM (Shamim, 2008). English language teaching is conducted by the translation of difficult words of English into Urdu and it is memorized by the

language learners (Nawab, 2012; Siraj, 1998). English is regarded as the most difficult subject and the ratio of failure in English is much more as compared to all other subjects in Pakistani education system (Ahmed & Bidin, 2016a; Behlol & Anwar, 2011; Ghani, 2003; Mahboob, 2012; McNicoll, 2013).

The result announcement by the University of Punjab (2013) demonstrates that the passing percentage of English as a compulsory subject at Bachelor level (Fourteen years education) is 33.34% and for English Literature at Bachelor level, it is only 25.49% (Ahmed & Bidin, 2016a). This state is worsened at MA English level as the passing percentage of MA English in many Pakistani universities may not touch even the double digit figure. According to the result gazette of the Karachi University (a well reputed Pakistani university) in 2012, the passing percentage in MA English was just 3.19 % as only 18 students out of 565 candidates were successful and it decreased to only 3% in 2013 (Ahmed & Bidin, 2016a). This situation might be due to the traditional teaching approach used in Pakistan to teach English courses. Therefore an innovation in the teaching of English is deemed suitable in Pakistan. The current research is an effort to improve the existing ESL pedagogy.

According to the British Council's survey, Pakistani ELT is the least developed among the developing countries (McNicoll, 2013). Some radical steps should be taken to improve the existing standards of ELT in Pakistan and to be recognized as the high quality of language pedagogy in Pakistan producing confident users of English language

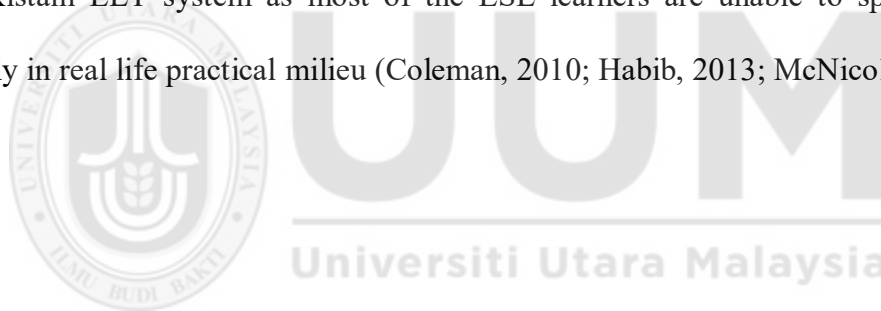
both in oral and written mediums. The vast majority of Pakistani students are unable to demonstrate their communicative abilities in English (both in writing and speaking skills) in real life contexts after spending years in the learning of English language (Behlol & Anwar, 2011; Nawab, 2012; Yasmin, Sarkar & Sohail, 2016). Hence, the innovation in Pakistani ELT is needed, particularly, for improving writing and speaking skills.

TBLT has provided ample empirical evidences for its effectiveness mostly in EFL circumstances. Rahimpour (2008) implemented TBLT in an Iranian EFL context as compared to the traditional structural based teaching following PPP and EFL learners performed better following TBLT as compared to the traditional language teaching methodology. Park (2010) measured the effect of pre-task instructions compared to pre-task planning on focus on form by the Korean learners and she concluded with the effectiveness of TBLT in terms of pre-task instructions on learners' focus on form in target language performance.

The present study focuses on TBLT in Pakistan to determine the effect of TBLT on the productive skills i.e. descriptive essay writing and picture describing monologic speaking (i.e. one person speaks during picture describing task and others listen). The current study investigates the effectiveness of TBLT on students' L2 performance in writing and speaking skills. Most of the previous experimental studies in TBLT research utilize a quasi-experimental research design employing major focus on the oral performance of the learners or the effect of task planning on L2 performance in terms of complexity,

accuracy and fluency (Fukuta, 2016; Li, Ellis & Zhu, 2016; Khorasani, Kashef & Ahmadi; 2014; Plonsky, 2016; Revesz, 2009; Salimi & Dadashpour, 2012).

In the existing literature of TBLT research, there is a gap and research paucity to investigate the effectiveness of TBLT in improving L2 productive skills (both writing and speaking concurrently) particularly in Pakistani ESL context. Most of the earlier studies have focused on the effect of task complexity or planning on the learners' oral performance (Khorasani, Kashef, & Ahmadi, 2014; Mehrang & Rahimpour, 2010; Park, 2010; Revesz, 2009; Robinson, 2011; Skehan, 2009). The present study focuses on improving the writing and speaking skills as the productive skills are an important issue in Pakistani ELT system as most of the ESL learners are unable to speak and write fluently in real life practical milieu (Coleman, 2010; Habib, 2013; McNicoll, 2013; Zafar, 2015).



According to the researcher's knowledge, in Pakistan, there is research paucity, particularly, at PhD level in the wider area of Task Based Language Teaching neither any implementation of TBLT in Pakistani ELT pedagogy is available (Ahmad et al., 2011; Ahmed & Bidin, 2016a; Ahmed & Hussnain, 2013). So far, very few researchers have focused on the effectiveness of TBLT in Pakistan as the researchers have merely highlighted the failure of the existing GTM (Akhtar, Khan & Kiran, 2014; Qasim & Qasim, 2014). Based on the findings of TBLT in various international contexts, it is hoped that by implementing TBLT in Pakistan the ESL learners would improve in writing as well as speaking skills as it has already been achieved in international contexts

(Ellis, 2014; Li, Ellis & Zhu, 2016; Long, 2016; Prabhu, 1987; Rahimpour, 2008; Salimi & Dadashpour, 2012; Skehan, 2016; Willis & Willis, 2007).

TBLT is a modified form of Communicative Language Teaching that focuses primarily on communicative aspects of language as compared to the memorization practices of the abstract grammatical rules of the target language with a limited exposure of the language itself (Ellis, 2009; Willis & Willis, 2007). Pakistani students of English know to a certain extent about English but they are unable to use the English language communicatively in real life situations due to existing ELT methodology as there is no focus on the communicative perspectives (Behlol & Anwar, 2011; Nawab, 2012; Yasmin, Sarkar & Sohail, 2016). This research gap will be fulfilled with the practice of TBLT in the ELT classrooms and this study brings forth an innovation in Pakistani ESL pedagogy. It is asserted that Task Based Language Teaching is a neophyte in the existing teaching of English for the teachers, language learners, syllabus designers, and publishers in Pakistan (Ahmed & Bidin, 2016a). The followings are the research questions to be answered in this research.

1.5 Research Questions

The current quasi-experimental research attempts to answer the following questions to determine the effectiveness of TBLT on the Pakistani ESL learners' productive skills (writing and speaking). This research has been conducted to examine the practicing ESL

teachers' as well as the learners' views about the existing ELT and introducing TBLT in Pakistan. The research questions are as below:

- 1) How does TBLT affect the ESL learners' L2 writing skill?
- 2) How does TBLT affect the ESL learners' L2 speaking skill?
- 3) What are the practicing ESL teachers' views about the existing ELT and introducing TBLT in Pakistan?
- 4) What are the Pakistani ESL learners' views about TBLT in improving L2 writing and speaking skills?

The following section describes the research objectives to be accomplished in this research.



1.6 Research Objectives

The main aim of this research is to improve the standards of existing ELT system in Pakistan by implementing TBLT and to enable ESL learners to communicate fluently in writing and speaking skills. The following are the research objectives of the current quasi-experimental research:

- 1) To determine the effect of TBLT on L2 writing skill of Pakistani ESL learners.
- 2) To determine the effect of TBLT on L2 speaking skill of Pakistani ESL learners.
- 3) To examine the practicing ESL teachers' views about the existing ELT and introducing TBLT approach in Pakistan.

- 4) To investigate the Pakistani ESL learners' views about TBLT in improving L2 writing and speaking skills.

The underlying purpose of this research is to implement an innovative and learner centered TBLT methodology in order to replace the existing teacher centered language teaching environment for improving L2 writing and speaking skills of Pakistani ESL learners. Consequently, the ESL learners will have a more active and autonomous role by using TBLT in the English language learning process as compared to their passive role in the existing teacher centered English language pedagogy. Pakistani ESL learners will improve their second language writing and speaking skills as TBLT focuses on learning by doing (i.e. experiential learning) utilizing existing linguistic resources (Ellis, 2014; Hu, 2013; Wang, 2011; Willis & Willis, 2007). The following section describes the research hypotheses of the present study.

1.7 Research Hypotheses

It has been hypothesized that implementation of Task Based Language Teaching in Pakistani ELT classrooms will produce more competent ESL learners and they will communicate in English fluently as compared to the existing teaching in real life situations. Learners' writing and speaking skills will be improved by utilizing TBLT as compared to the traditional teaching methodology in Pakistan. The research hypotheses and the null hypotheses of the current empirical research are as follows:

- H₁* The experimental group that has been exposed to TBLT will perform significantly better than the control group in their second language writing skill.
- H₀* There is no significant difference in the performance of L2 writing skill of the control and the experimental groups.
- H₂* The experimental group having TBLT treatment will perform significantly better in L2 speaking skill as compared to the control group having no treatment of TBLT.
- H₀* There is no significant difference in L2 speaking skill of ESL learners from the experimental and the control groups.

It is hypothesized that practicing ESL teachers are not satisfied with the existing ELT system in Pakistan in terms of writing and speaking skills as there is no focus and test of speaking skill in Pakistani examination system (Nawab, 2012; Zafar, 2015). Secondly, it is also posited that most of the ELT practitioners in Pakistani ESL pedagogy do not know about TBLT.

The current study hypothesizes that learners from the experimental group will improve in L2 writing and speaking skills by utilizing TBLT. The students would like TBLT and their active as well as autonomous role in TBLT as compared to their passive role in the existing ESL pedagogy in Pakistan based on GTM.

1.8 Significance of the Study

This section focuses on the triadic outcomes of the present study such as what are the benefits of this research, who will be the beneficiaries and how they will benefit. It is affirmed that the present study will be highly beneficial for the ESL learners as well as for the ELT practitioners in Pakistan as TBLT is widely utilized in ELT programs at international contexts (Benso, 2016; Carless, 2009; Fakuta, 2016; Hakim, 2015). The practicing ESL teachers will gain innovative ideas for improving writing and speaking skills based on empirical evidence. The findings of this research will benefit the ESL teachers to improve ESL learners' L2 performance (i.e. writing and speaking skills) in terms of complexity, accuracy and fluency (Ellis, 2014; Long, 2016). As a whole, ESL learners will improve their integrated skills to become successful ESL learners in real life situations. ESL teachers would improve Pakistani ELT by introducing TBLT in the English language classrooms.

TBLT is the recent pragmatic approach of ESL pedagogy advocated by distinguished SLA researchers and renowned ELT pedagogues (Ellis, 2014; Long, 2016; Newton, 2013; Plonsky, 2016; Robinson, 2011; Shehadeh & Coombe, 2012; Zeigler, 2016). Learners' confidence improves while performing, presenting and reporting during several pedagogical tasks in the classroom which is followed by language focus by the teacher i.e. feedback provided to the learners in TBLT (Willis, 1996). According to the researchers' knowledge, this research is a pioneer in implementing TBLT particularly in the Pakistani ELT at the undergraduate level (Ahmad & Rao, 2012; Ahmed & Hussnain, 2013; Yasmin, Sarkar & Sohail, 2016; Zafar, 2015).

TBLT is a learner-centered language teaching approach and has more focus on learners as compared to PPP which is a teacher oriented paradigm (Ellis, 2009; Willis & Willis, 2007). Hence, in TBLT the ESL learners control the situation to perform pedagogical tasks confidently in ELT classroom. It is one of the most recent approaches in language teaching across the world and recognized as the most effective in language pedagogy (Branden, 2016; Ellis, 2014; Long, 2016; Pishghadam, 2011). This research also helps, besides teachers and students, the course designers, planners as well as the textbook writers and publishers to produce books based on output-prompting tasks for improving L2 writing and speaking skills (Ellis, 2009; Fukuta, 2016).

The traditional teaching methodology in the existing Pakistani ELT scenario has no focus on the communicative aspects of ESL pedagogy. The PPP has been regarded as an outdated teaching methodology by most of the SLA researchers and experts such as Branden (2016), Willis & Willis (2007), Ellis (2009, 2014), Skehan (1996, 2009), Kumaravadivelu (2008) and Long (2016). The majority of these SLA experts advocate TBLT as the most beneficial approach in second language teaching (Benson, 2016; Carless, 2009; Robinson, 2011; Willis, 1996; Samuda & Bygate, 2008; Shehadeh, 2006; Willis & Willis, 2007).

As communicative fluency in English language is one of the basic requirements for the most of jobs all around the world, learners having better training in productive skills through TBLT will definitely have better job prospects not only in Pakistan but also at

international levels (Benson, 2016; Branden, 2016; Fukuta, 2016; Gilabert, 2016; Hakim, 2015; Li, Ellis & Zhu, 2016; Long, 2016; Skehan, 2016).

1.9 Scope of the Study

The current quasi-experimental research was designed to investigate the effectiveness of TBLT in improving L2 writing and speaking skills of Pakistani ESL learners at undergraduate level as compared to the outcome of the existing language teaching methodology. As teachers are one of the important stakeholders of ESL pedagogy, hence ESL teachers (n=50) were also the participants of this research to examine their views about the existing ELT in Pakistan and to determine their views about introducing TBLT approach in Pakistan. The research was conducted at COMSATS Institute of Information Technology, Pakistan, Vehari campus for twelve weeks (from September to December, 2015) of experimental teaching utilizing TBLT as compared to the existing traditional ELT methodology. The sample of this research comprised 50 ESL learners at undergraduate level and 50 ESL teachers teaching English language at school, college and university levels in Pakistan.

The ESL learners as research participants were two undergraduate BS level classes learning English language and the objectives of their course were to enhance L2 productive skills i.e. writing and speaking skills. One class was the experimental group (n=24) having TBLT treatment and the other class i.e. the control group (n=26) followed existing ELT methodology in Pakistan. The pretest was administered at the onset of the

experimental teaching based on TBLT and the posttest was conducted after 12 weeks of TBLT treatment.

The experimental and the control groups underwent same course with a difference of language teaching methodology i.e. TBLT and the existing ELT methodology. The practicing ESL teachers (n=50) responded through an open-ended and closed-ended questionnaire. The ESL learners from the experimental group wrote Weekly Reflective Journals to describe their views about the TBLT treatment.

1.10 Definition of Terms

Task: According to Willis and Willis (2007: 28), “task is a communicative activity where target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome”. The primary focus of task is on the pragmatic meanings (Ellis, 2003). The main kinds of tasks are the pedagogical tasks, activation tasks and the real life tasks (Nunan, 2004; Willis & Willis, 2007).

Activation Task: Willis and Willis (2007) have distinguished tasks broadly as the rehearsal and the activation tasks. Rehearsal tasks assist the learners to perform anything which requires the learners to attempt outside the ELT classroom. Activation Tasks are designed to activate the language acquisition process and to improve integrated language skills among the language learners (Willis & Willis, 2007).

L2 Accuracy: Second language accuracy means to produce accurate target language without any grammatical error. Skehan (1996: 96-97) defines accuracy as “the ability to avoid errors in the target language performance”. In TBLT research learners’ target language development is measured in terms of L2 performance triad such as L2 accuracy, fluency and complexity (Ellis, 2003).

L2 Fluency: L2 fluency means how the L2 production of an ESL learner is fluent just like an L1 production. Skehan (1996: 96-97) defines fluency as “the capacity to use language in real time, to emphasize meanings, possibly drawing on more lexicalized systems”. The more a learner is fluent in target language the better is his L2 fluency.

L2 Complexity: Learners’ L2 complexity means how the target language produced by the learners is complex in terms of lexical diversity i.e. the total number of words used in the sample (either written or spoken) in terms of the proportion between function and content words produced by the learners. The syntactic complexity means the syntax used in L2 performance as the learners at advance level use more complex language as compared to the beginners (Ellis, 2003; Khorasani et al., 2014).

L2 Performance: L2 performance in TBLT means the target language produced (i.e. written or spoken) by the learners in ELT classroom. Learners L2 performance in TBLT research is measured by L2 performance descriptors such as complexity, accuracy and fluency (Ellis, 2003; Skehan, 2009).

Task Complexity: There are different kinds of task i.e. the simple tasks such as personal information sharing task and the difficult or complex tasks as the problem solving tasks. Task complexity has been defined by Ellis as “the extent to which a particular task is inherently easy or difficult” (Ellis, 2003:351).

Task Based Language Teaching: TBLT is relatively a new and emerging language teaching approach in language teaching methodologies. Nunan (2004:1) explains TBLT as “an enhancement of learner’s own personal experiences as important contributing elements to classroom learning. It is about linking the classroom language learning with language used outside the classroom”. Here learners’ existing linguistic resources are utilized for the development of the target language (Ellis, 2009; Nunan, 2004, Willis & Willis, 2007).

Grammar Translation Method: GTM is also known as the traditional or classical language teaching method and the major focus in language teaching through GTM is on reading and writing skills (Thornbury, 2006: 95). According to Thornbury (2006), GTM is a relatively easy method to implement in large classes. The practice drills and the habit formation of the target language are the best known activities in GTM (Willis & Willis, 2007). GTM means to learn the language not for speaking and communicative purposes as the major emphasis is on memorizing abstract grammatical aspects of the target language (Zainuddin et al., 2011; Harmer, 2009).

Presentation-Practice-Production: It is also a language teaching paradigm and the teacher presents the lesson to the class which is practiced by the students in the class and finally students produce target language at the final stage of PPP as an assignment or the homework (Ellis, 2003, Willis, 1996; Ahmed & Bidin, 2016a). Harmer (2009: 64) describes it as “a method for teaching structures in a foreign language teaching. It moves into three phases and moves from absolute teacher’s control towards learner freedom in the last phase of production”. Willis and Willis (2007) demonstrate that the stage of final “P” never comes in the PPP paradigm as the learners do not “Produce” target language as they keep on doing “Practice” or revision of the linguistic items taught by the teacher in the ELT classroom.

ESL: According to Kachru’s (1990) three concentric circles (inner, outer and expanding), countries in ‘outer circle’ have English as a Second Language, where English is not a native language but it is practiced as an official or an important language usually in the former British colonies, such as Pakistan, Malaysia, Nigeria and many more.

EFL: Kachru (1990) illustrates that the countries in the expanding circle have English as a foreign language as there is no historical or governmental role of English language such as China, Russia, Japan, Iran, Saudi Arabia and Thailand.

Productive Skills: There are four basic language skills such as listening, speaking, reading and writing. These language skills are further subdivided as the receptive skills (listening and reading) and the productive skills (speaking and writing). According to

Thornbury (2006: 145) “the productive skills are speaking and writing, because learners doing these need to produce language”. Another classification of language skills is as the productive skills are also called as the active skills and receptive skills are known as the passive skills (Yule, 2006).

Speaking Skill: Each language has four fundamental skills such as: Listening-Speaking-Reading-Writing. In English Language Teaching, speaking is considered as the productive skill and it is defined as “the ability to speak a second language having proficiency in the target language” (Thornbury, 2006: 208). In present research, picture describing monologic speaking has been focused i.e. one person speaking while describing a picture in front of him and others are listening.

Writing Skill: Writing skill is also a part of the productive skills and it is defined as, “the ability to organize a written text according to the particular conventions of that text” (Thornbury, 2006: 248). Writing is also described as the visual representation of a language in the form of alphabets and words. In present research, descriptive essay writing skill has been focused.

Task Planning: In TBLT research there are three kinds of task planning such as the pre-task or strategic planning, rehearsal and the online planning (Ellis, 2003). When learners are given some time to plan and prepare before a task performance, the planning is called as the pre-task or strategic planning, when learners repeat same task the planning

is called as rehearsal and online planning means having planning facility during task performance (Ellis, 2003).

1.11 Summary of Chapter One

This chapter has outlined the basic need for the conduct of current innovative and experimental research to improve the existing ELT scenario in Pakistan. The researcher affirms that by implementing TBLT in Pakistan, ESL learners will significantly improve their productive skills (descriptive essay writing and monologic speaking during picture description task i.e. one person speaking and others listening). This chapter has described the introduction, background of the study followed by the current status of ELT in Pakistan and the problem statement as a rationale for the current study. Research objectives and the research questions of this study have been presented followed by the research hypotheses and the significance of the current study. The present study is significant in terms of improving second language writing and speaking skills among Pakistani ESL learners. It is affirmed as per the researcher's knowledge that the present research is an innovative instance to establish the practicality of TBLT in Pakistan. The following section describes the organization of the thesis to present the brief introduction of the chapters included in this thesis.

1.12 Organization of the Thesis

This thesis consists of five chapters as Chapter One comprises the introduction of the research followed by the background of study, status of ELT in Pakistan and rationale for the current research. Chapter One describes research objectives, questions, hypotheses and significance as well as the scope of the study followed by the definitions of the key terms. In the following Chapter Two, a review of the related literature of TBLT research from its origination in 1980s to the present time has been presented. Various language teaching methodologies have been reviewed in comparison with TBLT and reference to the Pakistani ELT situation. It also follows various syllabus designing strategies moving systematically to task based syllabuses.

Chapter Three describes the research methodology and current experimental research design in order to improve the productive skills of Pakistani ESL learners. Various research instruments necessary for this research have been discussed and justified to be utilized for data collection and analysis through SPSS. Issues regarding reliability, validity and ethical concerns of the research have also been highlighted to be kept in the center of attention during data collection and analysis stages of this research.

Chapter Four consists of the research findings and analyses of the collected data and interpretation of the results. The present study has followed a mixed method research paradigm following a quasi-experimental design of the study. Both types of data i.e. quantitative and qualitative data have been analyzed in this chapter. Chapter Four

includes three main sections such as the first section describes the analysis of the quantitative data comprising the writing skill followed by the speaking skill and hypotheses testing. Chapter Four also presents findings of the qualitative data regarding ESL learners' views about TBLT and practicing teachers' views about the existing ELT and TBLT practices in Pakistan.

Chapter Five is the last chapter of the thesis and it has presented the discussions, conclusions, limitations and strengths of current research. Chapter Five also presents the pedagogical implications of the current study. The recommendations based on the findings of the current study have also been included for further studies in the wide area of TBLT research both in the EFL and the ESL contexts.

The next is Chapter Two about the discussion and review of related literature about functions of language in society followed by language learning theories, syllabus in ELT, language teaching methodologies, SLA and Task Based Language Teaching research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter consists of a review of the related literature starting from general to a more specific discussion about the effectiveness of TBLT in Pakistan. This chapter presents functions of language in society followed by the main learning schools of thought along with language teaching methodologies towards the practicality of TBLT including several features of pedagogical tasks, thus discussing from the macro to the micro facets of the present study. A review of syllabus designing in ELT will be illustrated followed by task based syllabuses, its characteristics and variables. Certain elements of the theories about second language acquisition and the review of experimental studies in TBLT have been presented.



Different frameworks for TBLT proposed by theorists and the pedagogues have been reviewed; it will be followed by the development of framework for current research to guide the present study. L2 productive skills will also be explained with special reference to Pakistani ELT scenario. The basic purpose of learning a language is to enable the language learners to use the target language in real life situations in a productive manner (Ellis, 2009). Contrarily, the situation of existing English language teaching and learning in Pakistan is quite different as it has been declared as the least developed among the developing countries due to the outcome of the existing traditional language teaching (McNicoll, 2013). The following section presents main functions of language in society with close reference to Pakistani multilingual society.

2.2 Functions of Language in Society

Language is one of the basic characteristics of human beings; as language distinguishes Homo sapiens uniquely from other animals. According to Crystal (2010) "It is language, more than anything else, which makes us feel human". Each society in this world has a particular language, and this unified language usage determines that speech community marking identity of the speakers. Pozzi (2004) states the following four basic functions of language in a society:

- (i) The Emotive function to express our emotions.
- (ii) The Social function to exchange ideas and thoughts during interaction.
- (iii) The Cognitive function, the way we think something in our minds.
- (iv) The Communicative function to communicate with the fellow humans.

The Communicative function of language is the most important as it is also regarded as the primary function of human language. More recently, speech i.e. speaking skill is regarded as the basic standpoint of language as compared to all other skills namely, reading, listening and writing, in second language pedagogy (Yule, 2006). Another categorization of language skills is about the productive or the active (writing and speaking) skills and the receptive or passive (listening and reading) skills (Thornbury, 2006). The prime objective of this research is to improve the productive skills (both speaking and writing) of ESL learners by implementing TBLT in ELT classrooms in Pakistan. Hence, the communicative function of language is vital for the current research as how to communicate accurately and fluently in English language in real life practical situations.

Nunan (2004) mentions the functions of language as commonly performed in real life situations, from writing a poem to self introductory notes. While describing the variety of language functions, Nunan (2004) concludes three macro functions as posited by Halliday (1985) from a broader view to the very specific function. These functions are transactional macro function (i.e. language used in the transaction of commodities), the interpersonal macro function (i.e. language used in socializing mutually during social interactions in real life) and the language used for enjoyment such as the aesthetic macro function (Nunan, 2004).

Therefore, in terms of macro functions of language the prime focus of this research is on transactional and interpersonal functions (Nunan, 2004; Pozzi, 2004). The productive skills consist of writing and speaking skills; writing skills are also called as the transactional skills while speaking skills have been defined as interpersonal skills (Thornbury, 2006; Willis & Willis, 2007). The next subsection highlights the languages spoken in Pakistan in order to understand the multilingual Pakistani society.

2.2.1 Languages in Pakistan

According to UNESCO Institute of Statistics, the population of Pakistan in 2016 is estimated to be about 195 millions which ranks Pakistan at number six in the list of most populated countries all over the world (Ahmed & Bidin, 2016a). Pakistan has four provinces and all provinces are equally responsible for the management as well as the function of education at all levels as per constitution of Pakistan (Zahid et al., 2014).

Pakistan is a multiethnic as well as a multicultural country having six major and more than 70 regional languages (Ahmed et al., 2011; Rahman, 2003). However, the languages of the domains of power, commerce, military, courts and media are English and Urdu, as Urdu is the national language (Ahmed & Bidin, 2016a; Mahboob, 2009; Nawab, 2012). The next section describes the main schools of thought in learning and language teaching with reference to Pakistani ELT system and TBLT.

2.3 Main Schools of Thought in Learning

This section provides review of the main schools of thought in learning with their relation to ELT in general and TBLT in particular and it will be summarized by the comparison of these theories. The teaching and learning is as old as the humans themselves and there are many schools of thought in teaching-learning philosophy emerging from time to time. However, there are four major schools of thought having their distinctive point of views about the phenomena of learning and teaching. Bransford, Brown and Cocking, (2000) describe the main schools of thought as below:

- 1) Behavioral School of Thought
- 2) Humanistic School of Thought
- 3) Cognitive School of Thought
- 4) Constructivist School of Thought

The behavioral school of thought is also considered as the traditional or classical school of learning and the teacher-centered school as compared to the other schools of learning

mentioned above (Ahmed & Bidin, 2016a). The following subsections describe these schools of thought with close reference to ELT and TBLT in Pakistani context.

2.3.1 The Behavioral School

This is the most traditional school and the prime assumption of the behaviorists is to focus on understanding why we behave as we do in a particular way. They are interested in sorting out how external elements such as environmental conditions and stimulus have specific influence on the learning behavior of any learner as change of learning environment modify the learning behavior of a learner (Bransford et al., 2000). Skinner (1904-1990) described the term ‘operant conditioning’ as “active behavior that operates upon the environment to generate consequences" (Skinner, 1953). Classical conditioning in behaviorism means the learning that is an outcome of a close relation between a primary stimulus followed by desired response and reinforcement (Bransford et al., 2000; Merbitz, Vieitez, Merbitz & Binder, 2004).

Behaviorist psychologists made distinction between positive reinforcement and negative reinforcement, one that supports learning and the other that hinders the process of learning respectively. They advocate the programmed instruction, computer assisted learning, habit formation followed by practice drills and precision teaching i.e. based on the assumption that “practice makes perfect”. With the help of precision teaching a teacher can help his students to achieve excellence in academic learning just in one year that was possible in two years (Merbitz et al., 2004). Behaviorist school of learning is the

most criticized by the upcoming schools of thought such as humanism but still in practice at many places in the world. In Pakistan the whole education system in general and ELT methodology, in particular, follows most of the elements of Behaviorism (Ahmad & Rao, 2012; Ghani, 2003; Siraj, 1998).

2.3.1.2 Behaviorism and ELT

Behaviorists believe in stimulus-response-reinforcement bond and they focus on ‘habit formation and practice drills’ for the best results in language teaching. Here learners’ errors are seen just like “sins” as there is no space for the learners’ errors during teaching and learning process. Deductive approach is followed in the classroom reasoning and teacher presupposes that a child learns her mother tongue from her parents through imitation, reward and practice (Merbitz et al., 2004). Grammar Translation Method and Audio Lingual Method are famous in L2 pedagogy (emphasizing practice drills and habit formation) based on the principles of Behaviorism. Learners’ errors are seen as a result of wrong learning and regarded as undesirable in the learning process (Stern, 1983). Researcher believes that the major reason of declining ELT standards on account of productive skills in Pakistan is due to following behaviorism (Ahmed & Bidin, 2016a; Ghani, 2003; Mahboob, 2012; Memon, 2007).

2.3.1.3 Behaviorism and TBLT

TBLT is a learner centered language teaching approach and learners’ errors are regarded as the symbol of learning. The learners in TBLT are required to utilize their existing

linguistic resources and this ultimately leads to the target language development among the language learners (Ellis, 2003; Skehan, 2016; Willis & Willis, 2007). The teacher in TBLT is a facilitator and he/she is required to facilitate the learner maximum opportunities to utilize his/her existing linguistic resources. In TBLT the learners' errors are not corrected at the spot to hurdle their communicative abilities (Willis & Willis, 2007). But in Behaviorism learners' errors, being regarded as a faulty teaching methodology, are instantly corrected as the underlying emphasis is on accuracy as compared to fluency (Ellis, 2009; Li, Ellis & Zhu, 2016; Merbitz et al., 2004; Samuda & Bygate, 2008).

2.3.2 The Humanistic School

The Humanist school is following the principles of humanistic education based on social or affective psychology. The humanists recognize the importance and function of cognitive learning but they lay more emphasis on the learner himself (Vasuhi, 2011). The major focus of a humanist is to enable learners feel better about them and behaving as to accept others such as, "do respect and have respect". The humanists want to ensure that each child should be recognized as a unique individual having specific feelings and ideas to be respected by others. Hence, the philosophy emerged as, 'each child counts' and each child can do it in his own way (Bransford et al., 2000). Humanism is concerned with the humans having human needs, desires and personal experiences at the top priority. Humanists emphasize the importance of individual's inherent drive towards self-actualization and creativity as each student is motivated to the process of self-

actualization which leads to the creative linguistic production and hence the language learning (Demanchick & Kirschenbaum, 2008).

2.3.2.1 Humanism and ELT

The prime objective of Humanistic approach in teaching and learning is self-actualization and self-development along with focusing on the whole person. Development of human values and a sympathetic response towards human feelings and emotions are the underlying principles of humanism. Hence, good relations between the teacher and the taught are the most important and successful than any methodology in L2 pedagogy. Here ELT learners are taken as clients and the role of teacher is almost similar to a counselor or a facilitator (Vasuhi, 2011). It is a learner-centered approach of learning and the content of the classroom is decided by the learners as they learn best when and what they want to learn.

The Humanist psychologists developed Total Physical Response, Silent Way, Suggestopedia and Community Language Learning in language pedagogy (Stevick, 1990). Humanists assume that there is a natural aspiration for 'learning' accompanied with every human being. The teachers are supposed to be very efficient and tactful in convincing and motivating the students to learn. In Pakistan there is no instance of humanistic view in ELT as teachers follow GTM based on behaviorism practicing Present-Practice-Production paradigm (Karim, 2006; Memon, 2007; Shamim, 2008).

2.3.2.2 Humanism and TBLT

Task Based Language Teaching has major focus on using existing linguistic resources by the language learners and learners' inherent cognitive abilities are activated to reach an outcome while performing a task (Ellis, 2009; Prabhu, 1987). Therefore, the role of teacher is not much dominating as it happens in Total Physical Response and other language teaching methods based on Humanist school of learning. The teacher facilitates each learner to achieve an outcome of the task which may not be a linguistic one such as the task to reserve an air ticket or to seek a job placement advertisement in a newspaper (Nunan, 2004; Willis & Willis, 2007).

2.3.3 The Cognitive School

The cognitive school of thought focuses on the internal processes taking place inside the mind of the learners as contrasted to the Behaviorists focusing only on the effect of external circumstances during the process of learning (Bruer, 2004). The chief exponent of this school is an American psychologist George A. Miller (1920-2012) followed by Bruner and Chomsky in laying foundations of the "cognitive revolution" replacing behaviorism as the vital psychological approach in learning. The major assumptions of the cognitive school are the 'information processing' and the 'meaningful learning' (Bransford et al., 2000).

Information processing means various functions under process in the mind of the learner. Information processing describes the attentional resources that a learner employs during learning any specific linguistic item (Robinson, 2011; Skehan, 1996, 2009). These attentional resources are limited in all humans and if a learner is focusing on one item he might have lessen his attention on any other linguistic aspect. The limited attentional resources of humans regarding information processing in the mind lead Skehan (1997, 1998 and 2009) to advocate Trade-Off Hypothesis in second language learning through TBLT in terms of L2 performance indicators such as complexity, fluency and accuracy measures (Ellis, 2009; Khorasani et al., 2014; Skehan & Foster, 1997).

Meaningful learning means focus on how learners, take in and store information, are able to retrieve that information afterwards when and where required. Meaningful learning refers to the action of concentrating how new information is most efficiently ordered, sequenced, organized and taught so that it can be used later on for problem solving. The cognitive school of learning concentrated much on the information process and introduced two kinds of memory as short term memory (STM) and long term memory (LTM) performing different functions in the process of language learning. STM and LTM differ in storage capacity as STM stores information for a short time and LTM has limitless capacity to store information (Ross, 2006).

2.3.3.1 Cognitivism and ELT

Murcia (2001) has described ELT in cognitive perspectives as a kind of rule acquisition instead of practice drill or habit formation. It is focused what is happening in the mind of ELT learners and teaching is individualized as learners are made responsible for learning. Teaching of grammar is conducted utilizing an eclectic approach i.e. using both deductive and inductive approaches. Learners' errors are viewed as the evidence of language learning and an efficient teacher enables his students to eliminate these errors as the learning process continues, focusing on the innate abilities of learners.

For language learners at the beginner level, Suharno (2009) suggests repetition, summarizing and guessing contextual meaning of the texts in language lessons to activate information processing among youngsters for effective and successful language learning. To improve learners' intelligence and critical thinking, lessons based on cognitive approach constitute mostly on problem solving, discovery learning and project-based learning (Suharno, 2009). These have close relations with TBLT approach of second language pedagogy (Ellis, 2003; Prabhu, 1987; Robinson, 2011).

2.3.3.2 Cognitivism and TBLT

Skehan (1997, 2009 and 2016) and Robinson (2001, 2007 and 2011) are among the leading advocates of the effectiveness of TBLT in second language pedagogy. Both Skehan and Robinson have proposed Trade-Off hypothesis and Cognition hypothesis respectively about limited attentional resources i.e. mental abilities of the learners. Hence, cognitive school has a close relation with TBLT (Ellis, 2003; Prabhu, 1987;

Robinson, 2011; Skehan 2009). Details of these hypotheses will be in the upcoming sections under issues in TBLT.

2.3.4 Constructivism

Constructivism is another development of Cognitive school and closely related with the cognitive theory of learning as the center of focus in Cognitivism and in Constructivism is on the mental ability of learners. Constructivism emphasizes the learners' motivation and their entire mental abilities to construct learning for themselves as all learners are blessed with the mental learning abilities to develop knowledge through discovery, interaction and problem solving (Papert, 1993). Piaget (1896-1980) a renowned Swiss psychologist has formulated human cognitive stages into four independent phases from infancy to adulthood describing specific cognitive abilities of each stage to construct meaning and knowledge due to natural curiosity in order to construct meaning of the world around us. This curiosity leads to the meaningful knowledge in all humans and same is the case with ELT as learners learn L2 by utilizing their existing linguistic resources (Ellis, 2014; Skehan, 2009).

Two major kinds of constructivism are personal constructivism by Piaget and social constructivism by Vygostky (1896-1934). One focuses entirely on the cognitive abilities of the learner and the other by Vygostky emphasizes the role of interaction in the environment and social set up around the learner as we all learn mother tongue through interaction. Learning in terms of constructivism mainly consists on motivation and

learner's autonomy which is opposite to behaviorists' habit formation strategies (Ellis, 2003; Hu, 2013; Wang, 2011).

Learners' autonomy and motivation are the vital tools for their advancement in learning and it is also advocated in Task Based Language Teaching (Ellis, 2009, 2014; Long, 2016; Robinson, 2011; Samuda & Bygate, 2008; Skehan, 2009). However, in Pakistan learners have passive roles in ELT classrooms and teachers control every activity about language pedagogy as the entire education system is based on behaviorist psychology of learning (Ahmad & Rao, 2012; Ghani, 2003; Nawab, 2012). For an effective ESL pedagogy, learners should be given a chance to learn the language by utilizing their existing linguistic resources, which is the fundamental assumption of TBLT (Li, Ellis & Zhu, 2016; Prabhu, 1987, Skehan, 2016; Wang, 2011; Willis & Willis, 2007).

2.3.4.1 Constructivism and ELT

The role of the learner's motivation, cognitive abilities and autonomy enjoy the central place in constructivism, which are also fundamental assumptions in TBLT (Bygate et al., 2001; Ellis, 2003; Li, Ellis & Zhu, 2016; Robinson, 2003, 2011; Willis, 1996). Wang (2011) asserts that constructivism emphasizes learners' autonomy as well as reflectivity, personal involvement and active engagement of the learners in the process of learning. TBLT shares the same principles in case of language learning, providing a close link between TBLT and constructivism. When a learner undertakes a communicative task in

ELT classroom, he is inclined to make use of his existing linguistic resources in order to achieve an outcome (Ellis, 2014; Willis & Willis, 2007).

There is an exact concurrence both in TBLT as well as in the learning principles of constructivism (Ellis, 2003; Hu, 2013; Wang, 2011). In Pakistan there is no earlier precedent of language learning based on constructive school as well as TBLT (Ahmed & Bidin, 2016a; Ghani, 2003; Nawab, 2012; Shamim, 2008). Hence the current research will be a pioneer to innovate and improve the existing ESL pedagogy in Pakistan, which has been declared by the British council as the least developed among the developing countries (McNicoll, 2013).

2.3.4.2 Constructivism and TBLT

Language learning in TBLT is based on the principles of constructive school of learning as well as the fundamental principles of the cognitive school (Ellis, 2009, Hu, 2013; Wang, 2011). In TBLT language learners learn the target language by using their existing linguistic resources which is an example of learning by doing i.e. experiential learning based on constructive school of learning (Ahmed & Bidin, 2016a; Ellis, 2003, Wang, 2011; Skehan, 2016). The following section presents the comparison and contrast of the learning theories briefly in tabular form along with the role played by the teachers and learners in each school of thought.

2.3.5 Summary of the Learning Theories

Each school of thought in learning has devised different roles for the teachers and the learners in a learning environment with a specific view about learning. These schools of learning have distinctive concerns for language learning as they have designed different language teaching methods having definite consideration about the learner and the learning. Behaviorist school is concerned with the external observable behaviors while the cognitive and constructivist schools focus more on the internal process within the mind of the learners.

Humanists focus more on the learner as a complete person and facilitate learner with autonomous learning environments and the role of teacher is considered as a facilitator. Humanism gives more importance to the language learners as compared to the teacher. The following Table 2.1 summarizes the differences and similarities among the learning theories.

Table 2.1

Comparison of the Learning Theories

Learning Theory	Leading Theorists	Views about Learning	Role of Learner	Role of Teacher	Language Teaching Methods
Behaviorism	Watson, Skinner, Pavlov, Thorndike	Operant Conditioning, Stimulus-based Practice drills	Passive	Controlling learning activity	GTM, Audio Lingual Method,
Humanism	Abraham Maslow, Carl Rogers	Self-Actualization, Creativity, Whole person	Active, Client,	Counselor, Facilitator	Silent Way, Total Physical Response, Suggestopedia
Cognitivism	Miller, Piaget, Vygostky, Bruner, Chomsky	Internal-Process Focus on the mind, Schema	Active Participant	Helps in Problem Solving	Communicative Approach, Communicative Language Teaching
Constructivism	John Dewy, Vygostky, Bruner	Experiential-Learning, Self-Development, Scaffolding	Active in social learning	Facilitator	Task-Based Learning, Problem Based Learning,

Table 2.1 demonstrates that each learning theory has a specific view about the process of learning and the role of learner as well as the teacher. Every language-teaching situation is based on some syllabus and the following section presents syllabus designing in English language teaching.

2.4 Syllabus Design in Language Teaching

Syllabus designing is at the center of any teaching-learning process in general and it plays a paramount role in English language teaching. In TBLT designing of the tasks for the ESL learners commences much earlier than the actual teaching-learning session. If the focus of the teaching is improvement of the receptive skills then input-providing tasks are

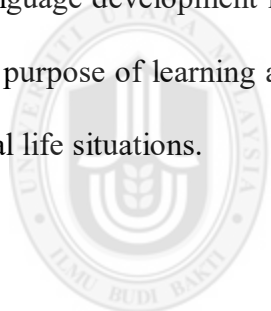
used and output prompting tasks are performed if the focus of language teaching is to improve productive skills (Ellis, 2009). Breen (1984) states that syllabus provides goals to the teachers along with the learners. It is a plan of what is to be achieved after teaching and learning of the students as its major function is to what to be taught and in what order (Prabhu, 1984, 1987). Wilkins (1981) defines syllabus as “specifications of the content of language teaching which have been designed to ensure language teaching and learning more effective”. From Widdowson’s (1990) words “syllabus is the specifications of a teaching-learning program that is concerned with both selection and ordering of what is to be taught”. The following subsection describes kinds of syllabus.

2.4.1 Kinds of Syllabus

A number of syllabuses have been devised based on several assumptions and requirements of the target needs of the learners (Thakur, 2013). At one end there is Type A syllabuses i.e. product-oriented synthetic syllabuses focusing on what is to be learnt. On the other extreme there is Type B or analytic syllabuses i.e. process-oriented syllabuses having emphasis on how language could be acquired. Type A or product-oriented syllabuses are concerned with “what” and Type B or process-oriented analytic syllabuses are concerned with “how”. Yet another kind of syllabus is the hybrid syllabus i.e. comprising some elements from Type A syllabuses and some elements of Type B syllabuses. It is also called as ‘proportional syllabus’ as it follows eclectic approach for better pedagogical standards (Hutchinson & Waters, 1987). In a broader prospect all language syllabuses basically emerge from these three general categories:

- I) Synthetic and Analytic syllabuses
- II) Product-oriented and Process-oriented syllabuses
- III) Type A and Type B syllabuses

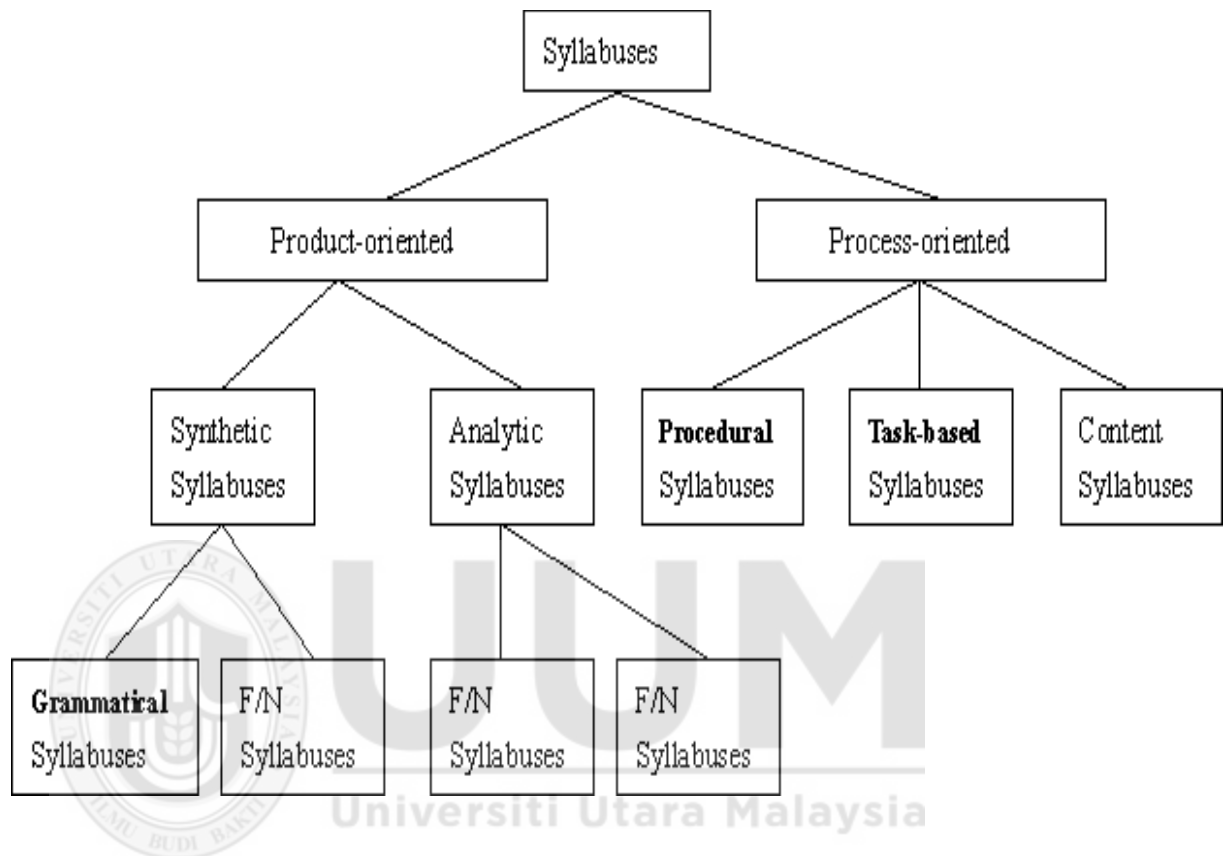
A synthetic syllabus is the most traditional syllabus, here language is taught step by step i.e. language is divided into small chunks and these smaller parts are presented to the learners in language classroom one by one assuming that learners might be able to synthesize the whole body of language at the end of the course. In this way learners are required to accumulate the language items which were taught in fragments by teacher. On the other end, analytic syllabus is predominantly a meaning focused syllabus emphasizing the language development in learners to improve their communicative competence. Here major purpose of learning a language is to be able to communicate in target language in the real life situations.



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Nunan (1988) describes that product-oriented syllabuses are those where focus is on the end product i.e. knowledge which learners gain after the conduct of classroom teaching. On the other hand process-oriented syllabuses are those where emphasis is on the learning experience using analytical approach. Main syllabuses in ELT are: i) Structural or Formal syllabus, ii) Lexical syllabus, iii) Skill Based syllabus, iv) Situational syllabus, v) Notional-Functional syllabus, vi) Procedural syllabus, vii) Process syllabus, viii) Life syllabus, ix) Task Based syllabus. In Pakistani ELT context only Structural or Formal syllabus is practiced for language teaching at all levels of language teaching (Ahmad &

Rao, 2012; Ahmed et al, 2011; Karim, 2006; Siraj, 1998). Figure 2.1 below describes main ELT syllabuses in a tree diagram representation according to Nunan, (1988):



Note- F/N syllabus means Functional and Notional syllabus.

Figure 2.1 Description of Main Syllabuses in ELT by Nunan (1988)

2.4.2 Task Based Syllabus

Task Based syllabus is based on different pedagogical and real life tasks; here learners are encouraged to perform the tasks by using their existing linguistic resources communicatively. This is one of the latest syllabuses advocated by renowned syllabus designers and SLA researchers such as Nunan (2001), Robinson (2011), Ellis (2009)

along with Willis and Willis (2007). Krahnke (1987) asserts that “learning through task-based instructions is based on Krashen’s (1981 and 1982) SLA theory, which states that language is best learned by comprehensive exposure (i.e. input) and by participation in using language communicatively”. Nunan (2001) states that task based syllabus is an upgraded modification of communicative language teaching and it differs from other syllabuses as it commences after proper needs analysis. Task based syllabus considers many perspectives of language learning before its execution. Task based syllabus is emerging as the most utilized syllabus in all the continents of the world recently due to its judicious effectiveness and outcome in English language pedagogy (Carless, 2009; Mai & Ngoc, 2013; Park, 2010; Pishghadam & Zabihi, 2012; Rahimpour, 2008). As the prime object of the present study is to improve writing and speaking skills of Pakistani ESL learners, the tasks designed for current study were the output prompting tasks i.e. tasks focusing on improving productive skills (Ellis, 2009).

2.4.3 Summary of ELT Syllabuses

Various syllabuses have their unique strengths and weaknesses as several points are to be kept in mind while designing a syllabus for an effective ELT pedagogy following TBLT. Hutchinson and Waters (1987) advocate an eclectic approach in syllabus designing i.e. keeping in view the needs of the learners. Specific elements of different syllabuses can be devised together for better outcome as no single syllabus can fulfill ever increasing needs of ELT classroom. The current research has focus on the effectiveness of TBLT. Major focus of the experimental teaching during designing lessons and tasks was on the task

based syllabus promoting productive skills. Epstein and Ormiston (2007) have summarized syllabuses in the following Table 2.2 for a quick survey of different syllabuses utilized in ELT for effective language teaching. Table 2.2 presents the ELT syllabuses described by Epstein and Ormiston (2007).

Table 2.2

Summary of ELT Syllabuses by Epstein and Ormiston (2007: 16)

Syllabus typology	Premise of syllabus	Sequencing of topics
Structural syllabus	Based on grammar and phonological structures	Organized around grammatical points, sequenced from simple to complex structures, or from more frequently to less frequently used structures
Situational syllabus	Based on the perspective that language is encountered in situations or contexts	Sequenced according to student likelihood of encountering the situation (structures embedded in the situation)
Functional syllabus	Based on functions necessitated to participate in society	Sequenced by sense of the usefulness of the functions, the most useful taught first (structures and/or situations embedded within the functions)
Topical syllabus	Analogous to situational syllabi, predicated on topics or themes selected as relevant to a particular student group	Sequenced according to student likelihood of encountering the situation (grammatical points embedded within the topics)
Skill based syllabus	Based on skills which students necessitate to use language	Sequenced by sense of usefulness of the skill to students
Task based syllabus	Based on tasks and activities	Sequenced by sense of usefulness of the task to students

In current research the Task based syllabus was used and learners performed output prompting tasks to promote their productive skills i.e. both picture describing speaking and descriptive writing skills (Ellis, 2009). Tasks such as personal information sharing, oral picture description tasks and many more in the same row were used in the present

study (Ellis, 2009; Nunan, 2004; Willis & Willis, 2007). After the survey of several kinds of syllabuses used in ELT, the next section describes language learning styles followed by the prominent language teaching methodologies based on specific syllabuses illustrated in Table 2.2 above. TBLT is a learner-centered approach and different learners have specific learning styles. During the stage of designing tasks, learners' language learning styles were kept in view as different learners have different language learning styles. As each language learner is a different individual having idiosyncratic habits, the following section describes language learning styles.

2.5 Language Learning Styles

Every learner has a particular learning style through which he/she learns a second language. Kinsella (1995: 171) defines learning styles as “an individual’s natural, habitual, and preferred ways of absorbing, processing, and retaining new information and skills.” There are several learning styles as each individual is a unique learner having specific habits and s/he prefers specific learning style as compared to any other (Hatami, 2012). Learning style refers to an individual’s favorite way to learn and utilize one’s natural abilities to focus on particular ways to learn in an idiosyncratic manner (Dornyei, 2005). Basically learning styles are two faceted subjects such as systematic versus unsystematic, reflective versus impulsive and inductive versus deductive, consisting on a wider continuum. Every individual has certain style specific priorities marking their merits and demerits (Dornyei, 2005).

Learning styles, can maneuver at any time, are not static or fixed ones for a long time as they are dependent on relative situations and tasks undertaken by the learners. The study of learning style in pedagogy goes back to 1970s and several dimensions about learning style have been examined both theoretically and pragmatically (Griffiths, 2008).

There is also distinction among ‘approach’, ‘method’ and ‘technique’ in ELT pedagogics. Richards and Rodgers (2001) differentiate ‘approach’ and ‘method’ as approach is a kind of manifesto i.e. a broader term and more a theoretical than practical one; here hypotheses are made about language learning and the language itself. ‘Method’ is the actual implementation of that approach i.e. what actually happens in the English language teaching classrooms as the prescribed theory is practiced and suggested skills are taught in the recommended sequence.

Classroom ‘activities’ and ‘techniques’ contribute to a specific method, which in turn, is following a certain approach in ELT (Richards & Rodgers, 2001). Within one approach there may or may not be more than one methods and techniques are purely the implementing strategies in the classroom but there should be definite link among techniques, methods and approach (Nunan, 1991). The following section describes various views of language in pedagogical perspectives as the views about language have changed over the time. Previously language was viewed as a body of structures and a learner who was able to read and write in target language he/she was regarded as a literate and erudite in that language. The older view of language has been changed as

speech i.e. speaking ability in any language is regarded as the primary objective of any language learning situation (Yule, 2006).

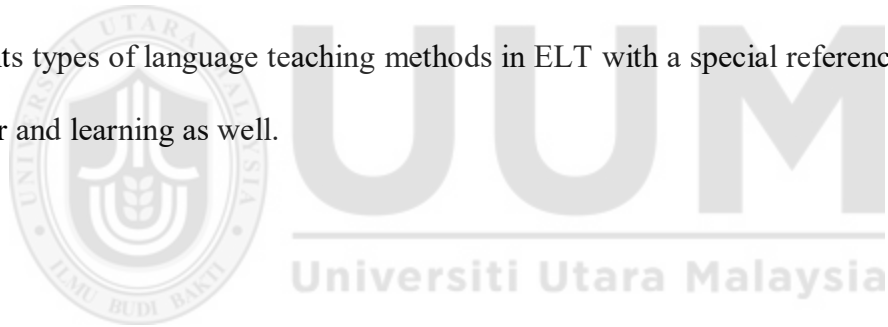
2.6 Major Views of Language

Most commonly, there are three main views of language i.e. structural, functional and interactional and vast majority of the teaching methods are based on these theoretical views of the language either implicitly or explicitly (Richards & Rodgers, 2001). The most traditional view of language is ‘structural’ i.e. language comprises on a system of structurally inter-linked elements (chunks) for the coding of meaning. It is assumed that if a learner masters these smaller chunks (phonological and grammatical units) of the language he will be a good apprehender of that language.

The second view is regarded as the ‘functional’ view which states that language consists of understanding the functional meaning i.e. it focuses on the functional and communicational view of the language. A learner is required to concentrate on semantic and communicative perspectives of language in order to master the target language. The third view is called as the ‘interactional’ and it views the interpersonal and social relations of the individuals i.e. social and interactional aspects of language. It focuses on interactions and the use of language in social context (Lavendenz, 2011).

Besides these views, the researcher affirms that a language should also be regarded as the tool for explaining and expressing ideas and opinions with the fellow humans on a wide

array of every field of life depending upon the situation and context. Language teaching should be conducted in a friendly and cooperative environment as compared to an authoritative or a dictatorial atmosphere which is still dominating in Pakistan (Ghani, 2003; Nawab, 2012). Gone are the days when stakeholders in teaching and learning were regarded as the master and slave (i.e. teacher and pupil), specially in the Pakistani ELT scenario. The title or designation 'master' has been changed into 'teacher' that in turn has also been changed as 'educator' in Pakistani ELT i.e. in the school education department. Internationally, teachers are more commonly regarded as the facilitator, counselor and mediator whereas students are respected equally in the learning process just like the clients, customers and the complementary body in any enterprise. The next section presents types of language teaching methods in ELT with a special reference to language, learner and learning as well.



2.7 Types of Language Teaching Methods

There are several language teaching methods designed for learning foreign or second language. Most of them are devised by the applied linguists but very few have been developed by the psychologists and philosophers or educationists (Richards & Rodgers, 2001; Zainuddin et al., 2011). The basic purpose of each method is to teach the target language but the view and approach of teaching-learning differs both conceptually and practically.

Kumaravadivelu (2008) has differentiated language teaching methods in three broader categories which are language centered methods, learner centered methods and learning centered methods. The following subsections throw light on each category in brief.

2.7.1 Language Centered Methods

The prime focus in the language centered methods is on the language itself as compared to the learners or the process of language learning (Kumaravedivelu, 2008). There is some relevance in all language teaching methods both in theoretical as well as in the empirical considerations of foreign language teaching-learning scenario. Language centered methods present the target language in particular smaller units and selected items of the language are introduced by the teacher. It means that here language learning is linear and additive as learner accumulates one by one all the instructed items at the end of the teaching in the classroom. Selection and gradation is made in such a way so that learner can easily comprehend the linguistic items. GTM is an example of language centered methods (Harmer, 2009; Kumaravedivelu, 2008).

2.7.2 Learner Centered Methods

Learner centered methods are designed to meet the learners' specific language needs. A need analysis is usually conducted before planning and designing the course materials of these language teaching methods. Language learning in these methods is also linear and additive, as learners are required to accumulate the language items presented in the class

(Kumaravadivelu, 2003, 2008). The difference is very slight as in language centered methods the taught items consist only on language structures i.e. only structural approach but in case of learner centered methods the presented items are the language structures plus the notional and functional items of the target language.

2.7.3 Learning Centered Methods

Learning centered methods focus mainly on the cognitive processes involved in language learning. Learners are involved in open ended discussions to solve certain problems in the language classroom. In this way ‘comprehensible input’ of the target language helps the learners to learn target language and pragmatic knowledge is gained as a resultant outcome of this ‘input’ (Krashen & Terrell, 1983; Krashen, 1985). Here language learning is more practical, incidental and intentional as well as non-linear. Proponents of learning centered methods advocate that in this way language learning is more natural, systematic, logical and practical as language is learned better when focus is on comprehension of the linguistic meaning as compared to cramming abstract grammatical rules (Kumaravadivelu, 2008).

TBLT is basically a learner centered language teaching approach but learning of the language is also emphasized at the end of the lesson (Willis & Willis, 2007). The existing ELT in Pakistan is based on the language centered methodology (GTM) and learners have a passive role as the entire teaching-learning scenario is controlled by the teacher (Ahmad & Rao, 2012; Karim, 2006; Nawab, 2012). There is no instance of learners

centered method being utilized in Pakistan and same is the case of the learning centered methods (Ahmed & Bidin, 2016a; Ghani, 2003; Siraj, 1998).

In TBLT classroom, learner plays an active and dynamic role first in using his linguistic resources autonomously and then constructing the linguistic knowledge actively. Researcher asserts that TBLT would improve Pakistan ESL learners' productive skills due to the fact that its methodology is supported by theory and empirical evidences (Ellis, 2014; Long, 2016; Nunan, 2004; Samuda & Bygate, 2008; Skehan, 2016; Willis & Willis, 2007). The next section provides brief review of language teaching methods in English language pedagogy in Pakistani ELT context.

2.7.4 Grammar Translation Method

The Grammar Translation Method (GTM) is the most ancient method and the most criticized but still in practice in second or foreign language pedagogy at various places in the world. It has also other names such as, the classical method and traditional method (Brown, 2001). Originally it was used to learn classical languages i.e. Latin and Greek. The basic focus was only to improve reading and writing skills of the target language literature so as to enhance the literacy skills (Zainuddin et al., 2014). The main purpose of Grammar Translation Method is to enable learners to read and write the target language neglecting speaking and listening skills (Harmer, 2009).

The ability to interact in the target language is not the prime objective of GTM as there is no emphasis on oral and aural i.e. oracy skills. It is based on the behaviorist school of language learning and has a variety of grammatical exercises with practice drills for habit formation (Thornbury, 2006). The structural syllabus is used and the language is divided in the smaller chunks and sub-elements. Vocabulary is taught in isolated words with their meaning and the language of the class i.e. medium of instruction is the mother tongue of the learners, there is very little or no focus on speaking and listening skills of the target language (Richards & Rodgers, 2001; Zainuddin et al., 2011).

The approach used for grammar teaching in GTM is deductive and learners move from general to specific as principles of grammar of the target language are taught and learners are required to master these rules by memorization, rote-learning is a routine activity in and out of the classroom (Ghani, 2003; Larsen-Freeman, 2004). Teacher plays the main role in GTM and students behave as the passive learners with a very less or no interaction with the teacher or class mates (Ahmed & Bidin, 2016a; Nawab, 2012). Teacher is the major source of knowledge; in other words it is based on the conventional jug and mug principle i.e. teacher is a jug full of knowledge and he pours down his knowledge into the empty mugs i.e. the students (Zainuddin et al., 2011).

The major focus is on the translation of the target language text into L1 and vice versa. It is asserted that if a learner is able to translate the target language into his/her mother tongue, then s/he is accepted as a good learner of the target language. Mainly the center

of attention is accuracy and there is no or very little space for fluency i.e. communication or interaction in the target language is not demanded on the part of learners. It has paved the way for the origination of ‘contrastive analysis’ where specific features of both the target language and the native language are compared and contrasted, to teach the target language, mother tongue is used as a reference language (Larsen-Freeman, 2004, Nawab, 2012; Shamim, 2008; Stern, 1983).

Here learning of language is linear and additive learning as a student is required to accumulate the learnt elements of the target language (Kumarvadivelu, 2008). It is regarded as an outdated method, besides the fact that it is still in practice in Pakistan and many other countries in the world (Carless, 2009; Karim, 2006; Zhang & Yin, 2009). Most of the Pakistani ESL learners along with other counter parts in the world hesitate in communicating English language in spite of the fact they have spent many years in learning English. The most prominent reason of the declining ELT situation in Pakistan is the effects of GTM (Behlol & Anwar, 2011; Coleman, 2010; McNicoll, 2013; Shamim, 2008; Zhang & Yin, 2009). On the other hand when TBLT was implemented in the ELT classrooms in Pakistan, it prompted learners’ in improving receptive as well as productive skills with the help of ‘comprehensible input’ and the maximum exposure of target language during the pedagogical tasks cycles to achieve an outcome (Ahmed & Bidin, 2016a; Ellis, 2009; Krashen, 1987; Nunan,2004).

There are numerous other language teaching methods such as: i) Direct method, ii) Audio Lingual method, iii) Suggestopedia, iv) Total Physical Response, v) Silent method, vi) Communicative Language Teaching and Natural Approach. But these have never been used in Pakistani ELT context as the dominant method is GTM in Pakistani educational system (Ahmed & Bidin, 2016b; Ghani, 2003; Memon, 2007; Shamim, 2008). This is the reason that Pakistani ELT system has been declared by British Council as the least developed among developing countries (McNicoll, 2013). The researcher being an ELT practitioner feels that it is his professional responsibility to improve Pakistani ELT scenario for international recognition.

2.8 The Age of Post Method

All language teaching methods have particular merits and demerits with a wide array of overlap, any method can produce efficient outcomes if it is practiced by a resourceful and well trained enthusiastic teacher. The term method does not demonstrate what actually teachers are doing in the classrooms as there is no good or bad method for L2 pedagogy (Kumaravadivalu, 2003). The search for the best method has brought researchers to a stage of post method as no best method is still waiting for to be discovered and researched by the applied linguists.

Wilga Rivers (1992) has rightly said about skillful teachers: “As fashions in language teachings come and go, the teacher in the classroom needs reassurance that there is some bedrock beneath the shifting sands. Once solidly founded on the bedrock, like the sea

anemone, the teacher can sway to the rhythms of any tides or currents, without the trauma of being swept away purposelessly” (Rivers, 1992: 373).

Widdowson (1990) describes that most of the teachers do not follow the principles of any particular method and they are practically teaching ‘eclectically’ to a certain extent in the ELT classrooms. Kumaravadivelu (2003) explains post method as, “it is a search for an alternative to method rather than an alternative method. It is about the pedagogy comprising three dimensional systems of pedagogic parameters of particularity, practicality and possibility”. The post method pedagogy basically means ‘teacher autonomy’ as the existing theory of method mostly does not consider the very panoramic and the vibrant role played by the teacher in classroom who is circumscribed by prescribing with text books along with a specific limited language teaching methodology (Widdowson, 1990). The following section describes second language acquisition and Krashen’s SLA theory with reference to TBLT.

2.9 SLA and Krashen’s SLA Theory

Second language acquisition or the second language acquisition research is one of the main prospects in L2 pedagogy using TBLT. SLA is relatively a new sub-discipline in Applied Linguistics and there is no unanimous agreement among the prominent SLA experts. Ellis defines SLA as “the way in which people learn a language other than their mother tongue, inside or outside a classroom” (Ellis, 1997:3). Due to this novelty of the discipline, there are controversies about the effectiveness of explicit and implicit teaching of grammar in second language pedagogy (Ellis, 2005).

Krashen's (1981, 1982 and 1985) theory of second language acquisition and the hypotheses proposed to explain the complete phenomena of SLA and their significance both in SLA research and in L2 pedagogy. These hypotheses have received a great level of criticism and appreciation ever since 1980s by the L2 pedagogues as well as by the SLA researchers. There is a variety of arguments in favor or against along with the paramount influence of these hypotheses in learning second language (Abukhattala, 2013). The association between TBLT and these hypotheses has also been reviewed comprehensively. These hypotheses are: I) The Natural Order hypothesis, II) The Acquisition/Learning hypothesis, III) The Input hypothesis, IV) The Affective Filter hypothesis, and V) Monitor hypothesis.

As these hypotheses are concerned with SLA, hence there is a connection of TBLT with these hypotheses as TBLT is associated with second language teaching and learning process. The input hypothesis and affective filter hypothesis are directly concerned with TBLT as comprehensible input of target language promotes language learning in TBLT (Ellis, 2003). Same is the case with the affective filter hypothesis as learner's motivation to learn a second language plays a pivotal role in language learning (high motivation level will promote language learning and vice versa). Table 2.3 below demonstrates the significant differences in learning and acquisition as hypothesized by Krashen (1985).

Table 2.3

Differences between Learning and Acquisition by Krashen (1985)

LEARNING	ACQUISITION
Explicit and conscious progression	Implicit and unconscious, automatic happening
Formal situations e.g. schooling	Informal situations e.g. real life situation
Grammatical rules awareness	No focus on grammatical knowledge
Simple to complex order of learning	Stable order of acquisition
Depends on aptitude i.e. natural ability of the learner	Depends on attitude i.e. learner's view of the language
Focus on Accuracy	Results in fluency and accuracy

Krashen (1985) elaborates that fluency in L2 entirely depends on acquisition and in order to develop L2 fluency a learner must acquire as much target language as feasible. So learning a second language can never be as beneficial as is acquisition of second language in terms of communicative competency (Brown, 2000; Latifi, Ketabi & Mohammadi, 2013). If learning of a language is not utilized in real life situations it will not change into acquisition. TBLT asserts that learning of language should be done similar to the real world circumstances, which is a major incentive to claim TBLT as the most practical approach in language teaching (Carless, 2009; Ellis, 2009, 2014; Long, 2016; Nunan, 2004; Willis & Willis, 2007). The next subsections present Krashen's hypotheses in detail.

2.9.1 The Input Hypothesis

While proposing the Input hypothesis, Krashen (1985) assumed that learning of language is possible only in one way either by understanding the message or by receiving comprehensible input. Krashen (1987) asserts that the comprehensible input must be at the same and at the matching levels of the learners. The comprehensible input must be sequenced and graded to meet the levels of learners. He demonstrates the SLA process as if the learner is at a stage 'i' then second language acquisition takes place only when he receives a 'comprehensible input' comprising the one level beyond the existing stage as, "i+1". According to Krashen (1987) the Input hypothesis is associated only to 'acquisition' and it is not concerned with 'learning' of second language.

Krashen (1987) describes that the humans acquire language first by understanding messages and then acquiring its structures. The Input hypothesis was criticized due to the novel description of the acquisition process as "i+1". Still the item 'i' and '1' are not clear to most of the SLA researchers as what do these mean exactly (Brown, 2007). Ellis (2003) also claims that "input is necessary but not sufficient for acquisition of second language to take place" (Ellis, 2003:49).

Krashen's comprehensible input hypothesis (1985) has been criticized by Swain's output hypothesis (1985, 1995). Swain (1985: 100) asserts that "learners must be pushed to produce output in the second language in order to develop grammatical accuracy and speaking fluency". According to Swain (1985, 1995) only comprehensible input is not

sufficient for second language acquisition until learners of second language are pushed to produce (write and speak) the learned language in order to acquire their language learning (Russell, 2014).

Krashen's input hypothesis has sufficient support for the basic principles of TBLT in terms of comprehensible input of the target language (Ellis, 2003). In this way, learners have comprehensible input of the target language and after it they start communicating in the target language. TBLT has similarity to a certain extent with the Krashen's input hypothesis as well as Swain's output hypothesis (1995) as language learning process in TBLT moves from receptive skills (comprehensible input hypothesis) to productive skills (output hypothesis) which is one of the basic assumptions of Krashen's (1985, 2003) second language acquisition theory. It is also in accordance with Swain's output hypothesis (1995) as learners are pushed to produce L2 i.e. the target language.

2.9.2 The Affective Filter Hypothesis

The Affective Filter was initially posited as an evidence of the empirical research by Dulay and Burt (1974); it acts to prevent language input from being used in the language acquisition device. Language learners with finest learning attitudes, blessed with high motivation level and good self images are assumed to have "low" affective filter. Krashen (1985) elaborates that higher affective filter lowers the L2 acquisition and the lower affective filter will consequently improve the level of L2 acquisition. The self image, anxiety level, and motivation of the learners have a significant impact on the affective

filter in SLA. The operation of “affective filter” is demonstrated by Krashen (1985) in Figure 2.2. The higher affective filter will lower the acquisition of second language and if affective filter is lower then there will be more acquisition of L2 leading to more L2 output.

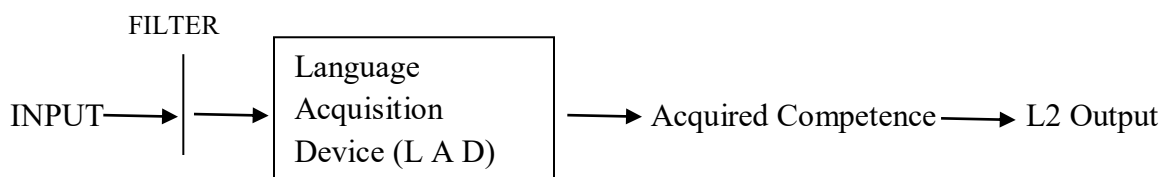


Figure 2.2 Operation of the Affective Filter by Krashen (1985)

Krashen (1985) advocates that learners at beginner level have lower affective filter as compared to adult language learners who have a higher affective filter because they have more input of L1, habit formation and practice drill based on Behaviorism. ESL learners of the present study had learned English for 12 years before their admission in university as they passed their intermediate level examination. TBLT (being a learner-centered teaching) provided them autonomous roles of learning English language and it contributed to their high level of motivation for better L2 learning as compared to their previous experience of language learning through GTM (Ahmed et al., 2011; Ahmed & Bidin, 2016a; Ahmad & Rao, 2012).

Brown (2007) criticizes the affective filter hypothesis as there are cases many adult learners have achieved the native like fluency and accuracy. On the other hand there are

instances that children may have high affective filter due to anxiety, low motivation, poor self image and linguistic complexity (Latifi et al., 2013). TBLT being a learner centered approach supports learners' autonomy and motivation to lower their affective filter for confident language learning and fluent language production in terms of complexity, accuracy and fluency (Ahmed & Bidin, 2016; Li, Ellis & Zhu, 2016; Prabhu, 1987; Skehan, 2016; Willis & Willis, 2007).

In his article entitled "*Language education: past, present and future*" Krashen (2008) has surveyed the entire language education development in a holistic way and portrayed the language pedagogy as: "Language in past was dominated by Skill-Building Hypothesis i.e. we learn language by learning it first and then by practicing its rules as an output. The present time is marked by the Comprehension Hypothesis i.e. we acquire a language when we understand the messages which means the beginning of comprehensible input" (Krashen, 2008: 04).

Krashen (2008) describes that 'comprehension hypothesis' is just a variant and a new name of his earlier proposed Comprehensible Input hypothesis. TBLT favors the comprehensible input of the target language for better learning. Particularly the comprehensible input is analogous to the principles and methodology of TBLT (Ellis, 2009, 2014). While describing basic characteristics of TBLT, Richards and Rodgers (2001) state that tasks facilitate input of the target language as well as the output production which is important for the language acquisition. Tasks in TBLT develop

second language learning in a learner centered environment, TBLT facilitates the “processes of negotiation, modification, rephrasing and experimentation allowing the productive use of the target language” (Richards & Rodgers, 2001: 228). The following section describes TBLT in detail, including the origination of TBLT to the recent age and studies in TBLT. Numerous empirical researches investigating particular issues and validating advantages of TBLT have been presented as the evidence about the effectiveness of TBLT in second language pedagogy.

2.10 Task Based Language Teaching

Task Based Language Teaching is one of the most recent approaches in foreign and second language pedagogy (Branden, 2016; Long, 2016; Pishghadam, 2011; Skehan, 2016). The basic assumption of language teaching and learning following this approach is that a language is best taught in real life contexts as compared to memorizing abstract grammatical principles in the classrooms (Ellis, 2003, 2009). TBLT asserts that language is best learned when focus is on meaning as contrary to the concentration on form i.e. grammatical structures of the target language based on the traditional linguistic or structural syllabus (Ahmed & Bidin, 2016a; Ellis, 2014; Li, Ellis & Zhu, 2016; Willis & Willis, 2007).

The basic unit of a lesson in a TBLT classroom is a task and various tasks are designed to facilitate the learners with real life communicative situations enabling them real communicators of the target language. It is a learner-centered approach, based on the constructivist school of learning and teacher plays the role of a facilitator of the

communicative interaction among the learners (Ellis, 2009; Hu, 2013). While in TBLT a language learner plays a dynamic role in the whole process of language learning and takes active part in interactive and communicative activities during task performance cycles to achieve an outcome (Bygate et al., 2001; Ellis, 2003; Prabhu, 1987; Robinson, 2001, 2003; Skehan, 1996, 1998; Willis & Willis, 2007).

Skehan (1996) as well as Carless (2007) differentiated *strong* from *weak* forms of Task Based Language Teaching. The strong TBLT form focuses more on meaning making in real life scenarios along with authentic and accurate performance of the tasks (Ahmed & Bidin, 2016a). On the other hand the weak TBLT accommodates more flexible tasks for communicative teaching and language pedagogy (Carless, 2007; Skehan, Xiaoyue, Qian, & Wang, 2012). Mostly the roles performed by the second language learners in TBLT are labeled such as: participants, risk takers, listeners/speakers/storytellers, innovators and sequencers (Ahmed & Bidin, 2016a; Ellis, 2009). The language learners participate enthusiastically in group works or in pair/dyads during task performing sessions for successful second language development.

TBLT approach requires task based syllabuses for efficient language learning such as the procedural syllabus by Prabhu (1987) or the process syllabus (Breen, 1987) consisting of a wide range of communicative activities for the learners. The following sections present a literature review emphasizing several tenets in TBLT such as background and rationale of TBLT, types and characteristics of tasks, the task cycle, classification of tasks, different approaches in TBLT, frameworks for TBLT and issues in implementing TBLT.

2.10.1 Background and Origin of TBLT

Basically TBLT follows the principles and effectiveness of the experiential learning introduced by a renowned American educationist John Dewey (1859-1952) and real life situations are rehearsed in the language classrooms (Ellis, 2009; Hu, 2013). More recently in modern theories of learning TBLT is based on the Constructivist theory of learning (Ahmed & Bidin, 2016a). History of TBLT goes back to 1980s as it emerged out of the Communicational Language Teaching project in India by Prabhu (1987). Moreover, the rationale behind its origination is the lack of performance in the target language production and certain other limitations of the conventional language teaching methodologies based on the structural approach following PPP (Presentation–Practice–Production) paradigm (Ahmed & Bidin, 2016; Willis & Willis, 2007).

The PPP approach of language teaching is based on the Behaviorist school of learning and learners are presented with chunks of language mostly focusing on grammatical principles and rote learning of the target language structures (Ellis, 2003; Long & Crookes, 1991). Previously it was assumed that learners could only master a language if they memorized and practiced the grammar of the target language (Ahmed & Bidin, 2016b). On the contrary it proved wrong in the long run as learners knowing only abstract grammatical rules were practically not proficient to communicate fluently in the target language in real life situations (Ellis, 2014; Krashen, 1985; Nawab, 2012; Prabhu, 1987; Willis & Willis, 2007).

Therefore, the language teachers and SLA researchers strived for the alternative approaches to enable language learners more fluent users of the target language. TBLT focuses on learning a language in the real sense without any memorizing activity and using the language communicatively just like in the real life situations (Ahmed & Bidin, 2016). TBLT is a learner-centered language learning approach and language learning is almost similar to its pragmatic/functional use in the real world (Skehan, 2016). TBLT is not based on rote-learning and memorizing grammatical principles of the target language through explicit focus on form (Breen, 1987; Bygate et al., 2001; Candlin & Murphy, 1987; Nunan, 1989; Thornbury, 2006).

It was in 1990s when comprehensive communicative classrooms developed and task based activities were used in the language classrooms comprising on the different task based learning cycles. TBLT includes task features such as pre task planning, task performance; report task and the post task language focus i.e. feedback given by the teacher while focusing on language (Crookes & Gas, 1993; Skehan, 1996; Willis & Willis, 2007).

Task based language teaching was first introduced by Prabhu (1987) who initiated this approach in 'The Bangalore Communicational Teaching Project' and originated "Procedural syllabus". Language learners were supposed to complete different tasks using their reasoning abilities (cognitive abilities) and existing linguistic repertoire (within the learners). It gave learners opportunity to use target language pragmatically in the classroom and in real life situations confidently (Prabhu, 1987).

TBLT has been continually re-investigated by the renowned SLA experts from theoretical and empirical aspects such as oral and writing performance, focus on meaning or forms and the task complexity in relation with the cognitive abilities of the learners (Khorasani et al., 2014; Rahimpour, 2008; Robinson, 2011; Li, Ellis & Zhu, 2016). Basically it is recognition of TBLT and the evidence that it has attracted most of the SLA researchers and pedagogues around the globe (Bygate et al., 2001; Carless, 2009; Ellis, 2003, 2014; Robinson, 2011; Skehan, 2016; Skehan et al., 2012). Here language learners are provided with more active as well as more motivated role as compared to the traditional PPP methodology. Learners are facilitated with the exposure of authentic target language during interaction while performing pedagogical tasks in various stages either in groups or in the pair work depending on the task demands (Samuda & Bygate, 2008; Robinson, 2009).

TBLT has been supported and advocated by theoretical assumptions along with empirical research based evidence (Richards & Rodgers, 2001). In fact TBLT has emerged as one of the most effective second language teaching approaches ever since its evolution in 1980s. Other than many European countries, America, Australia and New Zealand now TBLT has also been implemented successfully and practiced in various Asian countries such as Japan, Korea, Hong Kong, Iran, Vietnam, Turkey, Thailand, China, India, and partly in UAE institutions (Carless, 2003, 2009; Dailey, 2009; Ducker, 2012; Ellis, 2009; Newton, 2013; Rahimpour, 2008; Shehadeh & Coombe, 2012). The present study asserts that practicality and effectiveness of TBLT in implementing ‘Task Based Language

Teaching' in Pakistani ELT context would be successful. The following section presents various definitions of task by renowned SLA experts and pedagogues.

2.10.2 Definition of a Task

Task has been most discussed in overall ELT literature all around ever since the publication of Willis, "*A Framework for Task-based Learning*" in 1996. Task is the basic unit of a lesson in TBLT and the most conversed issue in TBLT but still there is no unanimous agreement on the definition of a task used in this approach. Different researchers and SLA experts have a varying view of task and about its characteristics in language teaching classrooms depending on several theoretical and pragmatic assumptions (Breen, 1987; Ellis, 2009; Long, 1985; Skehan, 1998). Here are few definitions of task as described by the renowned SLA theorists and proponents of TBLT followed by explanations by the researcher:

Long (1985) defines task in a broader sense:

“A piece of work that is undertaken for oneself or for others, freely or for some reward. Thus examples of tasks include painting a face, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test.... In other words, by 'task' is meant the hundred and one things people do in everyday life, at work, at play and in between. Tasks are the things people will tell you they do if you ask them and they are not applied linguists” (Long, 1985: 89).

It is obvious that Long has defined 'task' in a general sense and it can or it may not involve language, such as painting a fence may or may not be a linguistic activity. The emphasis in this definition of task is its relation with the real world and it looks like more a real world than a pedagogic task to be undertaken by the ESL learners in language classroom. It has been widely discussed and criticized while describing task in TBLT but

it has nothing to do with the language learning and more inclined towards real life situations (Ellis, 2003). It is less favorable to the current research to design outcome oriented tasks for the ESL learners in Pakistan. Crookes (1986) has defined task in another way focusing more on the pedagogical perspectives and on the data for research in SLA such as:

“A piece of work or an activity, usually with a specified objective, undertaken as a part of an educational course, at work, or used to elicit data for research” (Crookes, 1986: 1).

Again it is a general and a wider perspective of task. It includes both classroom as well as real life job related orientations. It has also a research based data orientation for data collection in SLA but it is very difficult to elicit multiple characteristics of the task from this definition to which usually ESL learners are confronted in the classrooms. Prabhu (1987) is regarded as one of the pioneers of the TBLT approach who utilized TBLT methodologically in Bangalore Communicational Language Teaching Project; he defines a pedagogical task as:

“An activity which required learners to arrive at an outcome form given information through some process of thought, and which allowed teachers to control and regulate that process, was regarded as a task” (Prabhu, 1987: 24).

This definition of task is inclined towards the thinking procedure i.e. learners’ cognitive process. The task emphasizes learners’ cognitive abilities and what is to be carried upon in the classroom by the learners under the supervision of the language teacher (Long & Crookes, 1993). It looks like a teacher centered definition i.e. ‘to control and regulate the process’, so it is the teacher who manipulates and supervises the task. As TBLT is a learner centered approach and learners are facilitated with autonomy, it is difficult to

agree with this definition. Most commonly the role of teacher in TBLT is that of a facilitator instead of a controller (Willis & Willis, 2007).

Another pedagogical definition of task is by Breen (1989) it involves the language learning process and states that:

“Any structural language learning endeavor which has a particular objective, appropriate content, a specified working procedure and a range of outcomes for those who undertake the task to achieve an outcome” (Breen, 1987: 67).

The major focus is on the learner and the learning phenomenon and this definition has no mention of any real life situations. According to Breen (1987) task comprises on different work plans having the main purpose of supporting language learning process and it moves from simple to a more complex and prolonged activity. In this definition, there is an indication of a process based syllabus allowing learners more control of the procedure. Secondly, it is also concerned with designing and implementation of the pedagogical tasks, for the purpose of language learning, based on the process oriented syllabus (Candlin, 1987).

Another definition of task is by Nunan (1989) based on pedagogical design as he calls it as ‘communicative task’ i.e. that implicates communicative language and attention is focused on language meaning instead of linguistic structure i.e. form. He elaborates a communicative task as following:

“A piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. A task should have a sense of completeness, being able to stand alone as a communicative act in its own right” (Nunan, 1989: 10).

It is truly a pedagogical definition of task as it consists of comprehension, manipulation, interaction and production which are also elements of language learning process. Another key element in this definition is the focus on meaning instead of form. Kumaravadivelu (1993) illustrates that focus on meaning is one of the basic assumptions of TBLT instead of focus on form (Ellis, 2003). In this way, it is the most relative definition of task, reviewed so far, in TBLT.

Various researchers and ELT practitioners have defined task according to their own point of views as tasks are extensively used in language learning and teaching phenomenon with the exposure of authentic language. Willis (1996) defines task as:

“Tasks are always activities where the target language is used by the learner for a communicative purpose (i.e. goal) in order to achieve an outcome” (Willis, 1996: 36).

Here the center of attention is how to achieve an outcome focusing on meaning and not on the form. In every task, guidelines are provided by the teacher such as how to arrive at an outcome using the target language while performing the task. This definition also explains pedagogical perspectives of language teaching and learning situation. There is no discussion of real world features in this definition.

Skehan (1998) describes the following characteristics of a task while defining it within task based learning approach, and having basic underlying assumption to learning target language by understanding the meaning of authentic language use in the classroom:

“A task is an activity in which, meaning is primary, there is some communication problem to solve, some sort of relation is there with the real world activities, task completion is the priority and the task is assessed in terms of an outcome” (Skehan, 1998: 20).

This definition is the most comprehensive (so far discussed here) comprising every aspect of the pedagogical and real life tasks which are the necessary ingredients of the language learning process in TBLT. According to Bygate et al, (2001) this definition of task comprises most of the characteristics which are inclusive of a large amount of the features of tasks defined by other researchers, as here the focus is on meaning and problem solving activities which has close link to the real world outside the language classroom. Learners' task performance is evaluated by means of its outcome and Skehan (1998) disapproves the activity that concentrates on the language itself i.e. transformation or practice drill, or consciousness raising tasks described by Ellis (1997) and many of the specific features of task as told by Nunan (1989, 1996) which Skehan (1998) illustrates as 'structure-trapping' (Robinson, 2000). The focus on meaning gradually leads towards the focus on language form and grammatical principles can be assimilated and incorporated in this way depending on the way how task designing is carried out.

Bygate (1999) defines task as following:

“Bounded classroom activities in which learners use language communicatively to achieve an outcome, with the overall purpose of learning language”(Bygate, 1999: 12).

The outcome of task means the purpose or goal of the communicative task which is without any doubt the target language learning. Bygate et al. (2001) define once again task as “an activity which requires learners to use target language, with emphasis on meaning, to attain an objective.” In this definition the entire focus is on language use and comprehending the meaning of the target language in order to achieve an outcome or objective. Lee (2000) elaborates task and its essential characteristics as below:

“It is a classroom activity or exercise that has (a) an objective obtainable only by the interaction of the participants, (b) a mechanism for structuring and sequencing interaction, (c) a focus on meaning exchange. A task is a language learning endeavor that requires learners to comprehend, manipulate and/or produce the target language as they perform some sets of language workplans” (Lee, 2000: 47).

Researcher asserts that Lee (2000) provided an extensive definition of task as it includes all the ingredients of an effective language learning process. So far, there are many common key words in each definition by different researchers but the underlying emphasis is on the target language use through learners’ interactive participation while focusing on meaning and not on the form. Obviously, the basic purpose and objective of each definition of task is to learn target language through learners’ pragmatic involvement in the communicative process. Ellis (2003) has done extensive work in SLA and he is regarded as the father of SLA, he defines task in the most comprehensive way as following:

“A workplan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed.....A task is intended to result in language use that bears a resemblance, to the way language is used in the real world. Like other language activities a task can engage productive or receptive, and oral or written skills and also various cognitive processes” (Ellis, 2003: 16).

A more recent definition is by Samuda and Bygate (2008) which is also a comprehensive and meeting all the issues in TBLT. It covers all the empirical and theoretical aspects of TBLT focusing the experiential language learning. It states as following:

“A task is a holistic activity which engages language use in order to achieve some non-linguistic outcome while meeting a linguistic challenge, with the overall aim of promoting language learning, through process or product or both” (Samuda & Bygate, 2008: 69).

These definitions have their own significance individually as well as collectively. Some of them are more concerned with classroom interaction while others are more related to the real world exposure and still some of these definitions encompass both the classroom as well as the real life perspectives. On the whole task definitions by Nunan (1989), Lee (2000), Ellis (2003) and that of Skehan (1998) are more inclusive of the basic principles of TBLT.

For the present research efforts have been made to benefit from these definitions for better outcome of the language learning endeavor. Willis and Willis (2007) rightly assert that the basic aim of TBLT is to engage language learners in the interactive and communicative activities in the classroom while focusing on understanding meanings of the target language. The following sub section provides the characteristics of Tasks in TBLT.

2.10.3 Characteristics of Tasks in TBLT

Designing of the tasks depends on the target needs and demands of the learners in a language learning classroom. Different tasks have different features and outcomes to improve second language performance. Pakistani ESL learners are weak in the productive skills (i.e. speaking and writing), task designing for the current research have been done to improve the productive skills of the Pakistani ESL learners (Ahmed et al, 2011; Ahmed & Bidin, 2016a; Coleman, 2010; Karim, 2006; Shamim, 2008). Krashen (1987) has rightly asserted in his SLA theory that the process of language learning moves from receptive skills to productive skill and it is quite the natural sequence of language

learning just like L1 acquisition by a child. While designing tasks for the ESL learners engaged in present research, SLA assumptions and findings of the previous empirical researches have been kept in mind. In this way, a rule of thumb could easily be made to improve all the integrated skills of the ESL learners but the major focus of current research was in the improvement of the writing and speaking skills in terms of L2 accuracy, fluency and complexity. Ellis (2003) has illustrated the following six basic features of a task in TBLT:

- a) “A task is a work plan
- b) A task involves primary focus on meaning
- c) A task involves real-world processes of language uses
- d) A task can involve any of the four language skills
- e) A task engages cognitive processes
- f) A task has clearly definite communicative outcome” (Ellis, 2003: 57).

Ellis (2003) has elaborated these basic characteristics of task as the primary emphasis of tasks in TBLT is on meaning i.e. focus on pragmatic meaning. Hence, the main focus is on fluency instead of accuracy. In this way it is opposite to GTM i.e. the major focus is on accuracy not on fluency. Tasks designed in the present study were primarily focusing on improving speaking and writing skills i.e. output-prompting tasks fulfilling the task designing criteria as above (Ellis, 2009).

Later on, Robinson (2011: 28) has described the following design characteristics of tasks which are basically an expansion of the task features demonstrated earlier by Candlin (1987) as below:

- a) “Tasks promote an environment for negotiating and comprehending the input language.
- b) Tasks provide opportunities for uptake (cognitive processing of the input) of corrective feedback on the output language.
- c) Tasks facilitate the incorporation of pre-modified input language system that promotes communicative success.
- d) Tasks enable learners to notice the gap between a participant’s language production and input language as well as a meta-linguistic reflection on the form of output language.
- e) Tasks prompt efforts to learn target language and to grammaticize target language output which results in accuracy of the output by the learners.
- f) Tasks promote automatization of the interlanguage that improves fluency.
- g) Tasks encourage learners’ ability for re-conceptualization and rethinking to meet the target language formalities.
- h) Task sequencing strengthens learners’ memories. As tasks are designed from simple to complex, it improves their interlanguage and promotes syntacticization. Tasks cultivate learners’ form-function-meaning mapping and alleviate learners’ motivation to learn the target language” (Robinson, 2011: 28).

Ellis (2003) and Robinson (2011) have illustrated criteria for the tasks' feature and task designing depending upon their perceptions about TBLT. That of Ellis (2003) criteria about the features of task is a brief description, to the point and straight forward to start with instantly. Robinson (2011) has demonstrated the most comprehensive and complex criteria of task designing in TBLT. Both researchers have mentioned cognitive and thinking processes that tasks are required to initiate in the learners for language acquisition. Robinson (2011) has more focus on the cognitive abilities and the function of motivation for learning. The following section illustrates classifications of tasks in TBLT.

2.10.4 Classification of Tasks

Just like definitions of task there is a variety of classification depending upon the diverse kinds and designs of task by different SLA researchers. Ellis (2003) categorizes major approaches of classifying tasks in TBLT as pedagogical, rhetorical, cognitive and psycholinguistic tasks. Table 2.4 below presents detailed classification of tasks and their basic features as described by Ellis (2003: 65).

Table: 2.4

Classification of Tasks by Ellis (2003:65)

Pedagogical	Rhetorical	Cognitive	Psycholinguistic
Listing	Narrative	Information gap	Interactant relationship
Ordering and sorting	Instructions	Reasoning gap	Interaction requirement
Comparing	Description	Opinion gap	Goal orientation
Problem solving	Reports	Decision making	Outcome options
Creative tasks	Political speeches	Information transfer	Opinion exchange
Sharing personal experiences	Role play		

Willis and Willis (2007) demonstrate this classification as very beneficial to generate a variety of classroom tasks to meet the ESL learners' needs based upon this taxonomy. Ellis (2003) has also mentioned types of tasks as reciprocal and non reciprocal task which means tasks that require interaction to achieve an outcome and vice versa.

Nunan (2004) has distinguished task classification as the pedagogical tasks and real life tasks. The pedagogical tasks mean the communicative activity performed in the classroom to achieve an outcome, basic purpose of pedagogical tasks is the rehearsal of real world. The real-world task means the real life interactive communication outside the classroom for example reserving an air ticket, job interviews and making new friends. The objective of a task is not only to communicate but also to achieve a purpose and an outcome while focusing primarily on pragmatic meaning (Branden, 2006).

Willis and Willis (2007) have distinguished tasks in a broader sense as the rehearsal tasks and the activation tasks. Rehearsal tasks assist the learners to perform anything which requires the learners to attempt outside classroom. These are not exactly the same as the real-world situations but there is some adaptation to fit in the existing classroom environment. Examples of rehearsal tasks are to search an advertisement in a newspaper or magazine for a suitable employment or a pseudo job interview by a pair or group in the classroom (Willis & Willis, 2007).

The activation tasks are not concerned with real world situation and they are designed to stimulate and to improve integrated language skills i.e. listening, speaking, reading and

writing. Here textbook adaptation by a skillful teacher facilitates the L2 learners to promote target language learning. Willis and Willis (2007) advocate logically that the traditional language exercises having focus on forms i.e. grammar based are superfluous in learning languages, as languages are best learned when they are used to convey meaning in the communicative use of the language.

Tasks in TBLT should be designed based on functions, contexts, learners' needs and integrated language skills to trigger grammatical knowledge of the learners in a rational way to improve their fluency and accuracy. Willis (1996) illustrated the most important and frequent types of tasks in a lesson which are to be taught in TBLT as, listing, sorting, ordering, sorting and ordering, sharing personal experiences, comparing, storytelling, problem solving and creative tasks. Richards and Rodgers (2001) describe pedagogical tasks as, jigsaw, information-gap, problem solving, decision making and opinion exchange tasks. Some of these tasks such as personal information task and problem solving tasks have been used during experimental teaching for data collection in current research.

Different SLA researchers have described task cycle differently (Ellis, 2003; Skehan, 1998; Willis & Willis, 2007; Nunan, 2004). Different task cycles will be presented in the coming sections. The most pragmatic and straightforward task cycle has been elaborated by Willis (1996) and researcher affirms to follow Willis' (1996) model during the experimental teaching in the current research.

This section has provided several classifications of task used as the basic unit of lesson in Task Based Language Teaching literature. The tasks utilized in current study are the output prompting tasks as the prime objective of the study is to improve the productive skills of Pakistani ESL learners. Ellis has differentiated tasks as input providing tasks with a focus on improving listening and reading skills and output prompting task utilized primarily to improve productive skills i.e. second language speaking and writing skills (Ahmed & Bidin, 2016a; Ellis, 2009; Willis & Willis, 2007). The next section reviews different frameworks of TBLT.

2.10.5 The Framework for TBLT

The basic rationale of TBLT is teaching and learning a language by enabling the learners to use language as a tool for communication, confidently and fluently in real life situations. There are several frameworks for TBLT and still there is no unanimous agreement on any single methodology, it is just like the diverse views and definitions of the tasks. Ever since the emergence of TBLT by Prabhu (1987) there is more or less divergence about the appropriate methodology for TBLT. Researcher asserts it is just like in evolutionary phases of every new enterprise in general, the researcher considers this diversity as a fact and assumes it as the reason of living in post method era (Kumaravadivelu, 2003, 2008).

TBLT recommends three kinds of syllabuses widely used such as the procedural syllabus, process syllabus and the task based syllabus (Long & Crookes, 1993). Kumaravadivelu

(1993) has rightly asserted that methodology is one of the major focal points in TBLT as learners are facilitated with autonomy in their learning.

There are two main forms of TBLT as differentiated by Skehan (1996) and by Carless (2007) these are the strong form of TBLT and the weak form of TBLT. Both the forms have been distinguished on the basis of their utilization of 'tasks' in the TBLT lesson. The weak form has a wide and somewhat wavering view of tasks used to initiate communicative activity in the language classroom. On the other hand strong form of TBLT has a rigid view of tasks facilitating meaning focused communicative activities only based on the real life situations. TBLT provides autonomy to the learners and they perform various roles depending upon the demand of the task such as innovating participants, risk takers, monitors, analysts and many more. The teacher performs the role of modifier, selector and responsible for sequencing, selection and grading of the task design activities (Ellis, 2009, 2014).

Many SLA researchers like Ellis (2009), Samuda and Bygate (2008) and Branden (2006) have differentiated task based language teaching (TBLT) from task supported language teaching (TSLT). The major difference is the views and perspectives of the tasks in these approaches; TBLT absolutely depends on the tasks as a basic unit for language teaching. As tasks are the solely dominant pedagogical activities in TBLT. On the other hand, TSLT views task as only a single element of the whole instruction methodology, which might have many other components of learning. In this way TSLT devaluates the

importance of tasks in language pedagogy which have a central and focal point value in TBLT. The most discussed frameworks for TBLT are that of Ellis (2003) and Willis (1996). Ellis (2003) elaborates TBLT methodology that prompts learner to communicate learned target language in the real life situation while focusing on meaning. It integrates three stages of a TBLT lesson such as: pre-task, during task and post task. Table 2.5 below describes the sequence of task based language learning lesson model as described by Ellis (2003).

Table 2.5

TBLT Framework by Ellis (2003: 244)

Task Stages	Description
Pre-Task: Learners are briefed and introduced about the activities going to take place such as, brainstorming, priming and consciousness raising	Activities are framed. Similar task (performed earlier) can be displayed as an incentive and motivation for the learners. Time planning may be done with reference to the previous or similar task
During Task: It is the real stage when learners perform tasks to achieve an outcome.	There may be time pressure on the learners to complete the task. It varies from task to task.
Post Task: It is a focused communicative and interactive response by the teacher or even by the language learner. It may be by replaying the recording or the feedback by the teacher.	Here learners report the task to the class and demonstrates to the class the whole scenery of their task. Presentation depends either by the group or by pair and even by the individual representative.

Ellis (2003) is in favor to give ample time for planning to the learners before performing the task. Communicative activity is the main objective of this model while focusing on meaning in the ‘during task’ stage. In the ‘post task’ teacher is required to emphasize the focus on form while providing feedback to the language learners. Language learning in TBLT develops from fluency to accuracy and then again to the fluency, which means that

no doubt form is essential for language learning but it is not the center of the entire attention by the teacher.

Willis (1996) demonstrates another framework of TBLT, here stages are, pre task, task cycle and language focus. It is more practicable and elaborate than that of Ellis' (2003) framework presented above. Willis (1996) described his TBLT framework as below:

I) Pre-Task Cycle

Here teacher introduces the topic in the language classroom and appropriate lexical items along with relative information are provided to the learners. Audio or/and video recording of similar tasks performed earlier by someone else may be displayed to excite learners' interest and motivation. At this stage learners' schemata is activated and necessary efforts are made to catch their attention and to involve them dynamically in the task.

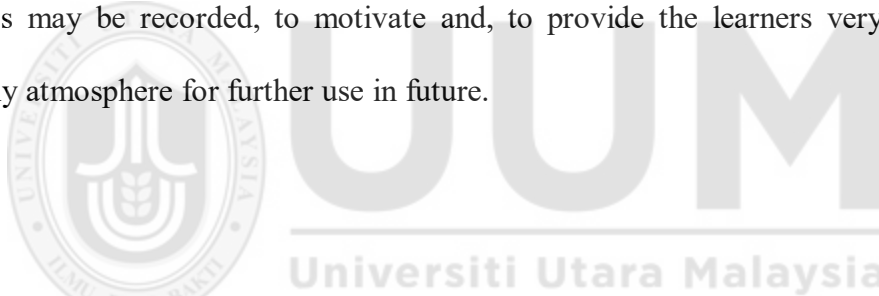
II) The Task Cycle

The task cycle consists of three stages i.e. '**task**', '**planning**', and '**report**'. Learners are actively involved in the task and they plan to report their performance in the class, orally or in written. Finally they present their task to the class openly (just like public presentation) as how they achieved an outcome and different results of the groups or pairs are compared. The teacher observes the whole process and facilitates the environment to improve the flow of learners' communication and interaction in the target language

without correcting. Learners are much conscious at planning stage, as they will have to plan how to report their task publicly in front of the class.

a) The Report Stage

Language learners describe (either in group or pair or individually) the whole task and the achieved outcome in front of the class publicly. The teacher supervises/monitors the report stage and elaborates his comments to assist the learners. Major focus at this stage is primarily on fluency and then accuracy on part of the learners. The whole task cycle or process may be recorded, to motivate and, to provide the learners very attentive and friendly atmosphere for further use in future.



III) Language Focus

It consists of analysis and practice as well as focus on form i.e. grammar. Learners watch the recording or the written text (which ever the case may be) to improve vocabulary and target language structures. The teacher performs the lead role at language focus stage by providing positive feedback to the ESL learners and corrective measures can be designed at this stage. Here learners' efforts in learning target language are discussed by the teacher in front of the class for the maximum benefit to every student and all this facilitates development of multiple language forms (Willis, 1996). The framework proposed by Willis (1996) is more comprehensive and self explanatory as compared to

that of Ellis (2003). This is the reason that in current research has followed Willis (1996) model of TBLT. The following Table 2.6 displays the TBLT model as explained by Willis (1996:28) providing more guidance and information both for the teachers and the taught.

Table 2.6

Task Based Language Teaching Framework by Willis (1996:28)

<p>Pre Task Here teacher introduces the topic</p>	<p>Various examples can be given of the previous or similar tasks. Necessary words and vocabulary are also introduced to the learners to ease their subsequent use in the task cycle</p>
<p>Task Cycle It has three stages: 1) Task 2) Planning 3) Report</p>	<p>At task stage learners perform the actual task as comprehended from the pre task and explained earlier. Teacher only monitors their task without any correction. During ‘planning’, learners plan how to report their task in front of the class during the report stage.</p>
<p>Language Focus</p>	<p>Teacher demonstrates his observation and feedback to the class. Focus on form can also be highlighted</p>

The following Figure 2.3 describes the framework of TBLT proposed by Nunan (2004: 25) and the process of the rehearsal and activation tasks to enable learners in developing target language skills to communicate fluently in the medium of target language in real

life situations.

A Framework for TBLT



Figure 2.3 Framework for TBLT by Nunan (2004: 25).

All the three TBLT frameworks (Ellis, 2003; Willis, 1996; Nunan, 2004) have distinctive as well as collective significances. Researcher in this study has tried to follow TBLT framework designed by Willis (1996) which is more direct and to the point to begin with straightaway in this quasi experimental research. Table 2.7 below illustrates a sample lesson plan from Willis and Willis (2007: 235-237). It has also been practiced in the present study during the experimental teaching phase in, COMSATS University, with some adaptation to suit Pakistani ESL context as it has been designed originally for the Japanese EFL context. Topic of the lesson is “Earthquake Safety” and it has been presented with reference to Task Based Language Teaching framework proposed by Willis (1996).

Table 2.7

Lesson plan on Earthquake Safety by Willis and Willis (2007: 235-237)

Topic:- Earthquake Safety	
Pre-Task Phase	<p><u>Warm-up questions and trivia</u> Teacher discusses about the natural disasters such as cyclone, tornado, cyclone and earthquake etc. What natural disasters occur in Japan? Where? When? What was the world’s biggest earthquake? What is the Richter Scale and its relevance to Japanese system?</p>
Task Cycle	<p>1- The class discussed natural disasters (floods, wildfire, flood and earthquake etc.) brainstormed vocabulary and shared personal experiences. (10-15 minutes) 2- Small groups discussed questions on earthquake preparedness and survival and transferred this information to a chart. The columns of chart were divided into ‘before’, ‘during and ‘after’ stages of an earthquake. (20 minutes) 3- Teacher distributed authentic pamphlets from Red Cross and other organizations. Different groups received different stages of information. Each group compared the official information to the information in their charts. (20-30 minutes) 4- Students reviewed some phrases for giving directions and paired up to practise finding the emergency exit blindfolded. (10 minutes) 5- A jigsaw task. Groups with different stages of authentic information, from Red Cross, shared their information and reported to other groups to add the information to their charts. The groups formulated new charts with authentic information about safety precautions ‘before’, ‘during’ and ‘after’ an earthquake. (30 minutes)</p>
Language Focus	<p>What did you learn about earthquake safety? Where is the nearest refuge to your home/work/institution? Where is the safest place in an earthquake if you are inside? Where is the emergency exit in this building? If you do not know, it is homework for you? Collect some survivors’ stories from large earthquakes. Retell them in your own words.</p>
Evaluation and Feedback	<p>Students reported that doing this activity in English made them focus on an important issue that was easy to ignore in Japanese. Some students reported that the emergency exit activity was the highlight.</p>

2.10.6 Focus on Form in TBLT

There is an ongoing debate and controversy about the underlying principles of TBLT on account of major focus, either on meaning or on form (Ellis, 2003, 2014; Long, 1985, 1991; Skehan, 1998). No doubt the pioneer of task based learning is Prabhu (1987) and his preferred focal point was on communicative meaning instead of any linguistic form (grammatical rules).

With the passage of time the importance of grammatical competence and linguistic form have been recognized for a successful and accurate as well as fluent communication in the target language, it has also been made an essential component of TBLT (Ellis, 2003; Skehan, 1996, 1998; Long, 1991, Robinson, 2001, 2003). There is also a difference between “focus on **form**” and “focus on **forms**” in TBLT perspectives. Table 2.8 below differentiates TBLT and PPP i.e. traditional form focused classroom and TBLT classroom (Ellis, 2003:253).

Table 2.8

Traditional Form Focused Classroom and TBLT Classroom by Ellis (2003: 253)

Traditional form focused classroom	Task based language learning classroom
Rigid discourse structure consisting of IRF(initiate-respond-feedback) exchanges	Loose discourse structure consisting of adjacency pairs
Teacher controls topic development. Students able to control topic development	Students able to control topic development
Turn-taking is regulated by the teacher.	Turn-taking is regulated by the same rules that govern everyday conversation (speakers select)
Display questions (questions that the questioner already knows the answer)	Use of referential questions (questions that the questioner does not know the answer to)
Students are placed in a responding role and consequently perform a limited range of language functions	Students function in both initiating and responding roles and thus perform a wide range of language functions (e.g. asking and giving information, agreeing and disagreeing, instructing)
Little need or opportunity to negotiate meaning.	Opportunities to negotiate meaning when communication problems arise
Scaffolding directed primarily at enabling students to produce correct sentences.	Scaffolding directed primarily at enabling students to say what they want to say
Form-focused feedback i.e. the teacher responds implicitly or explicitly to the correctness of students' utterances	Content-focused feedback i.e. the teacher responds to the message content of the students' utterances
Echoing i.e. the teacher repeats what a student has said for the benefit of the whole class	Repetition i.e. student elects to repeat something another student or the teacher has said as private speech or to establish inter-subjectivity

Ellis (2009) while formulating ten theoretical principles (based on empirical studies) of the instructed language learning distinguishes the focus on **form** and focus on **forms**. The focus on **forms** means the practicing systematic and traditional teaching of grammatical rules, explicitly, following a structural syllabus paradigm such as PPP. On the other hand focus on **form** intends to teach linguistic features implicitly and incidentally as presented in the content of the communicative activities following a task based syllabus (Ellis, 2003, 2009). Various researchers and SLA experts explain that focus on forms prompts,

form-function mapping (the relation between meaning and a specific form in the communicative task) as attention to form diverts learners' attentional resources to particular linguistic form as encountered in the task based lesson (Khorasani et al., 2014; Long, 1985; Schmidt, 2001; Skehan, 2009).

The focus on meaning has twofold interpretations as to the semantic or the pragmatic meanings. The semantic meanings are about the dictionary or literal meaning of any lexical item or any grammatical structure. Whereas, the pragmatic meanings are concerned with the contextual meaning that a learner encounters in the context of the pedagogical task (Ellis, 2005). Besides the vitality of semantic meaning, the pragmatic meanings are more crucial in developing L2 learning to achieve successful communicative outcome.

Another distinction in the focus on meaning based on the semantic and the pragmatic meanings is that when semantic meaning is center of attention, the target language is treated as an object. According to Ellis (2005) when preference is given to the pragmatic meaning, both the teacher and the taught purview the target language as a tool for successful communication. In ELT there is a unanimous agreement among the researchers and the ELT practitioners about the integration of focus on form along with meaning for a successful language learning (Dalili, 2011). The following section describes the comparison between PPP and TBLT.

2.10.7 PPP Vs TBLT

The traditional practice-presentation-production (PPP) is still the most dominated approach in teaching and learning scenario in some countries although the most criticized teaching methodology as well (Skehan, 1996). It is to be noted that Pakistan is also following PPP which, as the researcher asserts, is the major reason for weaker L2 performance by the Pakistani ESL learners. The teacher in PPP presents a specific language item that is practiced (controlled practice) by the students and the production phase comes usually on account of homework assignments where students freely practice the predesigned activities and produce at their own which is checked and learners' errors are corrected by the teachers.

The irony of production stage is mentioned by Willis and Willis (2007) as there is no production at all as the learners are still practicing the pre-assigned/pre-discussed work without any creativity (Willis, 1996). PPP is basically a teacher centered approach facilitating full command of the class to the teacher as a one man show. TBLT offers collaborative learning (learning by doing) and getting recognition day by day as it offers action as well as reflection (Samuda & Bygate, 2008).

TBLT endeavors in equipping the learners with the interactive and communicational skills just like a natural way as in real life situation of a child acquiring his mother tongue. The chief purpose of the PPP is also teaching and learning of language but the

difference is the way PPP methodology strives to enable learners as language users. TBLT views language as the tool for communication and the role of teachers and learners is nothing more than language users (Ellis, 2003, 2009; Willis & Willis, 2007). The PPP methodology anticipates language as an object to be taught to the learners. The role of the teacher and the taught is much different as that in TBLT as compared to that in PPP (Li, Ellis & Zhu, 2016).

Skehan (1996) asserts that the origin of TBLT is due to the inadequacy and failure of the traditional PPP mainly due to the latter as a teacher centered methodology and the most convenient for the teachers. PPP is a teacher dominated approach of language teaching and students are treated as the passive learners but TBLT promotes the culture of collaborative, interactive, experiential and cooperative language learning. Although it is a recent language teaching approach but its principles root back to John Dewey's (1859-1952) theory of progressive and experiential education (Branden, 2009, Ellis, 2009; Hu, 2013; Samuda & Bygate, 2008; Wang, 2011). As tasks are the central unit of pedagogical activities in TBLT, maximum researches in TBLT are pragmatic, classroom based and concentrating mainly on the task, its characteristics, task complexity, task demands, effect of cognitive abilities on task and many more in the same run.

Skehan (1996) distinguishes TBLT from PPP as: "A PPP approach looks on the learning process as learning a series of discrete items and then bringing these items together in communication to provide further practice and consolidation. A task based approach sees

the learning process as one of learning through doing; it is by primarily engaging in meaning that the learner's system is encouraged to develop" (Skehan 1996: 21).

Willis (1996) differentiates PPP and TBLT as PPP focuses primarily on linguistic forms, words and phrases right from the onset but the focus on language form in TBLT comes at the end. Pedagogical tasks are the most central unit of analysis in TBLT. Task based lesson following Willis (1996) model is described below in the figure 2.4.

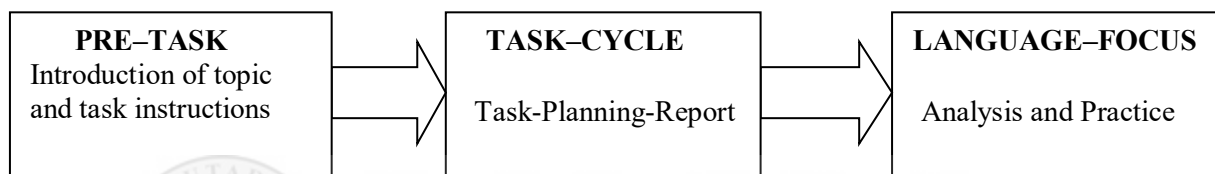


Figure 2.4 Sequence of a Task Based Lesson by Willis (1996: 28).

During Pre-task phase teacher announces the topic of the lesson and provides some instructions to the students to perform the task independently. Then at task cycle phase students perform the task and during planning phase of the task cycle the students plan how to report the outcome achieved by the task to the class. Then at report phase the student publically presents the outcome of the task and how it was achieved (in pair, group or individual as per the task). Finally at the language focus stage teacher takes over the control of the class to provide feedback to the class or to practice a specific linguistic item collectively by the class or by a group of students (Willis, 1996). The students can peer check their target language performance at this stage for peer learning. When PPP is compared to TBLT, the PPP has fewer advantages in terms of language production as compared to the language production in case of TBLT classroom. As in TBLT there are more chances to produce target language such as during task phase and the planning to

report the task publically and finally during the reporting phase. Figure 2.5 below describes the differences between PPP and TBLT.

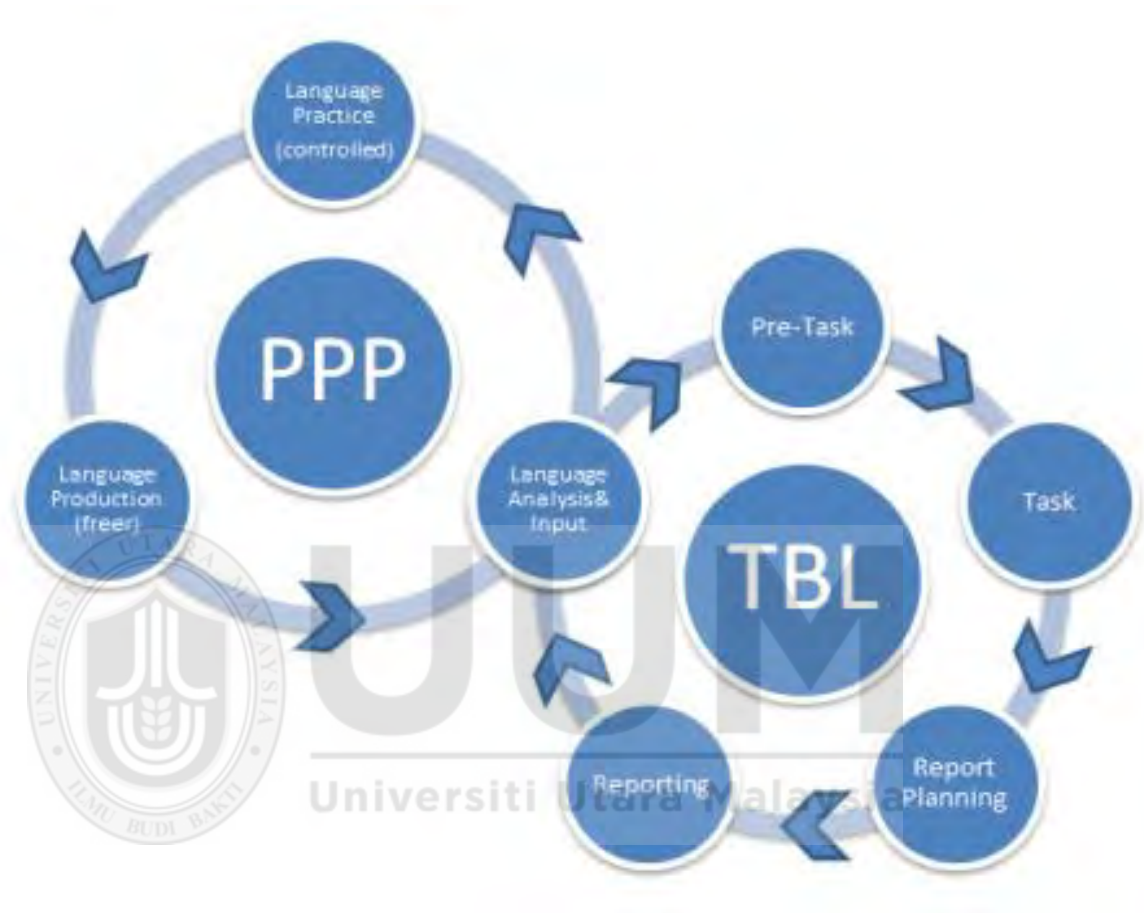


Figure 2.5 Differences between PPP and TBLT

TBLT facilitates L2 development by encouraging ESL learners to be reflective learners and promotes learning by doing as in the reporting phase of a task the ESL learners are required to present publically (in the ELT classroom) about the outcome they achieved (Ellis, 2009, 2014). It is an amalgamation of pragmatism as well as idealism due to active participation of the learners and following the theories (such as the Constructivist theory of learning) and empirical researches (such as the current research) in L2 pedagogy

(Bygate et al., 2001; Robinson, 2007, 2011; Samuda & Bygate, 2008; Skehan, 1998, 2003; Wang 2011).

2.10.8 Critique and Issues in TBLT

Besides, TBLT has appeared very attractive to a huge number of SLA theorists, pedagogues and researchers (Ellis, 2003, 2014; Nunan, 1989, 1991, 2004; Robinson, 2001, 2005, 2011; Samuda & Bygate, 2008; Skehan, 2009, 2016; Willis & Willis, 2007 and many more). Some SLA experts criticize TBLT and doubt its pragmatic effectiveness in various aspects such as focus on “*meaning*” as compared to “*forms*” and teaching of grammar “*implicitly*” as compared to “*explicit*” grammar teacher in traditional way (Littlewood, 2004; Seedhouse, 1999; Seedhouse & Almutairi, 2009; Swan, 2005).

Ellis (2009a) has comprehensively responded to all the objections on TBLT and termed these objections due to the limited knowledge and misunderstanding about the effectiveness and practicality of TBLT. McDonough and Chaikitmongkol (2007) confirmed the vitality and effectiveness of TBLT as compared to the traditional structural syllabus in Thailand which emphasizes focus on “*forms*” as compared to the focus on “*form*” in TBLT. Teachers should focus on adaptation instead of adopting in TBLT for effective teaching and learning (Ellis, 2009a; Li, Ellis & Zhu, 2016; Nunan, 2004; Willis & Willis, 2007).

TBLT is still going through its evolutionary stages and there are some theoretical differences among the advocates of TBLT (as there are differences about the importance of focus on form or on meaning in TBLT). Still there is no unified and unanimous definition of task in TBLT which is the most crucial and the central feature in TBLT as the whole methodology revolves around tasks. But there is a comprehensive agreement that the basic purpose and outcome of task performance is the communiqué of meaning due to the linguistic usage to achieve an objective which is not necessarily a linguistic one (Ellis, 2014; Samuda & Bygate, 2008; Long, 2016; Skehan, 1998, 2009).

According to Ellis (2003, 2005, 2009b) and Skehan (2003, 1998) TBLT is supported by both theoretical as well as practical perspectives of second language acquisition. Theoretically it is supported by the psycholinguistic and the sociocultural approaches in L2 acquisition i.e. learning language with interaction in real life social contact (Ellis, 2003). Psycholinguistically the communicative tasks prompt L2 development among the learners due to the comprehensible input (in accordance with the comprehensible input hypothesis by Krashen, 1985). This comprehensive input expedites learners' internal capacities resulting in the target language production initiated by assigning attentional resources (Gass, 2003; Robinson, 2001, 2007; Skehan & Foster, 2001). Same is hypothesized and proved true by Prabhu (1987) that learners learn proficiently when their minds are focused on task performance instead of the only focus on the target language and its abstract rules.

Sociolinguistically, TBLT facilitates the members of communicative task to construct meaning and promotes the contribution of extracting meanings by the interlocutors (Ellis, 2003). It leads them to the new knowledge along with the integration of the existing knowledge (the linguistic repertoire). In this way language learning is prompted and consolidated by the theoretical perspectives, which is recognition of the advantages of TBLT in L2 learning (Gilabert, Manchon and Vaselytes, 2016).

Ellis (2009a) while sorting out the misunderstandings and objections on TBLT made by Sheen (2003), Swan (2005), Seedhouse (1999, 2004) clarifies that tasks might be focused and unfocused depending upon the target needs of the lesson. Focused tasks are designed in a TBLT class to achieve comprehension about a particular linguistic item (some grammatical item) through a communicative performance. The target linguistic item is taught implicitly and incidentally as it appears in the context. Unfocused tasks are designed to compensate the communicative linguistic use in general.

Ellis (2009b) has also distinguished tasks on the basis of target linguistic skills such as the TBLT lesson can be organized to promote “input-providing” where major focus is on the listening and reading skills (the passive or receptive skills). Similarly when focus is to enhance the speaking and writing skills (the active or productive skills) of the learners the skillful teacher can design tasks labeled as the “output-prompting” tasks. However there are tasks which can endorse the integrated skills while focusing more than one skill at a

time as second language learning develops from receptive to productive skills (Krashen, 1985, 1987 and 2008).

The present study has utilized the out-prompting tasks as the purpose of this research is to promote the productive skills (writing and speaking) of the Pakistani ESL learners. Productive skills (specifically speaking skill) are the ignored and almost neglected skills in existing ELT methodology (especially in the examination system) based on GTM in Pakistan (Nawab, 2012). There is no test of listening, reading and speaking skills in existing Pakistani examination system (Ahmed & Bidin, 2016a; Behlol & Anwar, 2011; McNicoll, 2013; Zafar, 2015).

Ellis (2009b) concludes his study on solving the misunderstandings about the effectiveness of TBLT and enumerates the following advantages:

- a) TBLT facilitates L2 learning in an environment that is just like the natural learning of L1.
- b) Primary focus is on conveying the meaning as compared to the linguistic form but TBLT does not neglect the form and learners learn language form implicitly and incidentally.
- c) TBLT emphasizes comprehensible input (Krashen, 1985) of the target language and it is based on the learner centered educational philosophy but the teacher-led model is also possible as in Prabhu (1987).

- d) It is inherently a motivating methodology and promotes communicative fluency along with linguistic accuracy.
- e) TBLT can also be used parallel to the traditional approaches of ELT. The major advantage of TBLT lies in the fact that it implicates the semantic as well as the pragmatic meanings.
- f) Learners start learning independently and learn language confidently as the active stake holders of the teaching-learning process instead of looking towards the teacher proving them passive learners depending entirely on the teacher.

2.11 L2 Productive Skills

Each human language has four basic skills such as listening, speaking, reading and writing. According to Thornbury (2006) listening and reading are called as the receptive or the passive skills and the speaking and writing are called as the productive or the active skills. Another classification of basic language skills is as: the listening and speaking are called the oracy skills as we need aural and oral organs in these skills. Similarly the reading and writing are called as the literacy skills.

These basic skills have further sub skills such as skimming and scanning are the sub skills of the basic skill reading of a language. Another distinction of the language skills is in terms of the mode of communication in mother tongue or in second language. Speaking and listening skills are in oral mode of communication and reading as well as writing skills are a part of communication in the written mode.

Willis and Willis (2007) have differentiated the writing as the transactional skill and the speaking as the interactional skill. The present study is concerned with the productive skills comprising writing and speaking skills. These basic skills can be further subdivided into sub skills and the major focus of current research is the descriptive writing and the picture describing speaking (monologic speaking i.e. one person is speaking and others are listening) as these skills are mostly used in our daily life routine practical situations.

2.11.1 Speaking Skill

Speaking is the most fundamental skill required for oral communication and for effective communicative mastery the speaking skill plays a vital role. There are various kinds of speaking such as interactive speaking (e.g. job interviews); semi interactive speaking (e.g. classroom lecture) and non interactive speaking (e.g. radio broadcasting). For effective teaching of speaking skill, Nunan (1991) says that, "success is measured in terms of the ability to carry out a conversation in the (target) language."

If an ESL learner does not have any opportunity to speak and rehearse the target language in the language classroom she/he might be de-motivated to practice speaking the learned language in real life situations (Barber, Barber, Karner & Laur, 2006). Hence there must be ample facilities for every student to speak in the target language in the English language teaching classroom as speaking is the basis of human communication in real life. The kind of speaking skill focused in the present study is the picture describing

monologic speaking i.e. one person speaking while describing a picture in front of him and others listening the speaker.

2.11.2 Writing Skill

Writing skill is the most complicated skill in terms of learning a language and speakers of any language learn writing skill in the particular sequence as, listening-speaking-reading-writing (Ahmed & Bidin, 2016b; Thornbury, 2006). There are various kinds of writing skills such as narrative writing, argumentative or persuasive writing, expository writing, and descriptive writing. Each kind of writing has its specific rudiments and characteristics. According to Barber et al., (2006) when ESL learners perform in target language in the classroom their confidence level and motivation improves. Hence their L2 performance is developed to advance levels of writing which enables their higher achievements in real life as well (Pishghadam & Zabihi, 2012).

The writing process comprises pre-writing, drafting, editing and revising, thus putting ideas on paper and exploring new ideas (Barber et al., 2006). The kind of writing focused in current study is the descriptive essay writing skill as the ESL learners wrote a descriptive essay during experimental teaching in the pretest and the posttest. Pakistani ESL learners were taught about the major kinds of essay writing in general and descriptive essay writing in particular during TBLT treatment for the experimental group. Another kind of writing focused in present research is the journal writing as ESL learners were required to write weekly reflective journals which pushed them to develop their thinking skills as well as reading skills in output prompting tasks (Barber et al., 2006;

Ellis, 2009). Weekly journal writing is a kind of iterative activity, where students write about their second language learning experience based on TBLT (Edwards & Willis, 2005). It provides awareness to the ESL learners about their own voice as they grow just like autonomous learners in Task Based Language Teaching (Barber et al., 2006; Ahmed & Bidin, 2016a; Doyran, 2013).

2.11.3 Teaching of Language Skills in Pakistan

In Pakistan the entire education system in general and ELT in particular is based on behaviorism and Grammar Translation Method respectively (Behlol & Anwar, 2011; McNicoll, 2013; Nawab, 2012; Shamim, 2008). In GTM the speaking and listening skills are treated as the neglected skills and the major focus is on the reading and writing skills (Ghani, 2003; Siraj, 1998; Zainuddin et al, 2011). This is the reason that present study will be an innovative study to implement TBLT in Pakistani ELT scenario focusing on the productive skills (Ahmed & Bidin, 2016a).

Another issue in this regards is the present-practice-production paradigm being practiced in Pakistani ELT context and there is no test of reading, listening and speaking skills in Pakistani examination system (Ahmed & Bidin, 2016a; Coleman, 2010; McNicoll, 2013; Zafar, 2015). According to Barber et al., (2006) “fifty years of research into grammar instruction confirms what many instructors have long suspected: when it comes to improving writing, traditional grammar instruction simply does not work”. It is hoped as the present study will pioneer the TBLT experiment in improving productive skills of Pakistani ESL learners at university undergraduate level.

Researcher affirms that by implementing TBLT in Pakistani ELT system, ESL learners will develop their L2 productive skills and they will be able to communicate in target language in real life situations. The most fundamental principle of TBLT is to utilize tasks in the authentic language and to practice/rehearse real life situations within the ELT classroom (Willis & Willis, 2007). The main objective of current study is to improve L2 productive skills of Pakistani ESL learners at university undergraduate level. The output-prompting tasks will be performed by the research participants with primary focus on improving writing and speaking skills (Ellis, 2009). The following section presents the review of empirical studies in TBLT conducted both in ESL as well as in EFL contexts.

2.12 Teachers' and Learners' Views in ELT

Teachers and the language learners are the most important stakeholders of any teaching-learning enterprise. Several studies have been conducted to determine views of the teachers and the ESL/EFL learners about the effectiveness of TBLT as compared to the traditional language teaching methodology i.e. GTM (Carless, 2003, 2007, 2009; Doyran, 2013; Ene & Riddlebargar, 2015; Hu, 2013; Mai & Ngoc, 2013; McDonough & Chaikitmongkol, 2007).

Carless (2003) investigated teachers' reaction towards implementing TBLT in Hong Kong and the data was collected qualitatively through structured interviews of the teachers who implemented TBLT in ELT classrooms. The study concluded as the teachers innovating existing ELT were successful with TBLT, although having few difficulties such as noise in the classroom, use of mother tongue and students'

involvement in the pedagogical tasks (Carless, 2003). Students involvement in the pedagogical tasks was also a problem in the beginning which increased as the task based teaching progressed.

TBLT is a part of curriculum in Chinese ELT system since 2001 and Hu (2013) investigated the practicing EFL teachers' responses about the new language teaching methodology i.e. TBLT as compared to the traditional teaching. The study was conducted to determine the pedagogical implications of TBLT in terms of curriculum development and tasks selection in China (Hu, 2013). He concluded that teachers who applied TBLT actively in ELT classrooms were successful as compared to the teachers who negated innovation in language teaching methodology, irrespective to the length of teaching experience (Hu, 2013).

Carless (2007) interviewed practicing EFL teachers to determine the suitability of TBLT in Hong Kong and he concluded with the weak form of TBLT with some adaptation as innovation in ELT was a complex endeavor and teachers viewed TBLT difficult to implement in its strong form (Carless, 2007). TBLT is in practice in the ELT curriculum of Hong Kong since 1997 and Carless recommended teachers training in the area of Task Based Language Teaching for better pedagogical implications (Carless, 2009).

Most of the studies conducted in TBLT area are from EFL context as compared to ESL environment and the present study will fill the gap as it has been conducted in ESL context i.e. Pakistani ESL context (Ahmed & Bidin, 2016a). TBLT was introduced in

Vietnam in 1990s and teachers' along with students' perceptions were investigated to determine effectiveness of TBLT in Vietnamese EFL context (Mai & Ngoc, 2013). They collected data from the EFL students and EFL teachers along with evaluation of task based syllabus at university level. Mai and Ngoc concluded that teachers along with language learners played a vital role in the innovation of ELT and introduction of TBLT as compared to the traditional teaching methodologies as students improved their language competency by utilizing TBLT approach (Branden, 2016; Mai & Ngoc, 2013; McDonough & Chaikitmongkol, 2007).

The present study will collect data from both from the ESL learners and ESL teachers to determine their views about the effectiveness of TBLT in improving writing as well as speaking skill in Pakistani ESL context. Teachers' views about the outcome of existing ELT and introducing TBLT in Pakistani ELT scenario will also be investigated for a better understanding of the existing ELT, teachers from school, college and university levels will give their views about introducing TBLT in Pakistan.

2.13 Review of Empirical Studies in TBLT

The purpose of presenting critical review of the empirical studies is to determine some evidence for the effectiveness of TBLT across the globe in EFL as well as in ESL contexts. Some of these studies are more appropriate and very close to the structure of the present study while other studies, critically analyzed here, provide the rationale and need for current quasi-experimental research in Pakistani ELT context. The prime objective of the present study is to improve the productive skills (writing and speaking) of Pakistani

ESL learners at undergraduate level. Hence, the studies presented for critical analysis are mainly concerned with similar variables such as: the effectiveness of TBLT (Rahimpour, 2008; Mai & Ngoc, 2013), task planning (Ellis, 2009; Skehan, 2009), task complexity (Revesz, 2009), oral performance (Park, 2010) and the effect of pre-task planning on writing skill of target language (Khorasani et al., 2014; Mehrang & Rahimpour, 2010).

The critical review of the studies discussed below and conducted by Robinson (2007), Skehan (2009) and Ellis (2009) are significant for the current study to strengthen the background knowledge about the issues in TBLT. These studies provide the motivational incentives to the researcher for exploring the efficacy of TBLT and to focus on for the potential in TBLT research. Some studies are more identical to the current research although having some limitations due to scope of the studies conducted in ESL or EFL contexts and the main objectives of the concerned studies.

The experimental study conducted by Rahimpour (2008) "*Implementation of Task-Based Approaches to Language Teaching*", (i.e. a comparative analysis of TBLT and SBLT, structural based language teaching) can be a model to practice but it has a limited scope as compared to the present study. The study conducted for the implementation and evaluation of TBLT syllabus in Vietnam by Mai and Ngoc (2013) also validates the effectiveness of TBLT in EFL context at university level.

Revesz (2009) investigated the influence of task complexity and focus on form techniques (recasts in particular) with or without contextual support on the L2

morphosyntactic development among 90 Hungarian EFL learners. She divided the research participants into five groups as four comparison groups (the experimental group) and the fifth group as the control group. The experimental group consisting of four comparison groups was further divided in two sub groups:

- (a) A group facilitated with recasts while narrating the photos and the other group as not receiving recasts while describing the photos.
- (b) A group to describe the photos while seeing the photos and other group that could not see the photos while describing the photos to examine L2 oral description with/without contextual support.

All five groups participated in the pretest, posttest and the delayed posttest for data collection to find out the L2 morphosyntactic (past progressive form in this case) development. The task exit questionnaire was also used only for the experimental group. The data was analyzed by Many-Facet Rasch Measurement, MFRM (Linacre, 1989). The findings revealed that receiving recasts without contextual support was more useful in L2 morphosyntactic development than receiving recasts with contextual support.

The study by Revesez (2009) concluded contextual support helped L2 morphosyntactic development among EFL learners but there is no detail about the complexity, accuracy and fluency of the target language developed during the experiment. The researcher in current study will focus on determining L2 achievement in terms of complexity, accuracy and fluency after experimental teaching for 12 weeks. Second language

performance in TBLT is measured in terms of complexity, accuracy and fluency (Ellis, 2009; Fukuta, 2016).

Park (2010) investigated the influence of pre-task instructions and pre-task planning on the focus on form (FoF) of target language in terms of lexical and grammatical language related episodes (LREs) during two oral picture narrative tasks performed (in dyads) among 110 Korean EFL learners. All humans have limited attentional resources and focusing our attention on one aspect might reduce concentration on any other aspect, same is the case with second language learning and the underlying assumption of trade-off hypothesis posited by Skehan in 1997 and 1998 (Khorasani et al., 2014).

Planning before any task can lessen the cognitive load and communicative pressure on the learners during task performance, Robinson's Cognition hypothesis (2001, 2007). Planning helps activation and recovery of the existing knowledge about linguistic forms and their meanings, which entails improvement in the focus on form. Park (2010) investigated the individual and combined effects of pre-task instructions as well as planning opportunity on focus on form in picture narrative task. The interaction (story teller and listener or speaker and sequencer) was transcribed to locate the FoF in L2 production.

EFL learners focused more on vocabulary as compared to focus on form in the picture narrative task which signified that learners preferred meaning than FoF for the successful communicative interaction. The study validated the effectiveness of TBLT and priority of

focus on meaning as compared to the linguistic forms. Learners produced significantly more lexical LREs (in learners' conversational talk) as compared to morphosyntactic LREs (focus on grammar either syntax or morphology) regardless of the pre-task instructions and facility of planning. Pre-task instructions revealed somewhat improvement in the focus on form but pre-task planning had no effect on the focus on form as shown in the data analysis. Park's (2010) study has guided the researcher about data collection during picture narrative tasks that has marked an advantage for the conduct of current empirical research for data collection, transcription and analysis.

Skehan (2009) designed a study on re-modeling L2 performance indicators to integrate the measure of lexis into complexity, accuracy and fluency. Both the trade-off as well as cognition hypotheses (Robinson, 2001, 2003) and the relation of accuracy with L2 complexity were further investigated in terms of L2 development. Skehan (2009) formulated some generalizations based on empirical evidences in TBLT research such as association of Levelt's (1989) model of L1 speech analysis with L2 speech analysis.

Trade off hypothesis (posited by Skehan in 1996, 1998) suggested that due to limited attentional resources and specific working memory when a learner focused on one aspect of language he might trade off with some other item of language. Consequently, the learner lowered performance in other area as no task improved all three performance indicators (complexity, accuracy and fluency) of L2 development (Skehan, 1998 and 2001). This gave three generalizations about L2 performance indicators as:

- i) Accuracy and fluency are raised in personal information exchange tasks, not complexity.
- ii) L2 complexity is higher during narrative tasks but accuracy and fluency are lower.
- iii) Pre-task planning prompts greater complexity and fluency.

Skehan (2009) further argues that tasks based on concrete or well known information promote accuracy and fluency. The structured tasks benefit accuracy and complexity. The interactive tasks lead to accuracy as well as complexity and the tasks requiring information processing produce higher complexity. The post task conditions such as public performance or transcription of one's own performance promote accuracy. Fluency can only accompany with either accuracy or complexity but not with both. Skehan (2009) finalized his generalizations as the performance triad, complexity, accuracy and fluency are the paramount dimensions of L2 performance but they should be supplemented with the measures of lexical performance for comprehensive assessment of L2 development. The researcher has verified some of these generalizations in current research particularly to validate the effect of TBLT on the productive skills of Pakistani ESL learners.

Khorasani et al, (2014) investigated the achievability of L2 syntactic complexity through planning conditions in written task performance among 102 Iranian EFL learners. The sample was divided in three equal groups to examine the effects of unguided pre task

planning and the content focused strategic planning on L2 writing skill as the research participants were required to narrate an episode of TV show Mr. Bean.

As syntactic complexity and lexical variety are two main measures of L2 complexity, Khorasani et al, (2014) conducted their study to find out the impact of unguided pre task planning and content focused strategic planning on written L2 complexity. Learners' L2 complexity can be measured both in grammatical and lexical aspects as it is the ability to use a variety of words and structures in a limited time span (Wolfe-Quintero et al., 1998). Skehan and Foster (1999) demonstrated, while comparing accuracy and complexity, that more the complex task the lesser would be the accuracy. Trade-off hypothesis advocated the considerable trade-off between learners' L2 complexity and accuracy (Skehan, 1996, 1997 and 1998).

Khorasani et al, (2014) concluded that their findings validated trade-off hypothesis and the humans' limited processing capacity as the planning did not improve L2 complexity. They utilized a TV show Mr. Bean as a narrative task to locate the L2 written development which is an interesting and attention catching, as an archetype for future studies.

Salimi and Dadashpour (2012) researched on task complexity and L2 production dilemmas which was indirectly a comparison of trade-off and cognition hypotheses (Skehan, 1997; Robinson, 2001). The study investigated L2 written work of 29 Iranian EFL learners and analysis was conducted through T-test. The researchers demonstrated a

trade-off between complexity and other L2 production elements. Skehan (1997, 1998) argued that L2 production by the learners implies attentional load and learners are bound to make choice or to prioritize any aspect of L2 performance in terms of accuracy, fluency or complexity.

The trade off hypothesis (based on humans' limited attentional capacity) by Skehan (1997) was challenged by Robinson (2001, 2005 and 2007) who argued that a more demanding task prompts more complex L2 production as form and content support each other. Robinson (2001) defined task complexity as a result of the attentional, memory, reasoning and other information processing demands imposed by the structure of the task. Salimi and Dadashpour (2012) hypothesized that complex task would lead to more accuracy and complexity but not fluency than simple task in L2 written production. They employed the research participants to perform two versions of same decision making tasks, simple and the complex one. Participants wrote an essay in 45 minutes on decision making simple task as the pictures were given to them. After two weeks, same learners wrote another essay on the complex version of the same decision making task. The logic for the delayed essay was to remove the task repetition effect and memory constraints regarding the same data.

There was no significant difference between task complexity and L2 learners' written production in terms of accuracy (Arent, 2003; Gilabert, 2005). Hence the findings were against the Cognition hypothesis but similar to the results of Hosseini and Rahimpour (2010). The findings were also in corroboration with the findings of Skehan and Foster

(1999). The diversity of research findings has motivated the current researcher to verify and consolidate the results by an empirical research conducted in Pakistan.

Mehrang and Rahimpour (2010) examined the impact of task structure and pre-task planning on 64 Iranian EFL learners' L2 oral performance. The sample was divided in two equal groups to investigate the impact of pre-task planning and without pre-task planning during structured (having tight structure and a story with beginning, middle and ending) and unstructured (with loose structure, where events can be re-ordered) tasks on L2 oral performance. Tavakoli and Skehan (2005) found that structured tasks produced fluent and accurate L2 as compared to the unstructured tasks. Mehrang and Rahimpour (2010) provided cartoon pictures to the participants for oral narration during tight and loose structured task situations. The L2 accuracy was measured by error-free T-units (Gilbert, 2005) and for the fluency in L2, number of words spoken per minute was calculated (Skehan & Foster, 1999). L2 complexity was measured by the lexical density i.e. number of lexical words (open class words) was divided by the total number of words multiplied by 100 (Rahimpour, 1997, 1999).

The impact of planning led to more complex L2 production during unstructured task. Neither planning nor task structure had any effect on L2 accuracy but fluency was increased by planning during structured task performance. L2 oral complexity was improved by planning during unstructured task. The study is a successful investigation of the effect of planning and task structure on the L2 oral performance. The researcher will verify the findings of Mehrang and Rahimpour (2010) in the present study that is

concerned about improving the productive skills of Pakistani ESL learners through TBLT.

Mai and Ngoc (2013) carried out a comprehensive investigation to evaluate the Task Based Syllabus for EFL learners in Vietnam at university level. They collected data through questionnaires, semi-structured interviews, pretest and posttest from 439 Vietnamese EFL learners. The basic purpose of the study was to explore the strengths and weaknesses of TBLT syllabus. Secondly, to locate any improvement in learners' linguistic performance due to TBLT as compared to the traditional language teaching methodology.

In simple words, it was a comparison of the effectiveness of TBLT and PPP paradigm. The results of the pretest at the beginning and the posttest at the end of the semester indicated that task based syllabus promoted L2 development. Owing to its novice induction in the Vietnamese educational system there were some difficulties on part of the learners, however, their L2 performance was developed as compared to the existing structural syllabus. Teaching through task based syllabus was advantageous as it promoted L2 development when investigated by comparing scores in the pretest and the posttest. This is also a motivational study for the researcher proving effectiveness, practicality and benefits of implementing TBLT in Pakistan for the current research. The researcher affirms to implement Task Based Language Teaching in Pakistani ELT scenario to determine its effect on the writing and speaking skills.

Rahimpour (2008) compared the effectiveness of TBLT versus the traditional structural based language teaching (SBLT) in terms of L2 performance indicators (complexity, accuracy and fluency) among 20 Iranian EFL learners. The participants were divided in two groups of ten each and one group was taught through TBLT and the other group through SBLT differently for complete one term. After teaching session, picture stories and cartoon strips were used to elicit data for analysis.

There were significant differences in terms of complexity and fluency as the learners following TBLT performed better than the learners who followed SBLT. However, the accuracy measure among the learners who were taught by SBLT was better than those of the TBLT respondents that might be due to the explicit and entire focus on form and grammatical rules. Rahimpour's (2008) empirical study is also an evidence for the researcher's determination to follow as the Pakistani ESL learners are, presently, being taught through SBLT and PPP. Rahimpour's (2008) study has enriched the researcher's motivation and resolution to authenticate the current research as an endeavor to improve the productive skills of Pakistani ESL learners by implementing TBLT.

Robinson (2007) conducted an empirical study about task complexity, theory of mind, attentional reasoning and their effects on L2 speech production, learners' interaction, L2 uptake and the perceptions of task difficulty. In simplified words, the main purpose was to validate cognition hypothesis posited by Robinson (2001). The interactive tasks increasing in complexity of resource directing reasoning demands on the story teller's attribution of the thoughts and intentions of characters in the picture narratives were

performed by 42 Japanese EFL learners. The findings corroborated Robinson's (2001, 2003) cognition hypothesis as below:

- i) Task complexity prompted complex L2 speech production.
- ii) Tasks requiring complex reasoning about characters' intentional requirements produced more L2 interaction and uptake of L2 input than simpler tasks.
- iii) Output processing anxiety depicted linearly progressive negative relation to complex L2 speech production while tasks increased in complexity.

Robinson (2001, 2003, 2007 and 2011) posited 'Cognition Hypothesis' which states that "second language tasks for the language learners must be sequenced only on the basis of increases in the cognitive complexity and not on the linguistic grading". The cognition hypothesis advocates that complex tasks along resource directing dimensions result in more accurate and complex but less fluent L2 development. It will result in more interaction and uptake of L2 forms that are relevant to the cognitive/conceptual demands of the task (Robinson, 2003, 2005; Robinson & Gilabert, 2007).

The cognitive or conceptual demands along resource directing dimensions are directly proportional to the effects of task complexity. The study investigated the effects of increasing cognitive/conceptual demands of tasks asking for reasoning about the actions of intentional agents on L2 speech production and the learning opportunities (in terms of interaction and uptake of the L2 input that task performance provides).

Robinson conducted this study keeping in mind the personal theory of mind (Malle, 2005; Shatz, Wellman & Silber, 1983) as the tasks that require complex reasoning about the intentions of others will promote syntactically complex L2 speech. The measures regarding complex speech performance were used as: general measures of complex syntax (clauses per C-unit) and the specific measures of the use of cognitive abilities with other psychological state terms appropriate to the specific cognitive/conceptual demands of reasoning about others intentions in performing actions (Lee & Rescorla, 2002).

The participants of the study were 42 Japanese EFL learners divided in 21 dyads. Each dyad performed three picture based narrative tasks at simple, medium and complex levels of intentional reasoning demands. After performing the task every dyad completed a post task difficulty questionnaire to mark the difficulty level of the task. Two out of six research hypotheses were not confirmed which require more research to validate the claims made by Robinson (2007). It was a comprehensive study about the task complexity and its effect on other variables in TBLT research. Robinson is a legend in task based learning and in TBLT research. The researcher has benefitted from these generalizations in order to corroborate or otherwise during research findings of the current research.

Rod Ellis is one of the most prominent advocates of TBLT and commonly regarded as father of SLA around the world. Ellis (2009) reviewed thirteen empirical studies to investigate the effects of three kinds of planning (rehearsal, pre task strategic planning and online planning) on L2 performance. The secondary purpose of the article was to formulate a theory about the effects of planning on L2 performance. Skehan and Foster

(1999) defined fluency as “the capacity to use language in real time, to emphasize meanings, possibly drawing on more lexicalized systems”. They explained accuracy as “the ability to avoid error in L2 performance, possibly reflecting higher levels of control in the language as well as a conservative orientation, that is, avoidance of challenging structures that might provoke error”. Complexity was defined as “the capacity to use more advanced language, with the possibility that such language may not be controlled so effectively” (Skehan & Foster, 1999).

Samuda and Bygate (2008) observed that Robinson’s cognition Hypothesis (2001, 2003) has certain weaknesses in terms of complexity. In most of the studies L2 fluency was measured in two respects as the temporal fluency (number of syllable per minute) and the repair phenomenon of fluency (false starts, repetitions and reformulations). General conclusion of the studies depicted that strategic planning prompted better L2 performance (Elder & Iwashita, 2005; Guara-Tavares, 2008; Tavakoli & Skehan, 2005; Wigglesworth, 2001).

It was established that longer the planning greater the L2 fluency. But complexity of L2 performance resulted differently. Learners’ performance in terms of L2 complexity was measured according to the number of subordination (mean number of clauses per T-units). Grammatical complexity was measured in number of verb forms used by the learners during L 2 production. Lexical complexity was examined by type-token ratio and the number of different word types. Only strategic planning prompted L2 complexity in few studies but others found no significant improvement in L2 complexity due to

strategic planning (Gilabert, 2007; Mochizuki & Ortega, 2008; Tajima, 2003). Overall results of thirteen studies explored by Ellis (2009) assert that strategic planning leads to greater grammatical/syntactical complexity and same is the case with L2 accuracy as most of the studies conclude that planning aids accuracy in second language performance.

Ellis (2009), after review of these thirteen empirical studies, found that rehearsal benefitted fluency and complexity. Strategic planning promoted fluency but findings were mixed about complexity and accuracy that might be due to trade-off hypothesis. Ellis (2009) elaborated that within-task planning may promote L2 complexity and accuracy without damaging fluency. On the whole, Ellis (2009) surveyed the empirical studies in different settings such as language testing, language laboratory and language teaching contexts with primarily focusing on the effect of planning on L2 development.

Li, Ellis and Zhu (2016) designed an experimental study to verify the effectiveness of TBLT versus TSLT (Task Supported Language Teaching) among 150 Chinese EFL learners. They concluded that the experimental group having explicit grammatical instruction and within task feedback performed better in the oral task as compared to the control group (with no treatment) in the target language passive construction. The participants' performance in two dictogloss oral tasks was investigated by Grammaticality Judgment Test. The findings revealed that the experimental group having the facility of explicit grammar instructions as well as within task feedback performed better than all other groups such as having only explicit grammar instructions before task or having only within task feedback.

The empirical study by Li, Ellis and Zhu (2016) has provided evidence that explicit instruction of grammar is also possible within TBLT framework. The study was conducted in Chinese EFL context with primary focus on structural based syllabus where pure TBLT was a difficult venture. The provision of explicit grammar instructions validated the novel and progressing status of TBLT as there was no strict adherence to TBLT principles regarding implicit grammar teaching (Long, 2016). The researcher affirms that in present study grammar instructions will be facilitated to the participants during the language focus stage during the experimental teaching in Pakistan where primary focus is already on the prescribed structural syllabus.

Mohammadipour and Rashid (2015) designed an empirical study in Malaysian ESL context to determine the impact of TBLT on speaking ability from a cognitive approach. They conducted an experimental teaching based on TBLT to the experimental group (n=36) and the regular instructions were provided to the control group (n=36). The research participants were undergraduate ESL learners from a Malaysian public university. They concluded with the potential of TBLT in improving speaking skill as the experimental group performed significantly better than the control group. The results of the posttest were analyzed through T-test for statistical significance. The mean scores in the posttest were significantly different as compared to the scores in the pretest by the experimental group and there were no significant differences in the scores of the control group.

The study conducted by Mohammadipour and Rashid (2015) is having a limited resemblance with the current research. They did not measure the L2 performance indicators complexity, accuracy and fluency of the speaking performance. Secondly, they did not notice the impact of planning on the oral performance by the research participants and they were restricted to only speaking with no mention of the writing skill. The present study will be an improved and comprehensive study as compared to the study by Mohammadipour and Rashid (2015). The current research will determine the effect of TBLT on L2 oral performance in terms of second language performance descriptors and writing skill will also be an equal variant as well as the speaking skill.

Branden (2016) conducted a study on the role of teacher in TBLT from three perspectives which are mostly ignored in TBLT literature as in TBLT research major focus is on the learners or on the language learning. He illustrated the teachers' role as: "a mediator of students' language development, a key figure in implementing TBLT i.e. a change agent for innovation in L2 pedagogy and as a researcher i.e. an active contributor for the development and refinement of TBLT" (Branden, 2016: 164).

Branden (2016) has highlighted that teachers have dynamic role in TBLT depending upon the classroom situations as compared to passive followers of the prescribed structural syllabus in traditional pedagogy. The teachers could be active action researchers other than reflective practitioners in second language education for effective L2 development among the learners. The present study has already kept the vibrant role

of the Pakistani ESL teachers in view as the role of teacher in any teaching-learning scenario can never be minimized. The practicing teachers in Pakistani ELT context are also the respondents and participants in the study other than the ESL learners at undergraduate level. Their views about existing ELT in Pakistan and their knowledge about introducing TBLT will also be presented to validate the effectiveness of TBLT.

Fukuta (2016) investigated the effect of narrative task repetition on attention orientation in second language oral performance by 28 Japanese EFL learners. Fukuta posited that first task performance in TBLT is considered as a preparation for the onward repeated performance of same task as learners gain extra processing space to improve their L2 performance (Fukuta, 2016). The EFL learners repeated the cartoon picture descriptive task with an interval of one week. Task repetition eases cognitive load among the learners and results in developing grammar instruction but the temporal improvement in second language performance may not reach L2 acquisition level (Ellis, 2005). The findings of the study corroborated Skehan's (1998, 2001 and 2009) trade-off hypothesis as there was improvement in accuracy measure as well as lexical diversity although trade off in terms of syntactic complexity and fluency.

The study by Fukuta (2016) has varying findings as compared to previous studies in the same parameters (Ahmadian & Tavakoli, 2011). The empirical study by Fukuta (2016) marks the novelty and progressive status of TBLT as there are not 100 percent similar findings in terms of the effect of planning on the L2 performance indicators (Ellis, 2009a). Researcher asserts that it might be due the novice enterprise of TBLT.

Hakim (2015) designed a study to investigate the role of learning styles by Saudi Arabian EFL learners (n=25) for the success of TBLT as compared to traditional teaching environment at a public university in Kingdom of Saudi Arabia. There is always more focus on communicative and functional usage of language in TBLT. The study concluded that after implementing TBLT students improved their interaction with classmates as well as with the teacher as compared to traditional language teaching (Hakim, 2015). The data analysis of the questionnaire revealed that 52% students had kinesthetic/tactile and 28% students had visual learning styles. The remaining 20% of the research participants (n=25) had auditory learning style.

The study by Hakim (2015) had a limited scope and concluded that TBLT had more focus on interaction i.e. communicative functional use of language as compared to the traditional teaching environment. The present study has implemented TBLT in Pakistani ESL context and it improved learners' L2 productive skills in terms of L2 complexity, accuracy and fluency. Students' perceptions about TBLT were determined by Students Reflective journals and Pakistani ESL teachers also responded a questionnaire describing their opinions about existing ELT and their knowledge about TBLT.

2.13.1 Summary of the Empirical Studies

The present study has primary focus on improving second language writing and speaking skills; hence, the empirical studies presented for critical review were also concerned about the improvement of target language skills. Most of the studies reviewed earlier have one or the other limitations as illustrated as below:

Revesez (2009) determined the effect of task complexity on FoF (focus on form) and the development of target language in Hungarian EFL context. She concluded that FoF technique 'recasts' had positive effect in L2 development. Similarly Park (2010) endeavored to investigate the effect of pre-task planning and/or pre-task instructions on the FoF in Korean EFL learners' L2 development. She concluded that the pre-task planning as well as the pre-task instructions had no effect on target language development which is partially contrary to several other studies reviewed here (Ellis, 2009a; Khorasani et al., 2014).

Skehan (2009) reviewed empirical studies to validate his "Trade-Off Hypothesis". He generalized that due to the limited attentional resources learners' L2 fluency measure can only accompany with L2 accuracy or complexity. Khorasani et al., (2014) validated that planning had always positive effect on L2 development, in this way they ignored all other aspects necessary for L2 development such as comprehensible Input of L2 and so on. Salimi and Dadashpour (2012) compared Skehan's 'Trade-Off Hypothesis' with Robinson's 'Cognition Hypothesis'. They concluded with confirmation of 'Trade-Off Hypothesis' as compared to the 'Cognition Hypothesis'. The findings revealed that there was trade-off between task complexity and accuracy in L2 written performance.

Similarly, Mehrang and Rahimpour (2010) determined the effect of pre-task planning along with task structure on L2 oral performance among Iranian EFL context. They resolved that planning had no effect on the accuracy and fluency of L2 oral performance. Secondly the structure of a task promoted L2 fluency but it did not affect L2 accuracy

and the complexity measure. Mai and Ngoc (2013) investigated the effectiveness of TBLT syllabus as compared to the traditional structural based syllabus in Vietnamese EFL university level students. They concluded that the TBL syllabus caused some initial difficulties among the teachers and students alike but learners L2 written performance was improved by the implementation of TBLT. Similar were the findings by Rahimpour (2008) in Iranian EFL context as EFL learners having TBLT treatment outperformed the EFL learners utilizing the traditional structural syllabus.

Robinson (2007) designed an empirical study to verify his 'Cognition Hypothesis' and he concluded with confirmation of the cognition hypothesis as the complex task led to improvement of L2 in terms of complexity, accuracy and fluency with more uptake of second language. Ellis (2009) conducted a review of 13 empirical studies about the effect of planning on L2 performance in terms of performance descriptors. He concluded with varying findings as there were no unanimous conclusions by the studies. Ellis' (2009) study necessitates the requirement for more research to generalize the effect of task planning on L2 performance in TBLT research in ESL context.

Hakim (2015) investigated the effect of learners' learning styles in L2 development among Saudi EFL learners and she concluded that by implementing TBLT interaction among the students increased with more learning of L2. Similar were the findings about the increased interaction between the teacher and the EFL learners. The increased interaction led to more L2 development by the students. Li, Ellis and Zhu (2016) designed an empirical study in Chinese EFL context to compare TBLT with TSLT and

they concluded with the possibility of explicit grammar teaching in TBLT environment for better grammatical awareness.

Branden (2006, 2009, 2016) is one of the pioneers who advocated the effectiveness of TBLT as compared to the traditional teaching. Branden (2016) contributed to the dynamic role performed by the teachers in implementing TBLT. He highlighted the 3D role (three dimensional) of teacher in TBLT such as: innovator, mediator and researcher. Tabular summary of the reviewed studies has been presented at Appendix-P (page, 365)

It is also affirmed that the role of teacher is very important in implementing TBLT and same would be the innovative example in case of implementing TBLT in Pakistani ESL context. Researcher, being an ESL teacher in Pakistan, has got sufficient motivation and encouragement from the empirical studies in TBLT reviewed earlier in this section. Pakistani ESL learners will grow in their L2 productive skills as it happened in many other countries, though mostly in EFL context. The scarcity of TBLT implementing research in ESL context will be fulfilled by the present research. The following subsection highlights the current research about implementing TBLT in Pakistani ESL context with reference to the empirical studies reviewed.

2.13.2 Current Study and the Reviewed Studies

The present study is primarily an addition in the existing literature about the effectiveness of TBLT in general and it is different in many aspects from the most of the studies, critically reviewed in previous section; almost very few earlier studies have attempted to

determine the effectiveness of TBLT in ESL context. This study has another advantage as its prime objective is to investigate the effectiveness of TBLT while improving productive skills in Pakistani ESL context. Rahimpour (2008) conducted comparison of TBLT and SBLT and concluded better L2 performance through TBLT as compared with the findings from SBLT. Hence, the present study will fill the research gap both by validating the practicality of TBLT in Pakistani ELT scenario and by improving L2 speaking as well as writing skills of learners in ESL context.

Most of the studies in TBLT focus either on writing or merely on speaking skills, or only on the effect of task planning on L2 performance (Park, 2010; Salimi & Dadashpor, 2012) . The present study has endeavored to determine the effectiveness of TBLT in Pakistani ESL context while improving productive skills (writing and speaking). Khorasani et al., (2014) investigated the L2 complexity in writing skill with respect to the planning by the Iranian EFL learners.

Revesz (2009) investigated the effects of recasts and the task complexity on L2 morphosyntactic achievement by the Hungarian EFL learners. Park (2010) examined the pre-task instructions and the pre-task planning on the focus of form in oral performance. Hakim (2015), Rahimpour (2008) and Fukuta (2016) along with most of the other studies in TBLT literature have been conducted in EFL context. Therefore, it is affirmed that current empirical study will be a pioneer to improve writing and speaking skills of the Pakistani ESL learners by implementing TBLT in ELT classrooms.

2.14 Task Based Teaching in the Study

Different SLA experts and advocates have designed teaching frameworks for TBLT differently according to their expertise and view of tasks as well as the language learning strategies (Ellis, 2003; Nunan, 2004; Willis, 1996). Each has been discussed and reviewed in previous sections. Researcher has concluded to adapt and follow task based teaching format designed by Willis (1996) due to its practicality for the ELT classrooms in Pakistan. This study is based on Willis' (1996) model of TBLT teaching. Figure 2.6 displays the TBLT teaching by Willis (1996: 28).

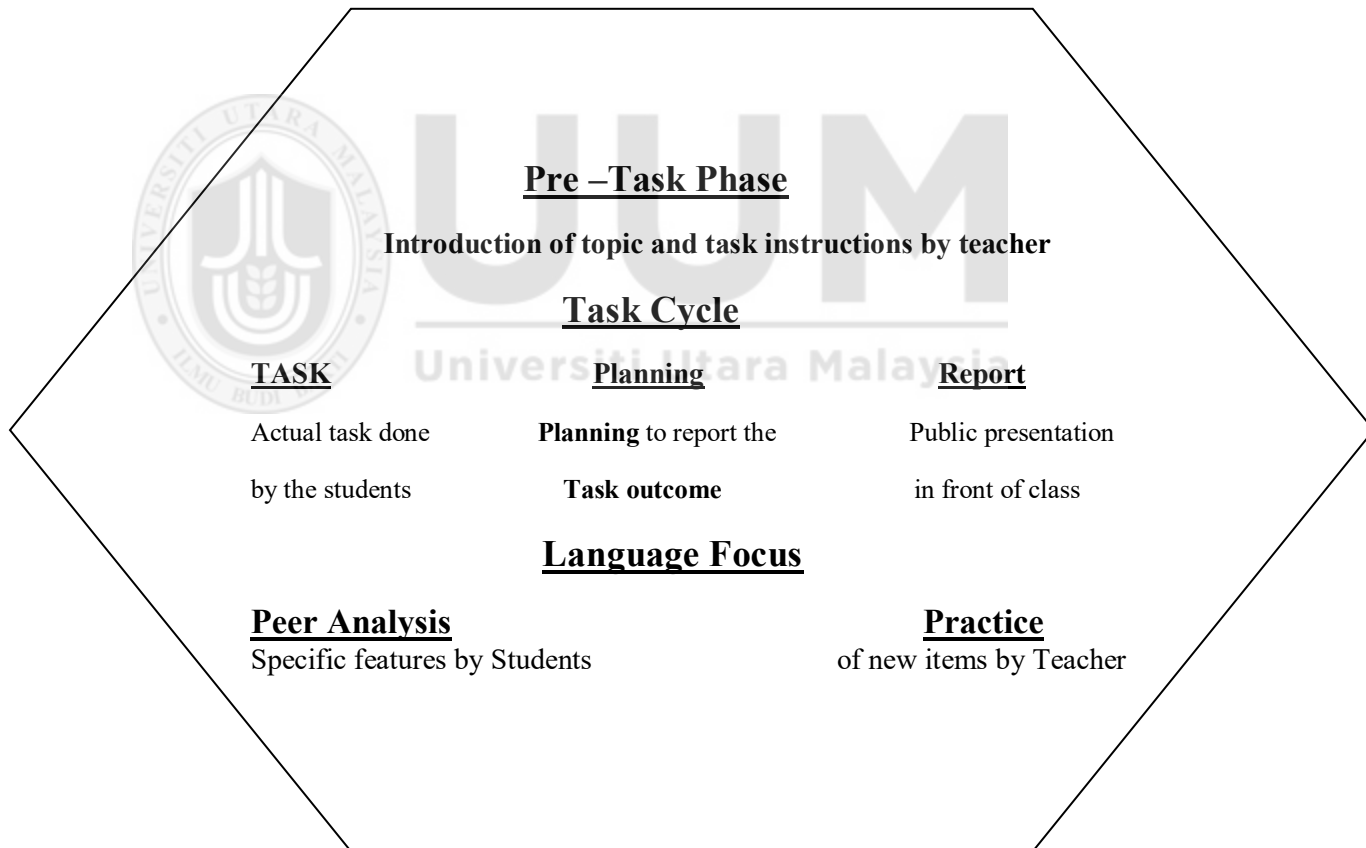


Figure 2.6 TBLT Framework by Willis (1996: 28)

2.15 Conceptual Framework of the Study

The conceptual framework derived from the literature reviewed in the present study and to answer the research questions has been described below. Based on the review of related literature in previous sections, the researcher has formulated the framework of the current quasi-experimental research. The effectiveness of TBLT on productive skills (writing and speaking) of Pakistani ESL learners has been investigated through under mentioned framework. The current study has constituted TBLT and GTM based on PPP as independent variables (IV) and productive skills i.e. speaking and writing are dependent variables (DV). Each DV has three sub-dimensions such as second language complexity, accuracy and fluency measures.

The present study was designed as a quasi experimental research to determine the effect of TBLT on the L2 writing and speaking skills of Pakistani ESL learners after TBLT treatment for 12 weeks. Figure 2.7 demonstrates that the effect of TBLT treatment (i.e. Independent Variable) will be compared with the effect of GTM (IV) on the L2 writing (Dependent Variable) having three sub dimensions i.e. 1) complexity in writing skill, 2) accuracy in writing skill and 3) fluency in writing skill. The effectiveness of TBLT (IV) and GTM (IV) will be investigated on L2 speaking (Dependent Variable) having three sub dimensions i.e. 1) complexity in the speaking skill, 2) accuracy in speaking skill and 3) fluency in speaking skill. L2 performance in TBLT research is measured in terms of performance descriptors triads such as complexity, accuracy and fluency measures of the target language produced by the language learners (Ellis, 2003, 2014; Skehan et al., 2012). Figure 2.7 demonstrates the conceptual research framework.

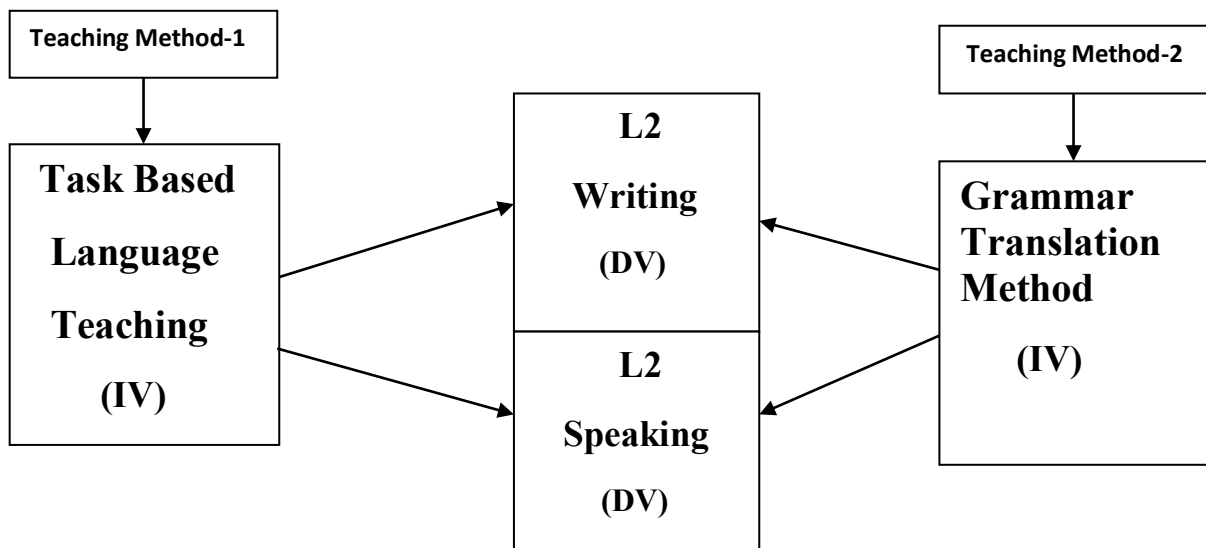


Figure 2.7 Conceptual Framework of the Study

2.16 Summary of the Chapter

The review of the related literature starting from the functions of language in society and main schools of thought in language learning to the conceptual framework for the current quasi-experimental study was a systematic guideline for the researcher. Viewpoints of language teaching methodologies, syllabus designing, SLA theories and features of TBLT have provided enough motivation and direction to the researcher for an aspiration to bring home the bacon of innovation and to pioneer TBLT in Pakistani ESL context. It is affirmed that TBLT will prove very beneficial for uplifting the existing ELT standards in Pakistan. The researcher has developed resolute determination to move forward and validate the effectiveness of TBLT in Pakistani ESL context as it has already been utilized in EFL contexts productively in several countries all around the world.

It is also asserted that the gap in existing TBLT research will be filled by the conduct of the present study to validate the effectiveness of TBLT in promoting both speaking and

writing skills of the ESL learners as there is no such study in Pakistan. The existing Pakistani ELT is based on behaviorist school following GTM (Nawab, 2012).

The researcher now intends to present Chapter Three to describe the research methodology of this endeavor and to discuss the design and the research instruments that have been employed for the required data collection and analysis. The next chapter presents the necessary steps taken for the required data collection during current quasi-experimental study in Pakistani ELT scenario conducted in the Fall semester, 2015 at COMSATS University, Vehari Campus.



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research design, rationale for a specific research method, details of research population and sample, L2 performance indicators in TBLT, the research instruments that were used for collection of the required data and the data collection procedures. Then the measures for critical analysis and statistical tests will be described along with the requirement of internal validity, reliability as well as inter-rater reliability of the findings. The research methodology chapter presents the complete research plan about the entire procedures involved in the data collection and analysis of collected data. The Pilot study was designed to validate the research instruments for data collection and analysis. Necessary modifications were made in the design of the main study based on the findings of the pilot study.

In a broader sense this study is a mixed method research and adhering to the qualitative as well as quantitative paradigms. In a narrower view it is a quasi-experimental research based on the experimental teaching of TBLT to determine its effectiveness on speaking and writing skills. The data were collected both qualitatively as well as quantitatively with reliable and valid research instruments as described in the subsequent sections. The following section describes the research design of the present study.

3.2 Research Design

The present research is an endeavor to determine the effectiveness of TBLT on the productive skills i.e. writing and speaking skills of Pakistani ESL learners. Categorically, it was a quasi-experimental research and the participants were the university undergraduate students (two classes of BS level i.e. Bachelor of Science degree completing in four years) enrolled in a university for tertiary level education after completing twelve years of education. Practicing ESL Pakistani teachers were also the research participants to examine the detailed picture of the existing ELT in Pakistan and to determine their views about introducing TBLT.

For quantitative data, research participants underwent through a pretest of writing and speaking skills (Appendix-A , page 294, and Appendix-B, page, 295) in order to determine their existing level of proficiency in English language and to mark their equality in target language performance (Creswell, 2012). Pakistani ESL learners being the research participants of the current study were taught through TBLT (learners performing different pedagogical tasks such as, personal information sharing and picture narrative tasks) and through the traditional structural based teaching (PPP) for twelve weeks. The researcher being part of the research taught the experimental group and the control group was taught by a fellow faculty member having 6 years of teaching experience in the university with a qualification of M Phil in Applied Linguistics. The difference was in the teaching methodologies as the experimental group was taught through TBLT and the control group was taught according to the existing traditional

teaching in Pakistan. At the end of the experimental teaching (after twelve weeks) a posttest for writing and speaking skills was administered for the experimental and control groups to determine their achievement in English language performance in terms of complexity, accuracy and fluency. The ESL learners' scores in the pretest and the posttest were compared to measure the effect of TBLT on productive skills and to collect quantitative data in this study (Creswell & Clark, 2007; Dornyei & Tughachi, 2010; Riazi & Candlin, 2014).

For qualitative data, a questionnaire was utilized for the practicing ESL teachers and weekly reflective journals for the ESL learners having TBLT treatment. A paper based questionnaire (Appendix-C, page, 296) was administered for the teachers to determine their views about existing ELT and introducing TBLT in Pakistan. Students gave their written feedback and their views about TBLT treatment through weekly reflective journals (Appendix-D, page, 299). The purpose of data collection was to determine any statistical significant differences and to mark the level of achievement of L2 performance indicators i.e. complexity, accuracy and fluency (Ellis, 2014; Kharosani et al., 2014; Robinson, 2011; Skehan, 2016). The following paragraphs illustrate the advantages of conducting mixed method research in English Language Teaching.

The research is called a mixed method research (MMR) if it collects data both quantitatively as well as qualitatively i.e. the data consisting of words, views, opinions, responses and numbers or numerical data (Creswell, 2009). Therefore the data produced

by MMR is more authenticated, replicable, valid and verifiable as compared to any other approaches. Creswell and Clark (2007) define MMR as “it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative data in a single study. It focuses on the use of quantitative and qualitative approaches together to provide a better understanding of the research problems than either approach can do alone” (Creswell & Clark, 2007:5). Thus, in MMR research findings are supported by both types of data collection along with data triangulation. Greene (2005: 255-256) states five major benefits for opting MMR as: I) Triangulation of evaluation findings, II) Development, III) Complementarity, IV) Initiation, V) Value diversity. Both inductive as well as deductive approaches can be employed in MMR for data collection (Malina, Norreklit & Selto, 2010).

In the present study, the researcher started with a Pretest (quantitative data) of the ESL learners followed by treatment of TBLT to the experimental group and Weekly Reflective Journals (quantitative data) were written by the ESL learners in Pakistan to determine their views about the TBLT treatment. In this way, it can be concluded that MMR is considered as two mini-studies simultaneously within one main research for consolidation of the research findings (Hashemi, 2012). The most significant advantage of MMR has been pointed out by Tashakkori and Teddlie (2003) in the following words as “it enables the researcher to simultaneously answer confirmatory and exploratory research questions, and therefore verify and generate theory in the same study” (Tashakkori & Teddlie, 2003:15). Hashemi (2012) surveyed 273 research articles based on the wider area of ELT published over 14 years (from 1995 to 2008) and he concluded

that out of 273 articles, 68 articles (25%) were based on any one paradigm either qualitative or quantitative. The remaining 205 articles (75%) were based on MMR at several stages of the research such as data collection and analysis phases (Hashemi, 2012). The following section describes population and sampling in the current study.

3.3 Research Population and Sampling

The quasi-experimental research was conducted at COMSATS Institute of Information Technology, a public university in Pakistan. COMSATS (Commission on Science and Technology for Sustainable development in the South, an intergovernmental organization of 21 member countries) has eight fully functional campuses in Pakistan offering numerous programs at undergraduate and postgraduate levels. To be more specific the current research was conducted at COMSATS Vehari campus. The main reason to conduct experimental teaching in this campus was the cost-effectiveness other than availability of administrative facilities as the researcher is a faculty member in Vehari campus. The researcher obtained a formal approval from the Dean of Awang Had Salleh Graduate School, UUM to the Registrar of COMSATS Vehari campus to conduct experimental teaching for data collection (Appendix-L, page 332).

English language is taught as a compulsory subject at undergraduate level (four years degree program) in every Pakistani university. In a broader sense it could be assumed that all university undergraduates were the main population of the research but that counted more than hundreds of thousands. Therefore the prime focus of the current research was the undergraduate students i.e. ESL learners of COMSATS Institute of Information

Technology, Vehari, Pakistan. The present research was designed as a quasi-experimental research following a mixed method research paradigm and two intact classes of same educational background were required utilizing purposive sampling techniques (Creswell, 2012). Other than ESL learners, practicing ESL teachers teaching English language at primary, secondary and tertiary levels were also participants of the current study to demonstrate detailed picture of the exiting ELT scenario in Pakistan. The next subsection describes the research participants in detail.

3.3.1 Research Participants

The research participants comprised 50 Pakistani ESL learners at undergraduate level and 50 ESL practicing teachers teaching English language in Pakistan at school, college and university levels. Two BS level classes (BSES i.e. BS in Environmental Sciences and BSBA i.e. BS in Business Administration) voluntarily became the sample of current empirical study (Appendix-G, page, 302). Each participant signed individually a consent form to participate in the study. BSES class comprised the experimental group (n=24) having TBLT treatment and the BSBA acted as the control group (n=26) having the traditional Structural based (GTM) English language teaching in Pakistan. All ESL learners studied a course module, *“English Comprehension and Composition”* with the course objectives to enhance writing and speaking skills (Appendix-E, page, 300) but methodologies of teaching were different i.e. TBLT and the traditional teaching methodology, GTM following PPP paradigm.

All new entrants in every Pakistani university undergraduate program have already completed 12 years of education and their age is approximately between 17 to 21 years. COMSATS observes five days a week education program (Monday to Friday) and each undergraduate course has 90 minutes of one class and every subject has two classes per week that makes the course as three credit hours per week in semester calendar (Appendix-F, page, 301). The research findings were generalized to the whole undergraduate population of the COMSATS Vehari campus in particular and all undergraduates of COMSATS in general as the same syllabus/course is administered in every campus. Table 3.1 describes the demographic details of the sample (ESL learners).

Table 3.1

Demographic Details of the ESL Learners (n=50)

Research Group	Program	Male %	Female %	Age Group 17 to 19 years %	Age Group 20 to 22 years %	Years of English Language Learning
Experimental Group n=24	BSBS	9 37.5%	15 62.5%	18 75%	6 25%	12
Control Group n=26	BSBA	19 73.08%	7 26.92%	14 53.85%	12 46.15%	12

The research participants (ESL learners) were informed about the research process, duration and purpose of the research to improve their productive skills. The written consent of every participant with his/her signature was obtained for the authentication and to meet the ethical considerations of the experimental research as there was no compulsion to be part of this research (Appendix-G, page, 302). The research participants were also briefed about the confidentiality of their personal details and the official

permission was granted to conduct experimental teaching in Pakistan (Appendix-L, page, 332)

3.4 Research Instruments

Mixed method research has the potential of utilizing various data collection instruments which is an authentic source of complementing the reliability and validity of the research (Creswell et al., 2003; Riazi & Candlin, 2014; Zohrabi, 2013). There is a wide array of data collection instruments in social sciences for the mixed method empirical researches in second language (Creswell, 2012; Dorneyei & Tugachi, 2010; Hashemi, 2012). The researcher utilized the following instruments for data collection.

- a) Tests (pretest and posttest)
- b) Questionnaire
- c) Students' Reflective Journals

Table 3.2 demonstrates the purpose and rationale of these research instruments

Table 3.2

Research Instruments and their Purposes in the Research

S. No	Research Instruments	Purpose
1	Pretest and Posttest for the ESL learners	To determine the answer of Research Question One and Research Question Two i.e. to investigate the effect of TBLT on writing and speaking skills
2	Questionnaire for the ESL Teachers	To determine the answer of Research Question Three i.e. teachers' views about existing Pakistani ELT and TBLT
3	Reflective Journals by the ESL learners	To determine answer of Research Question Four i.e. ESL learners' views about TBLT treatment

According to Zohrabi (2013) the variety of research instruments establishes the reliability and validity of the empirical research. Reliability signifies the replicability of the research outcomes within the same circumstances and the same research methodology (Creswell, 2009). Every essential step was followed to determine the valid and reliable data collection in this research. Creswell (2009: 215) defines validity as “the accuracy of the findings”. Validity in language testing means to measure the item what it was intended to measure. Reliability and validity of any empirical research authenticate the truthfulness of the research in terms of consistency, repeatability, practicality, applicability and neutrality as well as dependability which the researchers and all other stakeholders develop during the research process (Creswell et al., 2003; Zohrabi, 2013). It was kept in mind to adhere by the reliability and validity issues during the pretest and the posttest in the current research.

3.4.1 The Pretest and the Posttest

The purpose of conducting the pretest and the posttest was to determine the answer of research questions one and two. The pretest was conducted at the onset of the experimental teaching to provide the baseline and the existing English language proficiency level of all ESL learners in this research and the posttest was conducted after 12 weeks (Appendix-A, page, 294, Appendix-B, page, 295). The ESL learners wrote a descriptive essay on “Benefits of Women Education” in the pretest at the onset of the experimental teaching, the time limit for writing the essay was thirty minutes (Appendix-M, page, 333). The purpose of writing this particular essay was to enhance awareness about the benefits of women education among the ESL learners as female population in

Pakistan (Zahid et al., 2014) is less literate than male population (as in the current sample female population is 44% as compared to 56% male students). Secondly, it also served as an output-prompting task i.e. to push students into descriptive writing as demonstrated by Ellis (2009).

For the speaking skills, research participants described a picture during the pretest and the posttest and their performance was audio recorded with the help of Windows 7.0 built in software of “Sound Recorder”. The time for picture description task for every student was five minutes during the pretest and the posttest. Practically each student spent almost 8 to 10 minutes such as for recording, for changeover and getting instructions for the picture description. The audio files were transcribed with the help of transcription software application (Transcribe.Wreally.com) to mark L2 achievement in terms of complexity, accuracy and fluency measures (Appendix N, page, 357). Figure 3.1 illustrates the picture description task in the pretest and the posttest (downloaded from ESL resources.com for intermediate level students).



Figure 3.1 Picture Description Task in the Pretest and the Posttest

The basic purpose of selecting this picture for eliciting speaking skill data was to help ESL learners in the speaking activity as an output-prompting task as recommended by Ellis (2009) and by Willis and Willis (2007). There are many elements/instruments visible in the picture to guide them into the second language speaking.

3.4.2 Questionnaire for ESL Teachers

The researcher administered a paper-based close-ended as well as open-ended questionnaire for Pakistani ESL teachers to collect qualitative data and to determine answer of research question three. A Likert scale from 1 to 5 was used in the close-ended questions with for Strongly Disagree, 2 for Disagree, 3 for Neutral, 4 for Agree and 5 for

Strongly Agree. The teacher respondents of the current research wrote their views about the existing ELT in Pakistan on the open-ended questionnaire (Appendix-C, page, 296). Questionnaire was distributed among 50 English language teachers at school (n=20), college (n=20) and university (n=10) levels to determine their views about the existing ELT scenery and introducing TBLT in Pakistan. As the number of schools and colleges is much higher as compared to the universities in Pakistani educational set up, most of the teacher respondents were from schools and colleges as compared to university teachers. The purposive sampling techniques (Creswell, 2012) were utilized to select only English language teachers at school, college and university levels to obtain detailed picture of the existing ELT scenario in Pakistan. The main themes of the questionnaire for which the practicing ESL teachers gave their views about the existing ELT are as following: 1) Language Teaching Methodology, 2) ELT Classroom environment, 3) Medium of instruction, 4) Views about existing language education and examination system in Pakistan and 5) Suggestions for effective language pedagogy.

Based on these themes item number (8, 11, 18, 20) of the questionnaire for the ESL teachers are concerned with theme number one “Language Teaching Methodology”. The item numbers (3, 5, 7, 10, 12) are concerned with second theme “ELT classroom environment”. The item numbers (1, 4, 15) are related to the third theme “Medium of instruction”. The item numbers (2, 6, 13, 14, 16, 19) are concerned with the fourth theme “Views about the existing ELT and examination system in Pakistan”. The item numbers (9, 17, 21) are concerned with the last theme “Suggestions for the effective language pedagogy”. Table 3.3 and Table 3.4 present the questionnaire for the teachers.

Table 3.3

Closed-ended Questionnaire for the Pakistani ESL Teachers (n=50)

S. No	Items	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
1	Your medium of teaching English language in the classroom is only English.					
2	During teaching of English, your prime focus is on completing the prescribed syllabus as compared to teaching your students' language skills.					
3	The ELT classroom is controlled regularly by the teacher					
4	You teach all language skills in ELT classroom					
5	You assign home tasks such as watching English TV channels and reading English newspapers.					
6	The major problem of your students in English language is poor grammatical knowledge					
7	You divide your class in pairs/groups					
8	You teach English language through GTM					
9	Your students will get jobs if they are good in communication and interpersonal skills.					
10	In your class Teacher's Talking Time is more than Student's Talking Time					
11	You teach English language through TBLT					
12	Students give their written feedback about language learning in classroom					
13	You are satisfied with Pakistani Examination system					
14	Examination system in Pakistan tests all language skills, listening, speaking, reading and writing					
15	Your students ask questions in English when they have any difficulties to understand a linguistic element					

Table 3.4

Open-ended Questionnaire for the Pakistani ESL Teachers (n=50)

S. No	Item	Respondents' Opinions
16	How much time do you spend in teaching grammar to your students in ELT classroom?	
17	In your opinion, what is the most beneficial method in ELT for effective language pedagogy in Pakistani ELT scenario?	
18	How can students be enabled as proficient learners and users of English language for communicative use in the real life situations?	
19	What are your comments about the existing examination system in Pakistan? Does the examination system evaluate functional uses of all language skills (Listening, Speaking, Reading and Writing) or does it promote rote learning based on the memory driven mechanism?	
20	What do you know about Task Based Language Teaching and have you ever employed TBLT in English language teaching classroom in Pakistan?	
21	Please give some pragmatic suggestions for improving students' proficiency in English language, particularly in speaking and writing skills	

Validity of the data collection instruments and reliability of the findings were established in the current research. Cronbach Alpha coefficient test through SPSS version 20.0 was utilized to mark the reliability and internal consistency measure of the research instrument i.e. the questionnaire for the teachers. The lower limit of Cronbach's Alpha coefficient to be accepted for internal consistency to produce replicable results is 0.60 to 0.70 (Hair, Black, Babin & Anderson, 2010). The value of Cronbach's Alpha for the questionnaire for the Pakistani ESL teachers in current study has been demonstrated as below:

Cronbach's Alpha	Number of Items
0.998	15

The value of Cronbach's Alpha for the questionnaire for the Pakistani teachers administered in the present study is much higher than the lower acceptable level. Hence the Cronbach's Alpha coefficient value (0.998) marked high level of reliability of the research instrument i.e. questionnaire for data collection in current research.

3.4.3 Students' Weekly Reflective Journal

The researcher used students' weekly reflective journals for the answer of research question four and to collect qualitative data to examine students' views about the TBLT treatment during experimental teaching for 12 weeks (Appendix-D, page, 299, Appendix-O, page, 362). The environment inside the ELT classrooms was written on the weekly reflective journals to determine the students' view about TBLT for further interpretation and analysis. Another advantage of the reflective journals was, it gave ESL learners another writing practice along with improving their thinking skills as reflective journals were used at the end of every week, a kind of accountability about what happened in ELT classroom.

The reflective journals fulfilled another rationale of current research to keep students engaged in improving writing skills as the learners were required to write their opinions about the TBLT experiment. It was a kind of output-promoting task in order to improve writing skill (Doyran, 2013; Ellis, 2009). Table 3.5 presents the students' weekly reflective journal for the ESL learners. Main themes of Reflective journals were: (I) Tasks, comprising item number 3 and 9, (II) Suggestions for language learning, related to

item number 6, 7, (III) Classroom environment, related to item number 4, 5, 8, (IV) TBLT treatment, benefitting or not, i.e. item number 10 and 11.

Table 3.5

Students' Weekly Reflective Journal

S. No	Item	Description
1	Week and Date	
2	Name / Program	
3	Tasks	Explain the task you performed
4	Materials used	What were the materials used in the classroom?
5	Kind of Skills Practiced in task	Speaking (interactive) or Writing (descriptive) or Both
6	Views about Language Learning	Learning language through TBLT in this week
7	Suggestions for Language Learning	For effective performance of writing and speaking skills
8	Classroom Environment	Cooperative, interactive, collaborative, learning oriented or others
9	Group Work or Pair Work	Tasks performed in group / pair or individual work
10	Likes / Dislikes	What aspects of the teaching approach, classroom interaction and the classroom materials that you like or dislike?
11	Benefiting or Not / Other Remarks	Any other opinion / suggestion about the ongoing course materials to improve writing and speaking.

3.5 Research Procedures

For data collection in the main study in Pakistan (as pilot study was conducted in UUM, Malaysia) pretest of writing skill was conducted at the onset of experimental teaching i.e. TBLT treatment to the experimental group. The pretest for the speaking skill (monologic

picture describing speaking) was conducted in the second class. Reflective journals were also utilized at the end of each week to get ESL learners' views about TBLT treatment for qualitative data.

The researcher travelled to different places in three districts of Punjab, Pakistan to obtain qualitative data from the practicing ESL teachers at school, college and university levels through closed-ended and open-ended questionnaire. The posttest was conducted after twelve week of TBLT treatment to the experiment group as the control group was taught through the existing traditional teaching in Pakistan. The pretest along with the posttest was administered to collect quantitative data from the ESL learners and to determine answers of research questions one and two i.e. the effect of TBLT on the writing and speaking skills of the ESL learners.

For qualitative data students' reflective journals were utilized and each ESL learner from the experiment group wrote twelve reflective journals i.e. one at the end of each week. The practicing ESL teachers gave their views about the existing ELT in Pakistan and their views about introducing TBLT in Pakistan. Figure 3.2 describes the research flow and the road map of the experimental research in four stages from the beginning to end i.e. from Stage-I about the conduct of pretest to Stage-IV concerning the analysis of the data from the research groups. The present study comprised three groups of ESL learners i.e. the experimental group having TBLT treatment and the control group was taught by

the existing teaching methodology i.e. GTM and the third research group was the Pakistani ESL teachers.

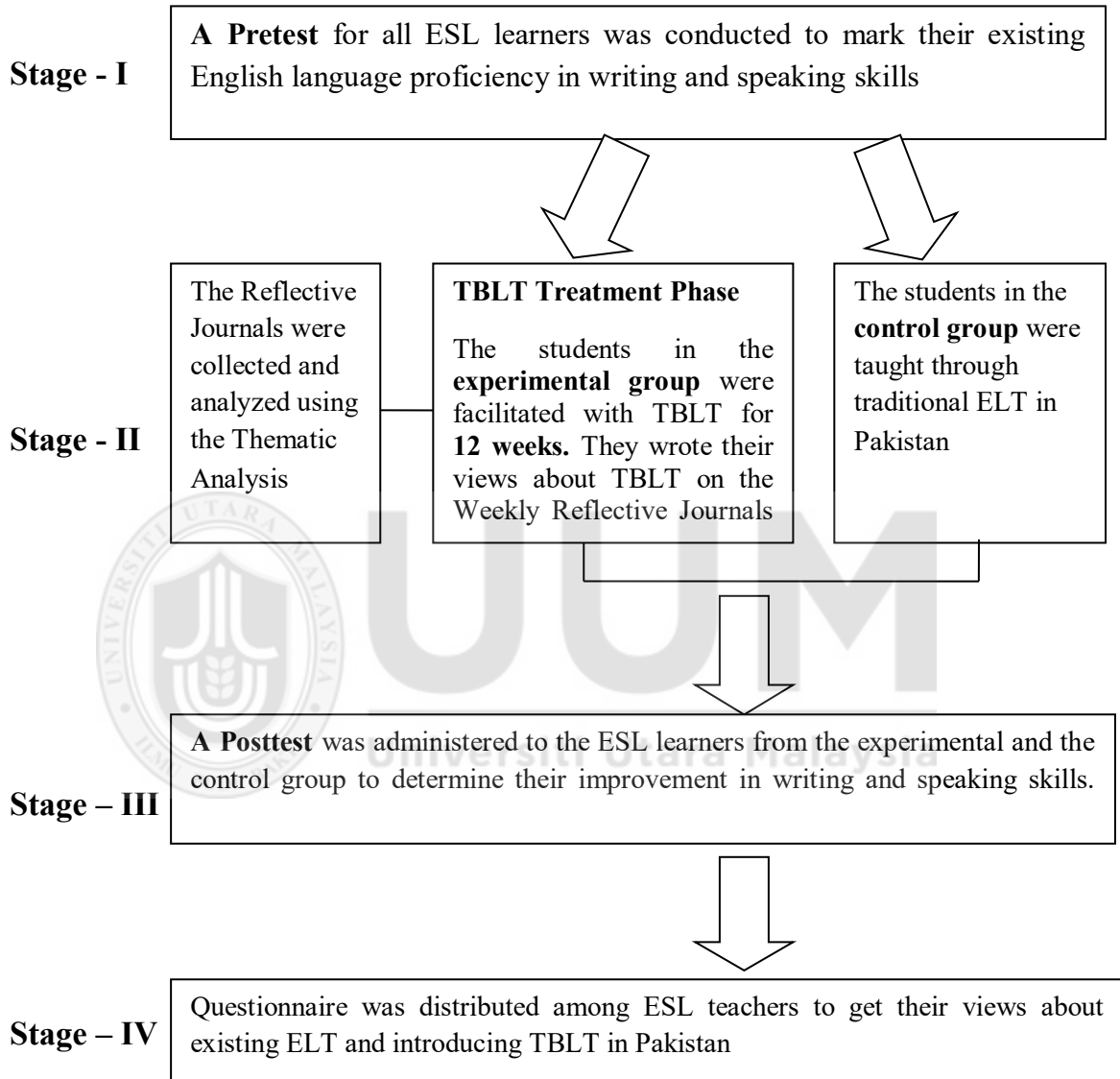


Figure 3.2 Flowchart of the Research in Four Stages

The next section describes the experimental teaching i.e. TBLT treatment for the experimental group for twelve weeks at COMSATS Vehari campus.

3.6 The Experimental Teaching

The experimental teaching was conducted to determine the effect of TBLT on the writing and speaking skills of Pakistani ESL learners at undergraduate level in the Fall semester, 2015 at COMSATS Institute of Information Technology, Vehari campus, Pakistan. The Vehari campus was selected for the experimental teaching as a measure for cost effective and for the administrative facilities as the researcher was an employee of this campus. The researcher being part of the research taught the experimental group following TBLT approach. The ESL learners from the control group were taught the same course by a fellow faculty member having six years of teaching experience at university level and having an M Phil in Applied Linguistics, same as that of the researcher himself. The difference was only in the teaching methodologies. The course taught to the ESL learners was “*English Comprehension and Composition*” (Appendix-E, page 300). The Course objectives were to improve writing and speaking skills at undergraduate level.

Lesson plans were designed keeping in view the output-promoting tasks (Ellis, 2009) to improve writing and speaking skills (Appendix-H, page 303). Sequencing and grading of the tasks were done and lessons plans were made accordingly from simple to complex. From the very first class, ESL learners of the experimental group were engaged in improving their productive skills by utilizing their existing linguistic resources which is the fundamental principle of TBLT (Ellis, 2009; Willis & Willis, 2007).

In this way, learners were instantly put into productive interaction in the target language with their existing linguistic resources which is the fundamental assumption of TBLT

(Ellis, 2009; Prabhu, 1987, Robinson, 2011, Willis & Willis, 2007). Table 3.6 describes the summary of the tasks designed for the current research to determine the effectiveness of TBLT for improving writing and speaking skills. As there were two classes of 90 minutes in a week, thus there were two tasks designed for every week.

Table 3.6

Summary of Tasks Performed by ESL Learners in the Experimental Teaching

Week	Tasks
1	1- Introduction and Benefits of TBLT in ELT. 2- Personal Information Sharing Task
2	1- Basic Language Skills 2- Receptive Vs. Productive skills (Integrated Language skills)
3	1- Ways to improve English outside classroom 2- Benefits of Proficiency in English: Seminar
4	1- Narrating last watched Movie (Movie Review) 2- Improving English through movies
5	1- Introducing Basic Grammar rules: Seminar 2- Dividing sentences into parts of speech
6	1- Benefits of Dictionary Skills: Seminar 2- Improving English (vocabulary) through dictionaries
7	1- Picture Description Task, 2- Picture Narrative task
8	1- Survival in natural disasters, 2- Earth Quake Safety
9	1- Describing your Neighbors, 2- Social Issues in Pakistan: Seminar
10	1- Solution of any social issue in Pakistan: Suggestions. 2- Pedagogical vs. Real life tasks
11	1- Kinds of Writing and purpose of Essay writing 2- Types of Clauses and sentences
12	1- Picture Narration and Description tasks 2- Pronunciation Problems of Pakistani Students: Seminar

3.7 Data Collection Procedures

As in every mixed method research, quantitative as well as qualitative data were collected by utilizing different research instruments in the current quasi-experimental

research. The present research comprised successful conduct of the pretest, posttest, experimental teaching based on TBLT treatment as well as the existing English language teaching methodology based on PPP, student reflective journals and the questionnaire for the practicing ESL teachers in Pakistan. Table 3.7 elaborates the procedures for data collection from the research groups i.e. what was planned and accomplished during Fall semester, 2015 at COMSATS, Vehari campus, Pakistan.

Table 3.7

Research Procedures for Data Collection

Research Groups	Pretest	Posttest	TBLT Treatment	PPP Teaching	Student Reflective Journal	Questionnaire
Experimental Group (n=24)	✓	✓	✓	X	✓	X
Control Group (n=26)	✓	✓	X	✓	X	X
ESL Teachers (n=50)	X	X	X	X	X	✓

Note: X means non availability of action/item, ✓ means availability of action/item

The questionnaire (closed as well as open ended) was distributed to 50 English language teachers teaching at primary, secondary and tertiary levels in Pakistan. It was necessary to determine practicing teachers' perceptions about the existing ELT scenario in Pakistan and their knowledge about TBLT in order to have a detailed picture of ELT in Pakistan. The following section describes the data analysis processes utilized in the current research. The data comprised quantitative from the pretest and the posttest as well as qualitative data from the questionnaire for the teachers and from the reflective journals

for the ESL learners from the experimental group. The next is the data analysis description of quantitative and qualitative data as well.

3.8 Quantitative Data Analysis of the Pretest/Posttest

The rationale to conduct the pretest and the posttest was to collect quantitative data of the second language performance by the research participants in terms of L2 performance triad i.e. complexity, accuracy and fluency. As in TBLT researches collected data is analyzed in terms of L2 performance triad i.e. complexity, accuracy and fluency (Ellis, 2014; Li, Ellis & Zhu, 2016; Skehan, 2009). The collected data in the pretest and the posttest were analyzed through SPSS version 20.0. A Paired Samples T-test was administered to measure statistically significant differences in the L2 performance scores between the groups during the pretest and the posttest. Next sub sections describe how the collected data during the pretest and the posttest was analyzed in terms of L2 performance indicators i.e. complexity, fluency and accuracy.

3.8.1 L2 Performance Indicators

Second language proficiency in TBLT is measured in terms of L2 performance indicators i.e. complexity, accuracy and fluency (Ellis, 2009; Robinson, 2011; Skehan, 2009). Most of the research in TBLT focuses on complexity, accuracy and fluency (CAF) as principal L2 performance descriptors both for the oral and written evaluation of the learners' L2 development as the primary variables of investigation. Ellis (2003: 340) defines the performance triad, complexity as “the extent to which the language produced in performing a task is elaborate and varied”, accuracy as “the ability to produce error free

speech” and fluency as, “the ability to process second language with native like rapidity”. Ellis (2003:351) elaborates that “task complexity determines the inherent simplicity or easiness and difficulty of a given task”.

Skehan and Foster (1999:96) define complexity as “the capacity to use more advanced language, with the possibility that such language may not be controlled so effectively and it may involve restructuring, change and development in learners’ interlanguage”. They define accuracy as “ability to avoid error in performance, reflecting higher levels of control in the language as well as avoidance of such challenging structures that might provoke error” and fluency as “the ability to use target language in real time to emphasize meanings, drawing on more lexicalized systems” (Skehan & Foster, 1999: 96-97).

In short, complexity and accuracy are more concerned with performance and representation of second language knowledge. According to Wolfe-Quintero, Inagaki & Kim (1998:4), “Fluency is concerned about the organization and control of second language knowledge used by the ESL learners”. The next section describes the second language performance indicators in detail and the manner in which these were measured in the current quasi-experimental research.

3.8.2 L2 Complexity Measure

Different researchers have measured complexity both syntactically and lexically with respect to syntactic and lexical (diversity) norms of English language. Syntactic complexity means syntax used in linguistic performance along with the organization of

the content and the lexical complexity means the variety of lexicon such as adjectives, verbs, nouns without any repetition in the sentences used by the learner divided by the total number of the words (Ellis & Yuan, 2004, Rahimpour, 2008; Skehan, 1996).

Learners' second language syntactic complexity was measured with special reference of subordination i.e. total number of the clauses divided by the T-units. The T-unit refers to an independent clause along with any adverbial complement or the direct object added to it (Ellis & Yuan, 2004; Khorasani et al., 2014; Skehan, 1996). The syntactic variety can also be quantified by counting the variety of verbs in the sentence such as tenses, modalities and voice (Ellis & Yuan, 2004). Rahimpour (2008) measured complexity in terms of lexical diversity as the number of open class words such as the verbs, nouns, adverbs and adjectives divided by total number of words multiplied by 100. In the current research learners' L2 complexity was measured with regard to second language lexical diversity usage (Rahimpour, 2008) as below:

$$\text{Learners' L2 Complexity (lexical)} = \frac{\text{Total number of open class words}}{\text{Total number of L2 words}} \times 100$$

There are two main classifications of words in English i.e. content words (or open class words) and function words (or closed class words). Examples of content words are verbs, nouns, adjectives and adverbs. Content words mark the depth of vocabulary of any learner and these are called as the open class words as there is no limit of content words (Ellis, 2003). These are ever increasing in every language with the increase of the speakers of that language. Content words are the main words in a sentence and by

knowing the meaning of content words the message is almost understandable even with a little knowledge of grammar (Ellis, 2009; Skehan, 2009).

Examples of the function words are preposition, interjection, conjunction, article and pronoun. These words have little meaning in the sentence and they relate function of content word with another content word such as the relation between the subject and the object (Skehan, 2009). These are also called as the closed class words as there is no addition in these words since a long time. These words mark the tense and grammatical aspect, voice, time and modality in the sentence. In L2 performance, the more a learner produces content words with reference to the total words in the sample means more complex language in TBLT research (Rahimpour, 2008). The following subsection presents the L2 fluency measure.

3.8.3 L2 Fluency Measure

Skehan and Foster (1999) defined fluency as the learners' capability to use language emphasizing meanings and using a variety of lexical items for successful communication in second language. It can be measured by counting the total number of words in second language speech divided by the number of pauses available in the narration as it will give number of total words in a pause or utterance (Rahimpour, 2008). Ishikawa (2006) measured fluency of second language written production as the number of words divided by T-Units. The main clauses added to the subordinate clauses (attached or embedded in the main clause) were counted as T-Units (Long, 1991; Salimi & Dadashpour, 2012). In this way ESL learners' L2 fluency was calculated as following:

$$\text{Learners' L2 Fluency (Spoken)} = \frac{\text{Total number of second language words}}{\text{Number of pauses in narration}}$$

$$\text{Learners' L2 Fluency (Written)} = \frac{\text{Total number of L2 written words}}{\text{T-Units}}$$

T-Units in this case mean total sum (addition) of main and subordinate clauses in learners' second language written sample (Ishikawa, 2006; Long, 1991; Salimi & Dadashpour, 2012). The next subsection describes L2 accuracy measure.

3.8.4 L2 Accuracy Measure

Accuracy in second language means the learners' ability to avoid errors in L2 performance i.e. to be away from all incidental structures inclined to erroneous production (Skehan & Foster, 1999). Second language accuracy is also defined as the learner's ability in managing the existing L2 linguistic resources to avoid erroneous second language production (Ellis, 2009). In the current research learners' second language accuracy was measured as error-free T-units divided by T-units. It means only that T-unit was counted as error free T-units which was free from grammatical, syntactical and spelling error (Rahimpour, 2008). In simple words, accuracy was measured by counting the total number of error free clauses divided by the total number of clauses in the speech or written sample of the target language. The formula for calculating learners' L2 accuracy is as below:

$$\text{Learners' L2 Accuracy} = \frac{\text{Total number of error free clauses of L2}}{\text{Total number of clauses of L2 sample}}$$

Besides the measurement of learners' second language performance triad, the researcher definitely attempted to determine the comprehensive and satisfactory answers of the research questions. The collected data were analyzed through SPSS version 20 and a

Paired Samples T-test was utilized to measure any statistically significant differences in the scores of L2 performance triad.

3.9 Qualitative Data Analysis

Qualitative data was collected through the Weekly Reflective Journals and the essays written by the students. ESL learners' essay writing tasks were marked by three independent raters in terms of qualitative achievement and L2 development after 12 weeks of English language learning through TBLT and through traditional teaching. ESL learners' descriptive essays were also marked by three independent raters (including researcher) and assessment/marketing was conducted in terms of L2 achievement in a traditional way other than only counting of words for complexity, accuracy and fluency measures for the quantitative data analysis (Appendix-M, page, 333).

A thematic analysis was conducted both for the Reflective Journals and for the open ended questionnaires for the teachers. Thematic analysis (TA) is defined as an essential qualitative data analysis technique with a chief purpose to analyze the repeated patterns and themes in the textual data (Clarke & Braun, 2013). Qualitative researches mostly focus on the interpretations of the textual data having various explanations, hence thematic analysis was conducted to highlight the themes and repeated patterns in the collected data.

According to Clarke and Braun (2013) thematic analysis is similar to the grounded theory as both have identical course of action in identifying codes, patterns and themes in the

textual data. The current study utilized both inductive as well as deductive ways of thematic analysis for the students' Reflective Journals and the open-ended questionnaires for the Pakistani ESL teachers.

As a measure of triangulation of data analysis, the essays written by the ESL learners in the pretest and the posttest were marked to determine qualitative achievement in terms of L2 development. Triangulation is an advantage of mixed method researches for more valid and reliable findings of the research (Greene, 2005; Zohrabi, 2013). The criteria for marking the descriptive essays written by ESL learners were, language content, vocabulary and sentence structure and it is also adopted in essay marking by Pakistani universities (Qasim & Qasim, 2015). It was a measure to determine validity and reliability of the findings by consolidation and complementarity of the quantitative and qualitative data analyses in mixed method research (Candlin & Riazi, 2014; Creswell, 2012; Zohrabi, 2013).

Table 3.8 describes the sources through which research questions have been answered in the present study. Triangulation of data was conducted as it is a characteristic of the mixed method researches in English Language Teaching in the present study. Multiple sources were utilized to determine the valid and reliable answers of the research questions such as comparing the qualitative as well as quantitative data analyses.

Table 3.8

Research Questions and the Sources of Answer

S. No	Research Questions	Sources of Answer
1	How does TBLT affect the ESL learners' L2 writing skill?	1- Comparing the pretest and the posttest scores of the Experimental group 2- Comparing the scores in the posttest by the Experimental and the Control groups 3- Comparing the essay marking in the pretest and the posttest by the Experimental and the Control groups
2	How does TBLT affect the ESL learners' L2 speaking skill?	1- Comparing the pretest and the posttest scores of Experimental group 2- Comparing the posttest scores of the Control and the Experimental groups
3	What are the practicing ESL teachers' views about the existing ELT and introducing TBLT in Pakistan?	1- By analyzing the data from the Questionnaire for the teachers
4	What are the Pakistani ESL learners' views about TBLT in improving L2 writing and speaking skills?	1. Analysis of the Weekly Reflective journals 2. Comparing scores of the pretest and the posttest by the experimental group

The following section describes the pilot study conducted at the Language Center, University Utara Malaysia in April, 2015.

3.10 Pilot Study

A pilot study was conducted to validate the data collection instruments to be used during the main research in Pakistani ELT scenario. The purpose of conducting a pilot study was to establish the feasibility and justification of the main research. Another advantage of a pilot study was to authenticate the reliability and validity issues of the research

instruments to be used in the main research so as to mark the applicability to conduct the research or some amendment in research design (KRAJKA, 2012). Major benefits of the pilot study underlie in the fact that necessary changes can be made after the pilot study such as changing or revising or even sustaining the research format for better results in the main research (Riazi & Candlin, 2014).

The pilot study was conducted at Universiti Utara Malaysia in the Language Center where many learners strive for learning English language. In April 2015, formal permission from the Director of Language Centre, UUM was requested through an application (Appendix-J, page, 330). Two writing classes were assigned to the researcher for the pilot study in two sessions of 90 minutes in each class. By utilizing purposive sampling techniques, one class was assigned as an experimental group (UGC-BTA 22) and the other class as a control group (UGD-BTA 23). The pretest and the posttest were conducted in both classes in different sessions as the TBLT treatment was only for the experimental group (UGC-BTA 22). All students signed the consent forms to participate in the research process and the learners from the experimental group also responded to the Student Feedback Form provided to them after TBLT treatment (Appendix-K, page, 331).

The research participants were international students from different countries and registered in different undergraduate programs at UUM and enrolled in the Intensive English Language program administered by the Language Centre in UUM. The experimental group comprised 14 participants (n=14) including male and female students

during the pretest and all 14 participants (n=14) were present during the posttest. The research participants of the control group were 16 (n=16) during the pretest and the posttest. The pilot study was designed to determine the answers of the following research questions.

- a) How does TBLT affect the ESL learners' English language writing skill?
- b) How do the language learners view TBLT treatment in improving English language writing skill?

The topic of the TBLT based lesson was “Kinds of Essays” and the focus of the experimental teaching was on improving learners' descriptive essay writing skill. The posttest was conducted after the treatment of TBLT to the research participants of the experimental group (UGC-BTA 22). The pretest and the posttest were also administered to the control group (UGD-BTA 23) without any introduction of TBLT.

All students of the pilot study belong from EFL countries i.e. “expanding circle” in terms of Kachru's (1985 & 1990) three concentric circles about the spread of English language. English language learners were given an essay for a writing task “Benefits of women education” in order to collect their writing samples for analysis. It was an attempt to push students into writing activity as demonstrated by (Ellis, 2009; Willis & Willis, 2007).

3.10.1 Data Analysis of Pilot Study

Learners' L2 complexity was measured with regard to second language lexical diversity usage (Ahmed & Bidin, 2016a; Rahimpour, 2008,) as below:

$$\text{L2 Complexity (lexical)} = \frac{\text{Total number of open class words}}{\text{Total number of L2 words}} \times 100$$

L2 complexity according to this formula will be more if a participant produces greater number of open class i.e. the content words (noun, verb, adjective and adverb) with respect to the function words (preposition, conjunctions, pronoun and article) in his/her written sample (Ahmed & Bidin, 2016a). Thus the more open class words as compared to the function words in the written sample will give better L2 lexical complexity.

In the pilot study, learners' L2 accuracy was measured as error-free T-units divided by T-units. It means, only that T-unit was counted as error free T-units which was free from grammatical, syntactical and spelling error (Ishikawa, 2006; Rahimpour, 2008; Salimi & Dadashpour, 2012). The formula for calculating learners' L2 accuracy is as below:

$$\text{Learners' L2 Accuracy} = \frac{\text{Total number of error free clauses of L2}}{\text{Total number of clauses of L2 sample}}$$

According to this formula if a participant produces more error free clauses s/he will have better L2 accuracy measure. In this way if a participant achieves accuracy measure 1 (one) it means his/her 100% accurate sample as s/he has produced completely error free written sample.

Learners' L2 fluency means fluent production of the target language (Skehan & Foster, 1997). Ishikawa (2006) measured fluency of L2 written production as the number of words divided by T-Units. The main clauses added to the subordinate clauses (attached or embedded in the main clause) were counted as T-Units (Long, 1991; Rahimpour, 2008; Salimi & Dadashpour, 2012). The formula to measure L2 fluency is as below:

$$\text{Learners' L2 Fluency (written)} = \frac{\text{Total number of L2 written words}}{\text{T-Units}}$$

T-Units in this case mean total sum of main and subordinate clauses in learners' second language written sample (Ishikawa, 2006; Long, 1991; Khorasani et al., 2014). To determine statistically significant differences, a Paired Samples T-test was utilized using SPSS version 20.0. The purpose of the Paired Samples T-test was to determine the significant differences of mean scores of two groups.

Table 3.9 demonstrates the results of the Paired Samples T-test for the pilot study in terms of second language performance triad i.e. L2 complexity, accuracy and fluency (Ahmed & Bidin, 2016a).

Table 3.9

T-test of the Experimental and Control groups in Pretest and the Posttest in Pilot Study

Pairs	Paired Statistics		Paired Differences			t	df	Sig.	Eta Squared
	Mean	Standard Deviation	Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Complexity1_Exp	59.65	6.82	-4.50	-6.25	-2.75	-5.55	13	0.00	0.70
Complexity2_Exp	64.15	5.26							
Fluency1_Exp	9.92	1.10	-1.99	-2.70	-1.29	-6.12	13	0.00	0.74
Fluency2_Exp	11.92	1.74							
Accuracy1_Exp	0.60	0.075	-0.16	-0.19	-0.12	-9.41	13	0.00	0.87
Accuracy2_Exp	0.76	0.05							
Complexity1_Cont	59.47	5.078	-0.10	-1.03	0.82	-0.23	15	0.819	0.003
Complexity2_Cont	59.57	4.79							
Fluency1_Cont	9.30	1.41	0.60	-0.71	1.92	0.99	15	0.340	0.061
Fluency2_Cont	8.69	1.81							
Accuracy1_Cont	0.58	0.042	0.014	-0.007	0.034	1.41	15	0.179	0.11
Accuracy2_Cont	0.56	0.03							

Note: Complexity1_Exp and Complexity2_Exp: are complexity measures of the experimental group in the pretest and the posttest.

Fluency1_Exp and Fluency2_Exp: are the fluency measures of the experimental group in the pretest and the posttest respectively.

Complexity1_Cont: and Complexity2_Cont: are the complexity measures of the control group in the pretest and the posttest respectively.

Table 3.9 illustrates that there are significant differences in L2 complexity of the experimental group scores from the pretest scores ($M = 59.65$, $SD = 6.82$) as compared to that in the posttest ($M = 64.15$, $SD = 5.26$), $t(13) = -5.55$, $p = 0.000$ (two-tailed). The mean difference in two scores was -4.50 with a 95% confidence interval ranging from -6.25 to -2.75 (Ahmed & Bidin, 2016a). The Eta Squared statistics (0.70) indicated a large effect size. The results in Table 3.9 also show that there are significant differences in L2 fluency of the experimental group scores having TBLT treatment from the pretest scores

($M = 9.92$, $SD = 1.10$) to the posttest scores ($M = 11.92$, $SD = 1.74$), $t(13) = -6.12$, $p = 0.000$ (two-tailed). The mean difference in two scores was -1.99 with a 95% confidence interval ranging from -2.70 to -1.29 (Ahmed & Bidin, 2016a). The Eta Squared statistics (0.74) indicated a large effect size.

There are also significant differences as illustrated in Table 3.9 in L2 accuracy measure of the experimental group scores from the pretest scores ($M = 0.60$, $SD = 0.075$) to the posttest score ($M = 0.76$, $SD = 0.05$), $t(13) = -9.41$, $p = 0.000$ (two-tailed). The mean difference in two scores was -0.16 with a 95% confidence interval ranging from -0.19 to -0.12 . The Eta Squared statistics (0.87) indicated a large effect size.

A Paired Sample T-test was also carried out to analyze the significant differences in L2 complexity, fluency and accuracy measures of the control group in the pretest and the posttest. The results in Table 3.9 indicate that there are no significant differences in the pretest and the posttest scores of all three measures in writing skills. The significance “ p ” values in L2 complexity, fluency and accuracy of the control group between the pretest and the posttest are 0.819 , 0.340 and 0.179 respectively and the Eta Squared statistics value demonstrated in Table 3.9 of the L2 performance triad complexity, fluency and accuracy are, 0.003 , 0.061 and 0.11 respectively which is a proof of small effect size.

3.10.2 Students’ Feedback in Pilot Study

Students of the experimental group provided their views about the experimental teaching and TBLT treatment (Appendix-K, page, 331). Student feedback/Reflective journal were

designed on a Likert scale from ‘strongly disagreed’ to ‘strongly agreed’ ranging from 1 to 5 (*strongly disagree – disagree – neutral – agree – strongly agree*). The students’ feedback was collected to determine participants’ views about TBLT regarding main themes: 1) Methodology, 2) Student and 3) Teacher.

The results of the descriptive statistics of students’ feedback are presented in Table 3.10.

Table 3.10

Descriptive Statistics of Students’ Feedback in Pilot study

Item	N	Mean	Std. Deviation
1- The teacher and students were enthusiastic	14	4.21	0.80
2- I asked questions when I did not understand	14	4.28	0.61
3- All students participated actively	14	3.50	0.85
4- Learning was student oriented	14	3.42	0.85
5- Teacher moved forward in step with class	14	4.14	1.02
6- I learnt new things to improve English language writing skill	14	4.35	1.08
7- I am interested in the topics discussed in class	14	4.21	1.12
8- The content of the class suits my level	14	4.07	0.73
9- Class environment was friendly	14	4.00	1.10
10- Learning was more interesting than my earlier schooling	14	4.00	1.03
11- I enjoyed the class	14	3.85	1.09
12- Class was more collaborative and interactive	14	3.71	0.99
13- It is helpful to discuss topics in a group	14	4.00	1.10
14- Teacher talked clearly	14	3.78	1.25
15- Teacher came to every group	14	4.14	0.86

Table 3.10 illustrates that majority of the research participants was in favor of TBLT treatment in improving their L2 descriptive writing skills (Ahmed & Bidin, 2016a). The students liked TBLT in their educational experience.

3.10.3 Inter-Rater Reliability of Pilot Study

Inter-rater reliability demonstrates the consistency and the agreement of the scores of evaluation by the independent raters (two or three and so on) in a research. The inter-rater reliability (also called as the inter-observer agreement) is basically the degree of consensus or concordance between two/more raters or judges evaluating the same data. The higher degree of agreement gives better inter-rater reliability of a particular research and vice versa.

During the pilot study at the Language Centre, UUM, the researcher got assistance of a fellow PhD Scholar who had seven years of ESL teaching experience at university level.

The inter-rater reliability of the scores of the written essays in terms of complexity, accuracy and fluency was 80% between the two raters as the researcher himself was rater along with the fellow colleague i.e. a PhD Scholar in Applied Linguistics having seven years of teaching experience in a Nigerian University. Gwet (2010) illustrates that the value of inter-rater reliability between “0% - 20%” means slight agreement, “21% - 40%” means fair agreement and the value of 41% - 60% means moderate agreement. The inter-rater value of 61% - 80% means substantial agreement and the value of 81% to 100% means perfect agreement (Gwet, 2010). The inter rater reliability had a “substantial agreement” in the pilot study as there was only quantification (counting) of the number of

words written in the essays during the pretest and the posttest by the researcher and the fellow PhD Scholar in Applied Linguistics (Gwet, 2010).

3.10.4 Summary of Pilot Study

The pilot study was designed to determine the effect of TBLT on writing skill of the university undergraduates at Language Centre, UUM. There was improvement in L2 performance of the research participants from the experimental group as depicted in the Table 3.9. The research questions were answered and the findings of the study are evident that TBLT has a positive effect on the writing skill as students improved in L2 performance triad complexity, accuracy and fluency after TBLT treatment to the experimental group. Most of the research participants were in favor of TBLT as depicted in the Students' Feedback form in Table 3.10. The pilot study benefitted the researcher for a successful conduct of the main research in Pakistan.

3.10.5 Modifications after Pilot Study

There were few modifications made in the design of research instruments of the main study after the pilot study. There were some limitations in the pilot study and the researcher observed some problems during the pilot study. The following modifications were made in the design of data collection instruments for smooth conduct and better reliability of the main study in Pakistan:

- 1) Students' Weekly Reflective Journal was improved to provide more chances to the respondents to write freely their views as compared to the almost closed ended perceptions given in the pilot study. Another advantage of this modification was to keep ESL learners engaged in output-prompting tasks and pushing them to improve their writing skills (Ellis, 2009).
- 2) To eliminate researcher's biasness in the essay marking task by the evaluators, it was decided to get assistance of two independent raters (other than the researcher himself) for better value of Inter-Rater Reliability as compared to only two raters in the pilot study.
- 3) For better reliability and validity of the research, it was also decided to employ the same essay in the main study for the pretest and the posttest in order to have consistent results in the descriptive essay writing task by the ESL learners in Pakistan.
- 4) As the current study was designed on the mixed method research paradigm, it was decided to administer a thematic analysis of the Students' Reflective Journals and the open ended questionnaire for the teachers for qualitative analysis of data. It helped the researcher for data triangulation for more reliable and valid answers of the research questions (Greene, 2005).
- 5) The descriptive essays collected during the pretest and the posttest from the experimental teaching in Pakistan were also marked for qualitative assessment and evaluation in terms of L2 achievement other than counting of the words for quantitative findings in terms of complexity, fluency and accuracy.

3.11 Inter-Rater Reliability of Main Study

During the main research in Pakistan, the researcher received assistance from a fellow faculty member who taught the ESL learners from the control group. He had an M Phil qualification and six years experience of teaching English language in the university. The basic purpose to get his assistance was to avoid researcher's biasness other than any miscalculation during the pretest and the posttest scores of ESL learners from the experimental as well as the control group. The inter-rater reliability (IRR) i.e. the degree of concordance in the score during the pretest was 85% between the two raters (researcher himself and the fellow faculty member). The IRR was improved during the posttest scores as the IRR value in the L2 performance triad complexity, accuracy and fluency was 86.5%. It provided an evidence of the high value of the inter-rater reliability in this research.

The inter rater reliability for the essay marking of the main data collection during qualitative data decreased as the number of raters was three i.e. the researcher, the fellow faculty member and the PhD scholar who assisted in the pilot study at UUM. The value of inter rater reliability for the essay marking of the written descriptive essays was 70% (Appendix-M, page, 333), which is an acceptable inter rater reliability value for the reliability and consistency (Gwet, 2010)

3.12 Summary of the Chapter

This chapter has described systematically the process of the quasi-experimental research to validate the effectiveness of TBLT on the writing and speaking skills of Pakistani ESL

learners. The pretest and the posttest were conducted to collect the required data for analysis through SPSS. Pakistani ESL learners and teachers wrote their views on the weekly reflective journals and the questionnaires respectively. All necessary efforts were made for the genuine data collection through reliable and valid sources as per the planned research design. The data analysis of during pilot study was processed critically to avoid any ambiguity during the conduct of the main experimental research. The next chapter describes the research findings from the analysis of the collected data.



CHAPTER FOUR

RESEARCH FINDINGS

4.1 Introduction

This chapter demonstrates the research findings of the collected data and interpretation of the results. Both types of data i.e. quantitative and qualitative have been analyzed in this chapter. This chapter includes three main sections which include the first section to describe the quantitative data comprising the writing skill and analysis of the data regarding ESL learners' speaking skill during the experimental teaching. It is followed by the hypotheses testing based on the research findings. Marking and assessment of the descriptive essays written by the ESL learners have also been presented. It will be followed by an analysis of the questionnaire for practicing teachers in the Pakistani ELT scenario in order to determine their views about the existing ELT situation as well as their views about TBLT in Pakistan. The final section of this chapter comprises the analysis of the qualitative data to determine the ESL learners' views about TBLT treatment during the experimental teaching. A thematic analysis of the Reflective Journals and the Questionnaire for teachers has also been presented. The next section presents the research questions in a tabular form describing how research questions have been answered in the current study.

4.2 Research Questions and the Answers

The prime aim of the study was to investigate the effect of TBLT on the writing and speaking skills of Pakistani ESL learners. The study comprised an experimental teaching

following a TBLT approach to improve writing and speaking skills of Pakistani ESL learners. The experimental teaching was designed for 12 weeks of English language teaching to the experimental group using the TBLT approach by the researcher himself. The control group was taught English language by a fellow faculty member following the existing traditional language teaching methodology in Pakistan. Table 4.1 describes the research questions and the sources of answers.

Table 4.1

Research Questions and the Source of Answers

S. No	Research Questions	Sources of Answer
1	How does TBLT affect the ESL learners' L2 writing skill?	1- Comparing the pretest and the posttest scores of the Experimental group in writing skill 2- Comparing the scores of writing in the posttest by the Experimental and the Control groups 3- Comparing the essay marking in the pretest and the posttest by the Experimental and the Control groups
2	How does TBLT affect the ESL learners' L2 speaking skill?	1- Comparing the pretest and the posttest scores of Experimental group in speaking skill 2- Comparing the posttest scores of the Control and the Experimental groups in speaking skill
3	What are the practicing ESL teachers' views about the existing ELT and introducing TBLT in Pakistan?	1- By analyzing the data from the Questionnaire for the teachers
4	What are the Pakistani ESL learners' views about TBLT in improving L2 writing and speaking skills?	1. Analysis of the Weekly Reflective journals 2. Comparing scores of the pretest and the posttest by the experimental group

The following sections illustrate how the collected data about the ESL learners' writing and speaking skills were analyzed in terms of L2 performance triad i.e. complexity, accuracy and fluency. The data analyses of writing and speaking skills in the present

study comprises descriptive essay writing task and monologic picture describing as the speaking task.

The sequence of presentation is first in simple mathematical tables of L2 writing samples in terms of L2 complexity, accuracy and fluency. It will be followed by statistical analyses by SPSS version 22.0 to determine the statistical significant differences in the scores. A Paired Samples T-test was utilized to locate the significant differences between ESL learners' scores during the pretest and the posttest within the groups. Then a Paired Samples T-test was also utilized to mark the statistical significant differences in the scores of the experimental group and the control group. Thus the results are in both ways i.e. intra-group as well as the inter-group for a more lucid interpretation. The next section illustrates the answer of research question one i.e. effect of TBLT on writing skill.

4.3 Effect of TBLT on Writing Skill

The first research question (How does TBLT affect the ESL learners' L2 writing skills?) has been answered by comparing scores in writing skill during the pretest and the posttest. The answer of this research question constitutes the presentation of all three performance indicators i.e. L2 complexity, fluency and accuracy of the control group followed by these performance indicators of the experimental group. The following subsection presents L2 complexity of the control group and then by the L2 complexity of the experimental group in simple mathematical tables. It is followed by the results of the Paired Samples T-test to determine statistically significant differences in the scores

during the pretest and the posttest. Sequence of presentation of the analyses and findings will be the same in writing skills i.e. each performance triad will be compared within the control group and then the experimental group during the pretest and the posttest. The ESL learners wrote a descriptive essay on “Benefits of Women Education” during the pretest and in the posttest. The following subsection presents L2 complexity in the written essays by the control group and the experimental group respectively.

4.3.1 L2 Complexity in Writing Skill

Ellis (2003: 340) defines L2 complexity as “the extent to which the language produced in performing a task is elaborate and varied”. In the current research, L2 complexity was measured with regard to L2 lexical diversity as below (Khorasani et al., 2014; Rahimpour, 2008).

$$\text{Learners' L2 Complexity (lexical)} = \frac{\text{Total number of open class words}}{\text{Total number of L2 words}} \times 100$$

The essay in the current study during the pretest and the posttest was “Benefits of woman education”. The ESL learners wrote keywords in this context such as “Women”, “Education”, “Islam”, “Benefits”, “Society”, “Pakistan”, “Family”, “Happy”, “Advantages”, “Children”, “Life”, “Income”, “Salary”, “Working”, “Ladies”, “Husband” and “Wife” as the most common examples of the content words. Few examples of function words are such as “She”, “of”, “they”, “and”, “the” (Appendix-M, page, 332). Table 4.2 presents L2 complexity in writing skill during the pretest and the posttest of the ESL learners from the control group (n=26).

Table 4.2

L2 Complexity (Writing) in the pretest and posttest of the Control group

S. No	Pretest				Posttest				Difference
	ESL Learner	Total words	Function words	Content Words	L2 Complexity	Total words	Function words	Content words		L2 Complexity
S-1	101	33	68	67.32	92	28	64	69.56	+2.24
S-2	146	63	83	56.85	114	50	64	56.14	-0.70
S-3	120	46	74	61.66	120	40	80	66.66	+5
S-4	224	89	135	60.26	258	110	148	57.36	-2.9
S-5	204	94	110	53.92	113	47	66	58.40	+4.48
S-6	141	65	76	53.90	114	50	64	56.14	+2.24
S-7	87	33	54	62.06	82	30	52	63.41	+1.35
S-8	103	48	55	53.39	99	39	60	60.60	+7.21
S-9	136	61	75	55.14	111	43	68	61.26	+6.12
S-10	179	82	97	54.19	66	30	36	54.54	+0.35
S-11	126	48	78	61.90	119	40	79	66.38	+4.48
S-12	101	35	66	65.34	146	61	85	58.21	-7.13
S-13	110	40	70	63.63	129	55	74	57.36	-6.27
S-14	82	31	51	62.21	94	36	58	61.70	-0.51
S-15	158	68	90	56.96	186	72	114	61.29	+4.33
S-16	122	47	75	61.47	109	45	64	58.71	-2.76
S-17	121	51	70	57.85	61	23	38	62.29	+4.44
S-18	150	54	96	64	147	67	80	54.42	-9.58
S-19	142	59	83	58.45	107	46	61	57	-1.45
S-20	176	73	103	58.52	181	79	102	56.35	-2.17
S-21	95	35	60	63.15	114	44	70	61.40	-1.75
S-22	125	59	66	52.8	58	26	32	55.17	+2.37
S-23	133	43	90	67.66	79	29	50	63.29	-4.37
S-24	87	33	54	62.06	76	27	49	64.47	+2.41
S-25	116	36	80	68.96	67	21	46	68.65	-0.31
S-26	143	60	83	58.04	73	29	44	60.27	+2.23
Total				1561.69				1571.03	+9.34
Difference and improvement in L2 Complexity								+9.34	

Table 4.2 demonstrates that more content words with respect to the function words in the written sample will produced more complex language i.e. better performance in L2. The scores in L2 complexity in Table 4.2 illustrate that L2 complexity in the pretest and the posttest has a mixed up tendency as few students improved slightly in their scores in L2 complexity. While others have a decreasing trend in their scores in L2 complexity during

the posttest as compared to their scores in the pretest. The sum total of L2 complexity in the pretest was 1561.69 and after twelve weeks, it improved to 1571.03 with an improvement total of +9.34 which demonstrates the outcomes of existing ELT system in Pakistan.

A Paired Samples T-test was utilized to determine the statistical significant differences in L2 complexity score of the control group. Table 4.3 describes the results of the Paired Samples T-test of L2 complexity (descriptive essay writing) of the control group during the pretest and the posttest.

Table 4.3

T-test of L 2 Complexity (Writing) of the Control group in the pretest and the posttest

Paired Samples T-Test									
Pairs	Paired Statistics		Paired Differences			t	Df	Sig.	Eta Squared
	Mean	Standard Deviation	Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Complexity1_Cont	60.06	4.65	-0.36	-2.06	1.34	-0.43	25	0.668	0.007
Complexity2_Cont	60.42	4.29							

Note: Complexity1_Cont and Complexity2_Cont mean complexity in the pretest and the posttest

Table 4.3 shows that there are no significant differences (i.e. $p > 0.05$) in the L2 complexity (in writing skills) of the control group's scores when compared the pretest scores ($M = 60.06$, $SD = 4.65$) to the scores in the posttest ($M = 60.42$, $SD = 4.29$) and $t(25) = -0.43$. The probability value is $p = 0.668$ (two-tailed). The mean difference in two scores was -0.36 with a 95% confidence interval ranging from -2.06 to 1.34. The eta

squared statistics (0.007) indicates a small effect size. This is a statistical demonstration of the outcome of existing ELT in Pakistan as after twelve weeks of teaching-learning; output is not significant as shown in Table 4.3. Next is the presentation of L2 complexity of the experimental group (n=24) presented in Table 4.4.

Table 4.4

L2 Complexity (Writing) in the pretest and the posttest of Experimental group

S. No	Pretest				Posttest				Difference		
	ESL Learners	Total words	Function words	Content Words	L2 Complexity	Total Words	Function Words	Content words		L2 Complexity	
S-1	183	90	93	50.82	167	76	91	54.50	+3.68		
S-2	150	64	86	57.33	178	73	105	59.00	+1.67		
S-3	133	59	74	55.63	156	54	102	65.38	+9.75		
S-4	125	44	81	64.80	200	68	132	66.00	+1.20		
S-5	100	31	69	69.00	262	80	182	69.46	+0.46		
S-6	236	102	134	56.78	153	65	88	57.52	+0.74		
S-7	141	53	88	62.41	152	58	94	61.84	-0.75		
S-8	137	65	72	52.55	147	62	85	57.82	+5.27		
S-9	92	42	50	54.35	92	41	51	55.43	+1.08		
S-10	117	48	69	58.97	119	47	73	61.34	+2.37		
S-11	132	49	83	62.88	158	59	99	62.66	-0.22		
S-12	222	113	109	49.10	153	69	84	54.91	+5.81		
S-13	157	55	102	64.97	151	50	101	66.88	+1.91		
S-14	152	55	97	63.82	159	55	104	65.41	+1.59		
S-15	95	31	64	67.37	86	26	60	69.77	+2.40		
S-16	102	49	53	51.97	152	63	89	58.55	+6.58		
S-17	201	84	117	58.21	161	64	97	60.25	+2.04		
S-18	141	60	81	57.45	150	58	92	61.33	+3.88		
S-19	117	55	62	53.91	122	49	73	59.64	+5.73		
S-20	183	88	95	52.13	118	47	71	60.17	+8.04		
S-21	153	54	99	64.71	144	47	97	67.36	+2.65		
S-22	172	67	105	61.05	162	58	104	64.27	+3.22		
S-23	135	56	79	58.52	202	80	122	60.40	+1.88		
S-24	211	83	128	60.66	224	66	158	70.54	+9.88		
Total					1409.39					1490.43	+81.04
Difference and improvement in L2 Complexity									+81.04		

Table 4.4 illustrates that there is some improvement in L2 complexity (a sum total of 1490.43 in the posttest as compared to the total of 1409.39 in the pretest) of the ESL

learners' scores in the pretest and the posttest from the experimental group. Table 4.4 illustrates that the majority of students from the experimental group (n=24) improved in L2 complexity except participant 7 and 11(S-7 and S-11). Based on the scores of L2 complexity in writing skill in Table 4.4, the effectiveness of TBLT in improving L2 writing skills has been established and it is a trustworthy answer to research question one as described in Table 4.1.

When the improvement in L2 complexity of the control group is compared with the improvement of L2 complexity of the experimental group, the benefit and positive effect of TBLT treatment in improving writing skill is established. It was +81.04 in case of the experimental group having TBLT treatment as compared to +9.34 (Table 4.2) in case of the control group having no TBLT treatment.

A Paired Samples T-test was utilized to measure the differences in the mean scores of the subjects within the same group (intra-group i.e. the experimental group) during the pretest and the posttest in order to mark the statistical significance. Table 4.5 indicates the statistical significant differences in the scores of the pretest as compared to that in the posttest of the ESL learners in the experimental group.

Table 4.5

Paired Samples T-test of L2 Complexity (Writing) of the Experimental group

Paired Samples T-test									
Pairs	Paired Statistics		Paired Differences			t	df	Sig.	Eta Squared
	Mean	Standard Deviation	Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Complexity1_Exp	58.72	5.51	-3.38	-4.61	-2.13	-5.62	23	0.000	0.57
Complexity2_Exp	62.10	4.70							

Note: Complexity1_Exp and Complexity2_Exp indicate complexity in the pretest / posttest

Table 4.5 demonstrates that there are significant differences in the L2 complexity within the experimental group scores when compared between the pretest scores ($M = 58.72$, $SD = 5.51$) and the posttest scores ($M = 62.10$, $SD = 4.70$), and $t(23) = -5.62$, $p = 0.000$ (two-tailed). The mean difference in two scores is -3.38 with a 95% confidence interval ranging from -4.61 to -2.13 . The Eta Squared statistics (0.57) indicates a large effect size.

Cohen (1988, cited in Pallant, 2011) describes that Eta squared value illustrates the effect size statistics which is an indication of the magnitude about the divergence or dissimilarity within the group. Eta Squared can have values from 0 to 1 and it is the proportion of variance in the dependent variable (DV) i.e. productive skills in the current study explained in terms of the independent variable (IV) i.e. TBLT in the present study.

$$\text{Cohen (1988) calculated Eta squared as: } \frac{t^2}{t^2 + (N-1)} = \frac{(-5.62)^2}{(-5.62)^2 + 23} = \frac{31.58}{31.58 + 23} = 0.57$$

Cohen (1988: 284 - 287) provided the following guidelines to explain Eta Squared values as demonstrated below:

Eta Squared value	Up to 0.01	Up to 0.06	Up to 0.14
Effect Size	Small Effect Size	Moderate Effect Size	Large Effect Size

The Eta squared value in the current research for L2 complexity in Table 4.5 is 0.57 which signifies the large effect of TBLT (IV) on the ESL learners' writing skill i.e. descriptive essay writing (DV). The next subsection describes the L2 fluency in the descriptive essay writing skills of the control group and the experimental group.

4.3.2 L2 Fluency in Writing Skill

Ellis (2003: 340) defines fluency as, "the ability to process second language with native like rapidity". The current study measured fluency of L2 written production as the number of words divided by T-Units. The main clauses added to the subordinate clauses (attached or embedded in the main clause) were counted as T-Units (Ishikawa, 2006; Long, 1991; Salimi & Dadashpour, 2012). In this way ESL learners' L2 fluency was calculated as:

$$\text{Learners' L2 Fluency (Written)} = \frac{\text{Total number of L2 written words}}{\text{T-Units}}$$

T-Units mean the total sum (addition) of the main and subordinate clauses in learners' L2 written sample (Ishikawa, 2006; Salimi & Dadashpour, 2012; Long, 1991).

According to this formula, the more number of written words in the collected sample with respect to the total number of clauses, results in better L2 fluent performance. Table 4.6 illustrates L2 fluency of students of the control group in the pretest and the posttest.

Table 4.6

L2 Fluency (Writing) of the Control group in the pretest and the posttest

S. No ESL Learner	Pretest			Posttest			
	Total words	T-Units	L2 Fluency	Total words	T-Units	L2 Fluency	Difference
S-1	101	9	11.22	92	8	11.5	+0.28
S-2	146	15	9.73	114	13	8.76	-0.97
S-3	120	17	7.05	120	14	8.57	+1.52
S-4	224	19	11.78	258	20	12.9	+1.12
S-5	204	23	8.86	113	14	8.07	-0.79
S-6	141	14	10.07	114	13	8.76	-1.31
S-7	87	12	7.25	82	9	9.11	+1.86
S-8	103	9	11.44	99	9	11	-0.44
S-9	136	14	9.71	111	11	10.09	+0.38
S-10	179	15	11.93	66	7	9.42	-2.51
S-11	126	17	7.41	119	18	6.61	-0.8
S-12	101	10	10.1	146	13	11.23	+1.13
S-13	110	13	8.46	129	14	9.21	+0.75
S-14	82	9	9.11	94	10	9.4	+0.29
S-15	158	15	10.53	186	22	8.45	-2.08
S-16	122	12	10.16	109	13	8.38	-1.78
S-17	121	13	9.30	61	7	8.71	-0.59
S-18	150	16	9.37	147	12	12.25	+2.88
S-19	142	13	10.92	107	11	9.72	-1.2
S-20	176	21	8.38	181	17	10.64	+2.26
S-21	95	9	10.55	114	12	9.5	-1.05
S-22	125	12	10.41	58	5	11.6	+1.19
S-23	133	15	8.86	79	8	9.87	+1.01
S-24	87	9	9.66	76	8	9.5	-0.16
S-25	116	12	9.66	67	8	8.37	-1.29
S-26	143	14	10.21	73	6	12.16	+1.95
Total	252.13			253.78			+1.65
Difference and improvement in L2 Fluency				+1.65			

It is evident in Table 4.6 that the scores of L2 fluency are not consistent by the control group. When the scores of L2 fluency in the pretest were compared to that in the posttest, there was a small improvement i.e. +1.65. The sum total score in the pretest was 252.13 and the total aggregate of the score in the posttest was just 253.78. There is no consistency in the scores as there are both increasing as well as decreasing scores of L2 fluency during the pretest and the posttest. Table 4.7 illustrates the results of the Paired Samples T-test in order to mark statistical significance in the scores of L2 fluency between the pretest and the posttest of the ESL learners from the control group.

Table 4.7

Paired Samples T-test of L2 Fluency (Writing) of the Control group

Paired Samples T-test									
Pairs	Paired Statistics		Paired Differences			t	df	Sig.	Eta Squared
	Mean	Standard Deviation	Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Fluency1_Cont	9.69	1.30	-0.07	-0.64	0.51	-0.22	25	0.823	0.001
Fluency2_Cont	9.76	1.50							

Note:Fluency1_Cont and Fluency2_Cont indicate fluency in the pretest and posttest

The results show that there are no significant differences ($p > 0.05$) in the scores of L2 fluency of the control group as illustrated above in Table 4.7. It is clear from the pretest scores ($M = 9.69$, $SD = 1.30$) compared to the posttest scores ($M = 9.76$, $SD = 1.50$), $t(25) = -0.22$, $p = 0.823$ (two-tailed). The mean difference in the two scores was -0.07 with a 95% confidence interval ranging from -0.64 to 0.51. The Eta Squared statistics (0.001) indicated a small effect size of the traditional teaching methodology on the writing skill

as it has been demonstrated above in Table 4.7. The next is the presentation of L2 fluency in descriptive essay writing skill produced by the experimental group during the pretest and the posttest in Table 4.8.

Table 4.8

L2 Fluency (Writing) by the Experimental group in the pretest and the posttest

S. No ESL Learner	Pretest			Posttest			
	Total words	T-Units	L2 Fluency	Total Words	T-Units	L2 Fluency	Difference
S-1	183	22	8.32	167	18	9.28	+0.96
S-2	150	16	9.37	178	18	9.89	+0.52
S-3	133	15	8.86	156	15	10.40	+1.54
S-4	125	15	8.33	200	21	9.53	+1.20
S-5	100	10	10	262	25	10.48	+0.48
S-6	236	28	8.43	153	16	10.20	+1.77
S-7	141	14	10.07	152	17	10.50	+0.43
S-8	137	11	12.45	147	11	13.36	+0.91
S-9	92	7	13.14	114	8	14.25	+1.11
S-10	117	14	8.35	119	12	9.92	+1.57
S-11	132	10	13.2	158	12	13.17	-0.03
S-12	222	26	8.53	153	13	11.77	+3.24
S-13	157	13	12.07	151	10	15.10	+3.03
S-14	152	12	12.66	179	14	12.79	+0.13
S-15	95	9	10.55	106	9	11.78	+1.23
S-16	102	9	11.33	152	12	12.67	+1.34
S-17	201	22	9.13	161	13	12.38	+3.25
S-18	141	13	10.84	150	12	12.50	+1.66
S-19	117	14	8.35	122	12	10.17	+1.82
S-20	183	22	8.31	118	10	11.80	+3.49
S-21	153	11	13.91	144	10	14.40	+0.49
S-22	172	14	12.28	162	11	14.73	+2.45
S-23	135	14	9.64	202	17	11.88	+2.24
S-24	211	21	10.04	224	18	12.44	+2.4
Total			248.16			285.39	+37.23
Difference and improvement in L2 Fluency						+37.23	

It is clear in Table 4.8 that the sum total of L2 fluency of the experimental group (n=24) was 248.16 during the pretest and it improved after the TBLT treatment of twelve weeks.

The sum total of L2 fluency calculated in the posttest was 285.39. Hence there is an

improvement in L2 fluency as the total aggregate of L2 fluency in the posttest improved as +37.23. Table 4.8 illustrates that L2 fluency score in the posttest of all ESL learners is continually on the increase except participant-11 (i.e. S-11) whose L2 fluency measure in the posttest has slightly decreased (i.e. -0.03). Table 4.9 describes the results of the Paired Samples T-test to determine the statistical significant differences between the scores of L2 fluency of the experimental group in the pretest and the posttest.

Table 4.9

Paired Samples T-test of L2 Fluency (Writing) by the Experimental group

Paired Samples T-test									
Pairs	Paired Statistics		Paired Differences		t	df	Sig.	Eta Squared	
	Mean	Standard Deviation	Mean	95% Confidence Interval of the Difference					
				Lower					Upper
Fluency1_Exp	10.34	1.85	-1.55					0.71	
Fluency2_Exp	11.89	1.72		-1.98	-1.11	-7.41	23		0.000

Note: Fluency1_Exp and Fluency2_Exp mean L2 fluency in the pretest and in the posttest

Table 4.9 illustrates that there are significant differences in the L2 fluency of the experimental group in the pretest scores ($M = 10.34$, $SD = 1.85$) as compared to that in the posttest ($M = 11.89$, $SD = 1.72$), $t(23) = -7.41$, $p = 0.000$ (two-tailed). The mean difference in the two scores is -1.98 with a 95% confidence interval ranging from -1.98 to -1.11. The Eta Squared statistics (0.71) indicates a large effect size which means the large effect of TBLT on the writing skill in the current research (Cohen, 1988). The next is L2 accuracy in writing skill by the control group followed by the experimental group.

4.3.3 L2 Accuracy in Writing Skill

Ellis (2003:340) defines L2 accuracy as “learners’ ability to produce error free second language”. Skehan and Foster (1999: 96-97) defined L2 accuracy as “ability to avoid errors in performance, reflecting higher levels of control in the target language as well as avoidance of such challenging structures that might provoke error”. In the current research, learners’ L2 accuracy was measured as Error-Free T-units divided by T-units. It means, only that T-unit was counted as Error-Free T-units which was free from grammatical, syntactical and spelling error (Rahimpour, 2008).

In simple words, L2 accuracy was measured by counting the total number of error free clauses divided by the total number of clauses in the speech or written sample of the target language. The formula for calculating learners’ second language accuracy measure in writing skill is as below:

$$\text{Learners' L2 Accuracy} = \frac{\text{Total number of error free clauses of L2}}{\text{Total number of clauses of L2 sample}}$$

Table 4.10 presents accuracy measure in second language descriptive essay writing task by the control group during the pretest and the posttest. Results in Table 4.10 demonstrate that there is no consistent increase and decrease in the scores of L2 accuracy in writing skill of the control group during the pretest and the posttest. L2 accuracy of participant-10 (S-10) was “1” both in the pretest and the posttest which means that the student wrote 100% accurate English language both in the pretest and in the posttest.

Table 4.10

L2 Accuracy (Writing) of the Control group in the pretest and the posttest

S. No	Pretest		Posttest					
	ESL Learner	Total Clauses	Error Free Clauses	L2 Accuracy	Total Clauses	Error Free Clauses	L2 Accuracy	Difference
S-1	9	00		00.00	8	3	0.37	0.00
S-2	15	11		0.73	13	12	0.92	+0.19
S-3	17	12		0.7	14	11	0.78	+0.08
S-4	19	6		0.31	20	7	0.35	+0.04
S-5	23	14		0.60	14	9	0.64	+0.04
S-6	14	11		0.78	13	11	0.84	+0.06
S-7	12	3		0.25	9	6	0.66	+0.41
S-8	9	00		00.00	9	5	0.55	0.00
S-9	14	7		0.50	11	9	0.81	+0.31
S-10	15	15		1	7	7	1	Same
S-11	17	8		0.47	18	17	0.94	+0.47
S-12	10	7		0.70	13	9	0.69	-0.01
S-13	13	9		0.69	14	8	0.57	-0.12
S-14	9	3		0.33	10	3	0.3	-0.03
S-15	15	9		0.60	22	15	0.68	+0.08
S-16	12	1		0.08	13	9	0.69	+0.61
S-17	13	9		0.69	7	5	0.71	+0.02
S-18	16	6		0.37	12	9	0.75	+0.38
S-19	13	3		0.23	11	10	0.90	+0.67
S-20	21	15		0.71	17	13	0.76	+0.05
S-21	9	6		0.66	12	5	0.41	-0.25
S-22	12	7		0.58	5	2	0.40	-0.18
S-23	15	2		0.13	8	1	0.12	-0.01
S-24	9	4		0.44	8	3	0.37	-0.07
S-25	12	00		00.00	8	5	0.62	0.00
S-26	14	12		0.85	6	2	0.33	-0.52
Total				12.4			14.62	+2.22
Difference and improvement in L2 Fluency							+2.22	

On the other hand ESL learners (S-1, S-8 and S-25) were unable to write a single error free clause in the pretest but they improved in the posttest. Table 4.11 illustrates the result of the Paired Samples T-test in order to mark any statistical significance in the scores of L2 accuracy in writing skill of the ESL learners from the control group.

Table 4.11

Paired Samples T-test of L2 Accuracy (Writing) of the Control group

Paired Samples T – test									
Pairs	Paired Statistics		Paired Differences			t	df	Sig.	Eta Squared
	Mean	Standard Deviation	Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Accuracy1_Cont	0.47	0.28	-0.09	-0.19	0.02	-1.66	25	0.108	0.09
Accuracy2_Cont	0.56	0.30							

Note: Accuracy1_Cont and Accuracy2_Cont indicate accuracy in the pretest and in the posttest

Table 4.11 illustrate that there are no significant differences ($p > 0.05$) in L2 accuracy scores of the control group when compared to the pretest scores ($M = 0.47$, $SD = 0.28$) and the posttest ($M = 0.56$, $SD = 0.30$), $t(25) = -1.66$, $p = 0.108$ (two-tailed). The mean difference in the two scores was -0.09 with a 95% confidence interval ranging from -0.10 to 0.02 . The Eta Squared statistics (0.09) has indicated a moderate effect size in this case. Table 4.11 also illustrates that there was some improvement in the L2 accuracy scores in writing skill by the control group in the posttest as compared to the pretest scores but this improvement is almost negligible in terms of statistical significance as it has been demonstrated in Table 4.11.

The next Table 4.12 presents L2 accuracy in writing skill by the experimental group during the pretest and the posttest. It shows that L2 accuracy of the ESL learners improved in the posttest i.e. 19.98 after the TBLT treatment when it was compared to the sum total score of L2 accuracy in the pretest i.e. 14.05. Hence there was a significant improvement in L2 accuracy of the ESL learners from the experimental group.

Table 4.12

L2 Accuracy (Writing) in the pretest and the posttest by the Experimental group

S. No	Pretest			Posttest				
	ESL Learner	Total Clauses	Error Free Clauses	L2 Accuracy	Total Clauses	Error Free Clauses	L2 Accuracy	Difference
S-1	22	18		0.82	18	16	0.89	+0.07
S-2	16	10		0.62	18	15	0.83	+0.21
S-3	15	10		0.66	15	11	0.73	+0.07
S-4	15	10		0.66	21	19	0.91	+0.25
S-5	10	6		0.60	25	20	0.80	+0.20
S-6	28	20		0.71	16	13	0.81	+0.10
S-7	14	2		0.14	17	12	0.71	+0.57
S-8	11	4		0.36	11	7	0.64	+0.28
S-9	7	3		0.42	8	8	1.00	+0.58
S-10	14	11		0.78	12	10	0.83	+0.05
S-11	10	8		0.80	12	11	0.92	+0.12
S-12	26	24		0.92	13	12	0.92	Same
S-13	13	8		0.61	10	9	0.90	+0.29
S-14	12	3		0.25	14	13	0.93	+0.68
S-15	9	1		0.11	9	4	0.44	+0.33
S-16	9	6		0.66	12	10	0.83	+0.17
S-17	22	19		0.86	13	12	0.92	+0.06
S-18	13	11		0.84	12	11	0.92	+0.08
S-19	14	2		0.14	12	10	0.83	+0.69
S-20	22	18		0.81	10	9	0.90	+0.09
S-21	11	3		0.27	10	7	0.70	+0.43
S-22	14	10		0.71	11	10	0.91	+0.20
S-23	14	9		0.64	17	15	0.88	+0.24
S-24	21	14		0.66	18	15	0.83	+0.17
Total				14.05			19.98	+5.93
Difference and improvement in L2 Accuracy							+5.93	

It is also obvious there was no improvement in the accuracy of participant-12 (S-12) in the pretest as compared to his score in the posttest and it remained the same (i.e. 0.92). It must be kept in mind that according to this formula, if a student gets accuracy measure '1' in a test, it means 100% accurate L2 performance and the ESL learner has produced completely 'error free' English language. Table 4.13 describes the result of the Paired Samples T-test for measuring statistical significance in the L2 accuracy scores during the pretest and the posttest.

Table 4.13

Paired Samples T-test of L2 Accuracy (Writing) by the Experimental group

Paired Samples T-Test									
Pairs	Paired Statistics		Paired Differences			t	df	Sig.	Eta Squared
	Mean	Standard Deviation	Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Accuracy1_Exp	0.58	0.24	-0.25	-0.33	-0.16	-5.96	23	0.000	0.61
Accuracy2_Exp	0.83	0.11							

Note: Accuracy1_Exp and Accuracy2_Exp indicate accuracy in the pretest and in the posttest

Table 4.13 demonstrates that there are significant differences in the L2 accuracy of the experimental group scores from the pretest scores ($M = 0.58$, $SD = 0.24$) when compared to the posttest scores ($M = 0.83$, $SD = 0.11$), $t(23) = -5.96$, $p = 0.000$ (two-tailed). The mean difference in the two scores was -0.25 with a 95% confidence interval ranging from -0.33 to -0.16 . The Eta Squared statistics (0.61) indicated a large effect size as illustrated in Table 4.13 which means large effect of TBLT on the writing skills.

Trinagulation of data in mixed method researches is conducted as a measure to determine validity of the findings and to corroborate the research findings through different sources (Creswell, 2012; Greene, 2006; Melina et al., 2010; Zohrabi, 2013). The following section presents essay marking and assessment as an instance of data triangulation to determine consolidation of the findings in qualitative as well as in the quantitative analyses of the data in the present mixed method research (Creswell, 2009, Hashemi, 2012; Riazi & Candlin 2014).

4.4 Marking and Assessment of Students' Essays

Besides an analysis of the writing skill of the ESL learners in terms of L2 performance triad i.e. complexity, accuracy and fluency measures, the written essays were also marked similar to the existing Pakistani examination system. L2 performance triad complexity, accuracy and fluency in TBLT research are concerned with the counting of words (Ellis, 2009; Robinson, 2011). On the other hand, marking of the essays is concerned with the qualitative assessment of writing i.e. marking and assessment is not done with respect to the number of words as in L2 complexity, accuracy and fluency measures. Marking and assessment of the written essays contributed to the triangulation of the analysis of collected data for more valid as well as reliable analysis of the collected data (Creswell et al., 2003; Hashemi, 2012; Riazi & Candlin, 2014; Zohrabi, 2013). The task of writing a descriptive essay during the pretest and the posttest was assigned 25 marks just like any other essay writing question in Pakistani universities at the undergraduate level (Behlol & Anwar, 2011; Nawab, 2012). The essays written by the research participants were marked to determine their linguistic achievement in terms of L2 descriptive writing skills development and the marks awarding criteria was related to the quality of the written essays (Elander et al., 2006; Qasim & Qasim, 2015).

A fellow faculty member having an MPhil in Applied Linguistics and teaching at COMSATS University since six years helped the researcher for marking the essays as an independent evaluator besides the researcher himself also marking the essays. To avoid researcher's biasness, a fellow PhD scholar (in Applied Linguistics) at Universiti Utara Malaysia, having seven years of teaching at a Nigerian university, assisted the researcher

in marking the essays to establish the reliability in terms of inter-rater reliability. Hence essay marking and assessment was done by three independent evaluators / raters to mark the same essays individually.

The criterion for marking the descriptive essays was the “language content, vocabulary and sentence structure” (Elander et al., 2006; Qasim & Qasim, 2015). Each research participant was given 30 minutes to write a descriptive essay on the given topic and the total marks for the essay were 25 as it happens in all Pakistani university level essays writing task at the undergraduate level (Shamim, 2008).

The core assessment criterion approach, which is also known as a student centered assessment approach was utilized to mark the essays (Elander et al., 2006). The underlying purpose of utilizing core assessment in marking the essays was to determine the learning outcome (i.e. language development) in terms of L2 written skill achievement by the ESL learners. Hence, the answer to research question number one of the present study i.e. “What is the effect of TBLT on the Pakistani ESL learners’ writing skills?” was determined. The rubrics for marking the essays were: language content, vocabulary and sentence structure (Elander et al., 2006; Qasim & Qasim, 2015). Marks for “language content” were 8, marks for “vocabulary” were also 8 and for the “sentence structure” marks were assigned as 9, hence the total marks were 25 for essay writing task during the pretest and the posttest.

Table 4.14 presents the marks obtained by the research participants from the control group in the pretest and the posttest. As the written essays were marked by three evaluators, Table 4.14 shows the average i.e. the effective marks of ESL learners' essay writing task in the pretest with comparison of the posttest. For example if a student has obtained 13 marks from one Rater, 14 marks from the second Rater and 16 marks from the third Rater, his mean i.e. effective marks are: $13+14+16 = 43/3 = 14.33$

Table 4.14

Marks in Essays during the pretest and the posttest of the Control group

Marks in the Pretest				Marks in the Posttest		
ESL Learner	Obtained Marks	Percentage %	Total Marks	Obtained Marks	Percentage %	Difference Percentage
S-1	11.7	46.8	25	12.7	50.8	+4
S-2	14	56	25	14.3	57.2	+1.2
S-3	15	60	25	16	64	+4
S-4	16	64	25	17.3	69.2	+5.2
S-5	18	72	25	14	56	-16
S-6	16	64	25	14.7	58.8	-5.2
S-7	13.3	53.2	25	13	52	-1.2
S-8	13	52	25	13.7	54.8	+2.8
S-9	16	64	25	14	56	-8
S-10	19.3	77.2	25	13	52	-25.2
S-11	15	60	25	13	52	-8
S-12	12.7	50.8	25	15.7	62.8	+12
S-13	16	64	25	16.7	66.8	+2.8
S-14	13.3	53.2	25	14	56	+2.8
S-15	17	68	25	19	76	+8
S-16	13	52	25	13	52	same
S-17	14	56	25	12	48	-8
S-18	15	60	25	15	60	same
S-19	14	56	25	13	52	- 4
S-20	19	76	25	20.3	81.2	+5.2
S-21	12	48	25	15.3	61.2	+13.2
S-22	13	52	25	12	48	-4
S-23	13	52	25	12	48	-4
S-24	13	52	25	12.3	49.2	-2.8
S-25	13	52	25	12	48	-4
S-26	12	48	25	11	44	-4

Table 4.14 has illustrated that majority of students from the control group did not improve in their marks in the posttest which is the outcome of the existing ELT i.e. the traditional methodology in Pakistan. Therefore, the rationale for conducting the current study for the innovation in the Pakistani ELT scenario is the primary need of the time. Furthermore, few students from the control group improved their L2 descriptive writing skills after 12 weeks of teaching-learning process.

It has been demonstrated in Table 4.14 that only 11 ESL learners out of the total 26 students improved their writing skills. It means that only 42.3% students managed to demonstrate their L2 development in terms of writing skill and 57.7% of the students from the control group remained unsuccessful in improving their writing skill. Table 4.15 describes the marks in the writing task during the pretest and the posttest by the experimental group having TBLT treatment.

Table 4.15

Marks in Essays in the pretest and the posttest by the Experimental group

Marks in the Pretest				Marks in the Posttest		
ESL Learner	Obtained Marks	Percentage	Total Marks	Obtained Marks	Percentage	Difference Percentage
S-1	17	68	25	16.3	65.2	-2.8
S-2	19	76	25	21	84	+8
S-3	13.3	53.2	25	14	56	+2.8
S-4	15	60	25	19	76	+16
S-5	15	60	25	21	84	+24
S-6	21.3	85.2	25	17.7	70.8	-14.4
S-7	14	56	25	15	60	+4
S-8	16	64	25	17.7	70.8	+6.8
S-9	14	56	25	14	56	same
S-10	15	60	25	15	60	same
S-11	15	60	25	18	72	+12
S-12	21	84	25	20	80	-4
S-13	16	64	25	16.3	65.2	+1.2
S-14	15	60	25	15	60	same
S-15	10.7	42.8	25	11	44	+1.2
S-16	12.3	49.2	25	14	56	+6.8
S-17	17	68	25	17.3	69.2	+1.2
S-18	15	60	25	16	64	+4
S-19	13	52	25	14.3	57.2	-5.2
S-20	21	84	25	19	76	-8
S-21	13	52	25	13.3	53.2	+1.2
S-22	20	80	25	20.3	81.2	+1.2
S-23	20	80	25	21.3	85.2	+5.2
S-24	20.7	82.8	25	21	84	+1.2

Table 4.15 has illustrated that the ESL learners from the experimental group has significantly improved in L2 descriptive essay writing skills as compared to the research participants from the control group as described in Table 4.14 above. Hence, the effectiveness of TBLT in improving Pakistani ESL learners' writing skill (descriptive essay writing) has been established with empirical evidence as demonstrated in Table 4.16. Furthermore, the answer of research question one in the present study has been

provided. It has been established that TBLT has beneficial effect in improving L2 writing skill of Pakistani ESL learners at undergraduate level.

Table 4.15 validates that 67% of the students from the experimental group has improved their L2 writing skill which is much higher when compared with the ESL learners from the control group (42.3%) in the present study. Therefore, TBLT should be implemented in Pakistani ELT system to be in step with the international standards of ESL pedagogy. The current study was the pioneer in this regards and it is affirmed that the future practices of TBLT in Pakistani ELT context would have significantly better results in improving writing skills of the ESL learners.

These findings of Table 4.14 and 4.15 also corroborate the results of L2 performance indicators i.e. complexity, accuracy and fluency (i.e. quantitative findings) in the current research (as demonstrated in previous sections) as well as in the TBLT literature at international level (Benson, 2016; Fukuta, 2016; Li, Ellis & Zhu, 2016; Mohammadipour & Rashid, 2015). The qualitative findings of the essays marked in a traditional way as described in Table 4.14 and Table 4.15 are having similar results as in the quantitative findings in terms of L2 performance descriptors, complexity, accuracy and fluency. It is the basic advantage of designing an MMR in ELT studies for the corroboration, reciprocity, compensation and complementarity of findings (Creswell, 2012, Greene, 2005; Hashemi, 2012; Riazi & Candlin, 2014; Zohrabi, 2013). The following section

presents the answer to research question two i.e. the effect of TBLT on the second language speaking skill of Pakistani ESL learners.

4.5 Findings for Research Question One

It was mentioned in Table 4.1 that the answer to research question one (How does TBLT affect the ESL learners' L2 writing skills?) will be provided by comparing scores of the pretest and the posttest of the experimental group with respect to the scores by the ESL learners from the control group. It is obvious that the effect of TBLT in improving the writing skills of Pakistani ESL learners at undergraduate level has been established in improving writing skills of the experimental group as compared to the writing skill produced by the control group. It has been confirmed by statistical significant differences of the ESL learners' score during L2 performance triad i.e. L2 complexity, fluency and accuracy measures in the descriptive writing skill during the pretest and the posttest in case of within group differences.

As mentioned earlier in Table 4.4, the sum total of the increase and difference in L2 complexity during the pretest and the posttest of the experimental group (n=24) was +81.04. In contrast, the L2 improvement and difference of L2 complexity scores of the ESL learners from the control group (n=26) was only +9.34 as already illustrated in Table 4.2. When the scores of L2 complexity by the experimental group were compared to the scores by the control group, there was significant difference between the L2

performances (in descriptive writing) by the experimental group as compared to that by the control group.

It is also another evidence of the benefit of implementing TBLT in Pakistani ELT scenario as the improvement in L2 complexity of the experimental group i.e. within the same group (+81.04) is almost nine times better than L2 complexity produced by the control group (+9.34). It is the difference in L2 complexity within same groups after 12 weeks of learning English based on TBLT as compared to the existing traditional language teaching methodology in Pakistan. Thus, the answer of research question one about the effect of TBLT on the writing skill has been provided satisfactorily with the evidence of the scores in L2 complexity as ESL learners from the experimental group performed better than the ESL learners from the control group in terms of L2 complexity in writing skill.

Table 4.16 describes the statistical significance and the differences of the L2 fluency and L2 accuracy in the posttests between the experimental group and the control group. It provides comprehensive evidence about the effectiveness of TBLT in Pakistani ELT as compared to the existing language teaching based on GTM.

Table 4.16

T-test of Fluency and Accuracy (Writing) in posttests (Experimental and Control groups)

Paired Samples	Paired Samples Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair-1 Fluency2_Exp (L2 Fluency of Experimental group in posttest) Fluency2_Cont (L2 Fluency of the Control group in posttest)	2.229	2.323	0.474	1.238	3.201	4.681	23	0.000
Pair-2 Accuracy2_Exp (L2 accuracy of Experimental group in posttest) Accuracy2_Cont (L2 accuracy of the Control group in posttest)	0.252	0.325	0.066	0.115	0.389	3.802	23	0.001

The results show that there are significant differences in the scores of ESL learners' L2 fluency of the experimental group in the posttest as compared to that in the control group. The results of the Paired Samples T-test in Table 4.14 are an evidence of the effectiveness and validity of TBLT in improving Pakistani ESL learners' writing skills. The scores of L2 fluency by the experimental group have significant differences when compared to that in the posttests of the control group ($M=2.229$, $SD= 2.323$, $t (23) = 4.681$, $p=0.000$ (two-tailed). The standard error mean is 0.474 with a 95% confidence interval ranging from 1.238 to 3.201.

The differences in the scores of L2 accuracy measure during the posttests of the ESL learners from the experimental group and the control group have statistical significance

as it is evident in Table 4.16, ($M=0.252$, $SD=0.325$, $t(23)=3.802$). The significance probability value is $p=0.001$ (two-tailed). The standard error of mean is 0.06 with a 95 % confidence interval ranging from 0.115 to 0.389.

Hence, the effectiveness of TBLT in improving writing skill of Pakistani ESL learners is confirmed and in corroboration with previous studies conducted in international contexts. Most of the earlier studies have been conducted in EFL contexts, as the empirical studies to prove the effectiveness of TBLT in improving ELT (Fukuta, 2016; Ishikawa, 2006; Khorasani et al., 2014; Li, Ellis & Zhu, 2016; Long, 1991).

4.6 Effect of TBLT on Speaking Skill

Research question two (How does TBLT affect the ESL learners' L2 speaking skill?) has been answered to determine the effect of TBLT on learners' speaking skill. The sequence of presentation and analysis of the speaking skill (monologic speaking) is similar to that of writing skill. Firstly, L2 complexity in speaking skill of the ESL learners from the control group will be presented in simple mathematical tables followed by the results of the Paired Samples T-test. Task performance of all research participants was audio recorded by the researcher as every ESL learner described a picture description task in the pretest and the posttest (Appendix-N, page, 357) during the current quasi-experimental research in Pakistan. The audio recorded files were transcribed with the help of transcription software available at (Transcribe.Wreally.Com).

Table 4.17 presents the L2 complexity by the control group in the pretest and the posttest of speaking during picture description task. As mentioned earlier, the control group did not have TBLT treatment as the control group was taught by a fellow faculty member following existing traditional language teaching methodology in Pakistani ELT scenario.

Table 4.17

L2 Complexity (Speaking) in the pretest and the posttest by the Control group

S. No	Pretest				Posttest				Difference
	ESL Learners	Total words	Function words	Content words	L2 Complexity	Total words	Function Words	Content words		L2 Complexity
S-1	64	31	33	51.56	59	29	30	50.84	-0.72
S-2	73	39	34	46.57	73	32	41	56.16	+9.59
S-3	215	94	121	56.27	181	81	100	55.24	-1.03
S-4	57	26	31	54.38	57	22	35	61.40	+7.02
S-5	30	12	18	60	47	20	27	57.44	-2.56
S-6	52	24	28	48.27	56	26	30	53.57	+5.3
S-7	62	29	33	53.22	114	54	60	52.63	-0.59
S-8	75	34	41	54.66	133	57	76	57.14	+2.48
S-9	38	16	22	57.89	38	17	21	55.26	-2.63
S-10	176	91	85	48.29	80	38	42	52.5	+4.21
S-11	116	60	56	48.27	64	31	33	51.56	+3.29
S-12	180	80	100	55.55	98	48	50	51.02	-4.53
S-13	10	5	5	50	19	7	12	63.15	+13.15
S-14	8	4	4	50	23	9	14	60.86	+10.86
S-15	66	27	39	59.09	55	25	30	54.54	-4.55
S-16	30	10	20	66.66	18	9	9	50	-16.66
S-17	136	65	71	52.21	137	61	76	55.47	+3.26
S-18	111	53	58	52.25	101	48	53	52.47	+0.22
S-19	28	12	16	57.14	26	11	15	57.69	+0.55
S-20	46	19	28	60.87	84	35	49	58.33	-2.54
S-21	21	9	12	57.14	46	22	24	52.17	-4.97
S-22	78	39	39	50	86	42	44	51.16	+1.16
S-23	100	45	55	55	58	26	32	55.16	+0.16
S-24	160	75	85	53.12	88	45	43	48.86	-4.26
S-25	64	30	34	53.12	101	43	58	57.42	+4.3
S-26	116	41	75	64.65	56	26	30	53.57	-11.08
Total				1416.18				1425.61	+9.43
Difference and improvement in L2 Complexity								+9.43	

Table 4.17 has demonstrated the outcome of the existing teaching methodology in terms of L2 complexity measure in speaking skill during the pretest as compared to the posttest. There is inconsistency of the scores in L2 complexity as some students improved while others did not improve in L2 complexity measure even after twelve weeks. For example, participant-14 (S-14) produced only 8 words in the pretest and s/he improved in producing 23 spoken words in the posttest of the picture description task. Almost the opposite is the case with participant-16 (S-16) as he produced 30 words in the pretest but he was able to produce 18 spoken words in the posttest. That might be due to her/his low motivation level to speak in English or something just similar to that as his/her L2 complexity score decreased in the posttest. The sum total of complexity measure (in monologic speaking) during the pretest in Table 4.17 was 1416.18 and it increased to 1425.61 during the posttest. Therefore, there was only an improvement of +9.43. Table 4.18 demonstrates the results of the Paired Samples T-test in order to determine statistical significance in the L2 complexity measure of the control group in the pretest and the posttest during a picture description task.

Table 4.18

Paired Samples T-test of L2 Complexity (speaking) by the Control Group

Paired Samples T-test									
Pairs	Paired Statistics		Paired Differences			t	df	Sig.	Eta Squared
	Mean	Standard Deviation	Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Complexity1_Cont	54.468	5.047							
Complexity2_Cont	54.831	3.635	-0.362	-2.953	2.228	-0.288	25	0.775	0.003

Note: Complexity1_Cont and Complexity2_Cont indicate complexity in the pretest and posttest

Table 4.18 illustrates that there are no significant differences in L2 complexity measure of the control group when it was compared with the pretest scores ($M = 54.468$, $SD = 5.047$) to the posttest scores ($M = 54.831$, $SD = 3.635$), $t(25) = -0.288$, $p = .775$ (two-tailed). The mean difference in the two scores was -0.362 with a 95% confidence interval ranging from -2.953 to 2.228 . The Eta Squared statistics (0.003) indicated a small effect size. Table 4.19 presents L2 complexity in speaking skill of the experimental group.

Table 4.19

L2 Complexity (speaking) in the pretest and the posttest of the Experimental group

S. No ESL Learners	Pretest				Posttest				Difference
	Total words	Function Words	Content Words	L2 Complexity	Total Words	Function words	Content words	L2 Complexity	
S-1	94	40	54	57.44	135	55	80	59.26	+1.82
S-2	100	51	49	49	120	54	66	55	+6
S-3	70	34	36	51.42	195	89	106	54.36	+2.94
S-4	71	33	38	53.52	174	72	102	58.62	+5.10
S-5	192	80	112	58.33	195	79	116	59.49	+1.16
S-6	67	27	40	59.70	212	83	129	60.85	+1.15
S-7	142	64	78	54.92	309	131	178	57.61	+2.69
S-8	129	55	74	57.36	168	67	101	60.12	+2.76
S-9	135	63	72	53.33	92	41	51	55.43	+2.10
S-10	96	36	60	62.5	369	145	224	60.7	-1.8
S-11	80	30	50	62.5	199	70	129	64.82	+2.32
S-12	47	17	30	63.82	180	54	126	64.44	+0.62
S-13	88	29	59	67.04	187	57	130	69.52	+2.48
S-14	101	43	58	57.42	198	80	118	59.59	+2.17
S-15	24	12	12	50	183	87	96	52.46	+2.46
S-16	64	31	33	51.56	93	36	57	60.29	+8.73
S-17	224	100	124	55.35	208	88	120	57.69	+2.34
S-18	31	9	22	70.96	82	22	60	73.17	+2.21
S-19	132	57	75	56.81	364	142	222	60.99	+4.18
S-20	100	46	54	54	314	139	175	55.73	+1.73
S-21	133	65	68	51.12	301	140	161	53.49	+2.37
S-22	120	54	65	54.16	126	54	72	57.14	+2.98
S-23	219	105	114	52.05	166	76	90	54.22	+2.17
S-24	161	76	85	52.79	205	92	113	55.12	+2.33
Total				1357.1				1420.11	+63.01
Difference and improvement in L2 Complexity								+63.01	

The results presented in Table 4.19 prove that L2 complexity of ESL learners from the experimental group has considerable improvement after the TBLT treatment. The sum total of L2 complexity in the pretest is 1357.1 and it improves to 1420.11 in the posttest after TBLT intervention as the difference is +63.01. All students improved in their L2 complexity except Participant-10 (S-10) whose L2 complexity in the posttest was 60.7 as compared to his L2 complexity score in the pretest 62.5.

Table 4.20 presents the results of Paired Samples T-test to determine statistical significant differences in L2 complexity (speaking) scores during the pretest and the posttest of the experimental group.

Table 4.20

Paired Samples T-test of L2 Complexity (Speaking) by the Experimental group

Paired Samples T-test									
Pairs	Paired Statistics		Paired Differences			t	df	Sig.	Eta Squared
	Mean	Standard Deviation	Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Complexity1_Exp	56.545	5.546	-2.625	-3.452	-1.799	-6.57	23	0.000	0.653
Complexity2_Exp	59.171	4.966							

Note: Complexity1_Exp and Complexity2_Exp indicate complexity in the pretest and posttest

Table 4.20 illustrates that there are significant differences in L2 complexity (in speaking skill) of the experimental group in the pretest and the posttest scores. The L2 complexity scores in the pretest ($M = 56.545$, $SD = 5.546$) were significantly different when

compared to the posttest scores ($M = 59.171$, $SD = 4.966$), $t(23) = -6.573$, $p = 0.000$ (two-tailed). The mean difference in the two scores was -2.625 with a 95% confidence interval ranging from -3.452 to -1.799 . The Eta Squared statistics (0.653) indicated a large effect size.

Thus, the results of speaking skill have consolidated and corroborated the findings of writing skills as demonstrated earlier. The corroborated findings from the writing as well as speaking skills provided the answer to Research Question one and two about the beneficial effect of TBLT on writing and speaking skills of the Pakistani ESL learners. The next subsection presents L2 fluency in speaking skill by the research participants.

4.6.1 L2 Fluency in Speaking Skill

Table 4.21 below describes the difference in second language fluency measure of the Pakistani ESL learners from the control group ($n=26$) during the pretest and the posttest. Learners' L2 performance was recorded with the help of a built-in "sound recorder" software in MS Windows 7, during picture description task. The audio data were then transcribed for analysis to investigate the effect of TBLT on the productive skills of the research participants. The interval i.e. time span between the pretest and the posttest was 12 weeks. The L2 fluency in speaking skill in the current research was measured by the formula as below (Ishikawa, 2006; Rahimpour, 2008, Salimi & Dadashpour, 2012).

$$\text{Learners' L2 Fluency (Spoken)} = \frac{\text{Total number of second language words}}{\text{Number of pauses in sample}}$$

Table 4.21 provides the results of L2 fluency of the control in the pretest and the posttest.

Table 4.21

L2 Fluency (Speaking) in the pretest and the posttest by the Control group

S. No	Pretest		Posttest				
	ESL Learners	Total Words	Total Pauses	L2 Fluency	Total Words	Total Pauses	L 2 Fluency	Difference
S-1	64	9	7.11	59	8	7.37	+0.26
S-2	73	9	8.11	73	10	7.3	-0.81
S-3	215	21	10.23	181	20	9.05	-1.18
S-4	57	9	6.33	57	8	7.13	+0.80
S-5	30	5	6	47	6	7.83	+1.83
S-6	52	8	6.5	56	8	7	+0.5
S-7	62	6	10.33	114	11	10.36	+0.03
S-8	75	8	9.37	133	14	9.5	+0.13
S-9	38	4	9.5	38	5	7.6	-1.9
S-10	176	15	11.73	80	10	8	-3.73
S-11	116	12	9.66	64	8	8	-1.66
S-12	180	19	9.47	98	10	9.8	+0.33
S-13	10	4	2.5	19	4	4.75	+2.25
S-14	8	4	2	23	4	5.75	+3.75
S-15	66	8	8.25	55	8	6.87	-1.38
S-16	30	5	6	18	3	6	Same
S-17	136	16	8.5	137	14	9.78	+1.28
S-18	111	12	9.25	101	10	10.1	+0.85
S-19	28	5	5.6	26	4	6.5	+0.9
S-20	46	7	6.57	84	9	9.33	+2.76
S-21	21	4	5.25	46	7	6.57	+1.32
S-22	78	10	7.8	86	10	8.6	+0.8
S-23	100	9	11.11	58	6	9.66	-1.45
S-24	160	18	8.88	88	10	8.8	-0.08
S-25	64	9	7.11	101	10	10.1	+2.99
S-26	116	14	8.28	56	7	8	-0.28
Total			201.44			209.75	+8.31
Difference and improvement in L2 Fluency					+8.31		

It has been portrayed in Table 4.21 that the sum total of L2 fluency of the control group was 201.44 in the pretest and after twelve weeks, complexity improved to 209.75 during the posttest as the total increase or improvement was +8.31. There was no increase in L2 fluency scores of participant-16 (S-16) as it remained the same during the pretest and the posttest. Moreover, there was no consistent increase in the scores during the posttest as

some students improved their scores and some others decreased in their L2 fluency scores.

Table 4.22 presents the results of the Paired Samples T-test of the L2 fluency of the control group in speaking skill during the pretest and the posttest.

Table 4.22

T-test of L2 Fluency (Speaking) by the Control group

Paired Samples T-test									
Pairs	Paired Statistics		Paired Differences			t	df	Sig.	Eta Squared
	Mean	Standard Deviation	Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Fluency1_Cont	7.747	2.369							
Fluency2_Cont	8.067	1.517	-0.319	-0.992	0.353	-0.978	25	0.337	0.036

Note: Fluency1_Cont and Fluency2_Cont indicate fluency in the pretest and in the posttest

The results of the Paired Samples T-test in Table 4.22 demonstrate that there were no significant differences in L2 fluency measure of the control group when comparing the pretest scores ($M = 7.747$, $SD = 2.369$) to the L2 fluency scores in the posttest ($M = 8.067$, $SD = 1.517$), $t(25) = -0.978$, $p = 0.337$ (two-tailed). The mean difference in the two scores was -0.319 with a 95% confidence interval ranging from -0.992 to 0.353 . The Eta Squared statistics (0.036) in Table 4.22 indicated a small effect size. The following Table 4.23 presents L2 fluency in speaking skill by the research participants of the experimental group during picture description task.

Table 4.23

L2 Fluency (Speaking) in the pretest and the posttest of the Experimental group

S. No	Pretest		Posttest				
	ESL Learners	Total Words	Total Pauses	L2 Fluency	Total Words	Total Pauses	L 2 Fluency	Difference
S-1	94	12	7.83	135	12	11.25	+3.42
S-2	100	13	7.69	120	10	12	+4.31
S-3	70	10	7.00	195	20	9.75	+2.75
S-4	71	10	7.1	174	16	10.87	+3.77
S-5	192	22	8.72	195	18	10.83	+2.11
S-6	67	8	8.37	212	20	10.6	+2.23
S-7	142	16	8.87	309	22	14.05	+5.18
S-8	129	15	8.6	168	15	11.2	+2.6
S-9	135	17	7.94	92	9	10.22	+2.28
S-10	96	12	8	369	30	12.3	+4.3
S-11	80	9	8.88	199	17	11.71	+2.83
S-12	47	7	6.71	180	14	12.86	+6.15
S-13	88	10	8.8	187	17	11	+2.2
S-14	101	14	7.21	198	18	11	+3.79
S-15	24	4	6	183	17	10.76	+4.76
S-16	64	8	8	93	10	9.3	+1.3
S-17	224	27	8.29	208	18	11.55	+3.26
S-18	31	5	6.2	82	7	11.71	+5.51
S-19	132	14	9.42	364	31	11.74	+2.32
S-20	100	11	9.09	314	29	10.83	+1.74
S-21	133	15	8.86	301	25	12.04	+3.18
S-22	120	12	10	126	12	10.5	+0.5
S-23	219	22	9.95	166	15	11.06	+1.11
S-24	161	18	8.94	205	19	10.78	+1.84
Total			196.47			269.91	+73.44
Difference and improvement in L2 Fluency						+73.44	

The L2 fluency indicator has been improved in the posttest of the experimental group as in the pretest of the sum total of L2 fluency measure in is 196.47 and after TBLT treatment for twelve weeks, L2 fluency was improved. The sum total of L2 fluency of the experimental group in the posttest is 269.91 which is an indication of the positive effect of TBLT on the speaking skills of the ESL learners as there is an increase in the L2 fluency scores of ESL learners. Table 4.24 describes the results of the Paired Samples T-

test to mark the statistical significance between the L2 Fluency scores produced by the ESL learners of the experimental group during the pretest and the posttest.

Table 4.24

T-test of Fluency (Speaking) by the Experimental group

Paired Samples T-test									
Pairs	Paired Statistics		Paired Differences			t	df	Sig.	Eta Squared
	Mean	Standard Deviation	Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Fluency1_Exp	8.186	1.074	-3.060	-3.668	-2.451	-10.40	23	0.000	0.825
Fluency2_Exp	11.246	0.993							

Note: Fluency1_Exp and Fluency2_Exp indicate fluency in the pretest and in the posttest

Table 4.24 shows that there are significant differences in L2 fluency scores of the experimental group during the pretest scores ($M = 8.186$, $SD = 1.074$) as compared to that in the posttest ($M = 11.246$, $SD = 0.993$), $t(23) = -10.400$, $p = 0.000$ (two-tailed). The mean difference in the two scores was -3.060 with a 95% confidence interval ranging from -3.668 to -2.451 . The Eta Squared statistics (0.825) indicated a large effect size which means large effect of TBLT (IV) on speaking skill (DV) of Pakistani ESL learners at undergraduate level. The scores of second language fluency in speaking skill presented in Table 4.21 and Table 4.23 are consolidating with the findings of writing skill and answer to research question two as described in Table 4.1.

Therefore the findings of the quantitative data analysis and qualitative data analysis in the present MMR are corroborating from different data sources to authenticate the effectiveness of TBLT in improving L2 writing and speaking skills of Pakistani ESL learners at undergraduate level (Creswell, 2009; Greene, 2005; Malina et al., 2010 Riaz & Candlin, 2014; Zohrabi, 2013).

The next subsection describes second language accuracy measure in speaking skill during picture describing task in the pretest and the posttest by the ESL learners from the control and the experimental groups.

4.6.2 L 2 Accuracy in Speaking Skill

Table 4.25 describes the result of second language accuracy measure of ESL learners from the control group during picture description task both in the pretest at the inception of research and in the posttest at the final stage of data collection phase. The posttest was conducted after twelve weeks of the experimental teaching based on TBLT to the experimental group as compared to the existing traditional language teaching to the ESL learners from control group.

Table 4.25

L2 Accuracy (Speaking) in the pretest and the posttest of the Control group

S. No	Pretest			Posttest			Difference	
	ESL Learner	Total Clauses	Error Free Clauses	L2 Accuracy	Total Clauses	Error Free Clauses		L2 Accuracy
S-1	8	4		0.5	4	00	0.00	-0.5
S-2	8	5		0.62	10	7	0.7	+0.08
S-3	23	19		0.82	23	20	0.86	+0.04
S-4	7	3		0.42	10	7	0.7	+0.28
S-5	4	3		0.75	8	5	0.62	-0.13
S-6	7	3		0.42	8	5	0.62	+0.2
S-7	9	6		0.66	13	6	0.46	-0.2
S-8	11	6		0.54	16	13	0.81	+0.27
S-9	5	4		0.8	5	3	0.6	-0.2
S-10	19	15		0.78	12	10	0.83	+0.05
S-11	14	9		0.64	9	8	0.88	+0.24
S-12	21	12		0.57	12	7	0.58	+0.01
S-13	2	00		0.00	2	1	0.5	+0.5
S-14	2	2		1	4	2	0.5	-0.5
S-15	11	8		0.72	9	7	0.77	+0.05
S-16	4	3		0.75	3	1	0.33	-0.42
S-17	18	16		0.88	16	14	0.87	-0.01
S-18	14	9		0.64	11	8	0.72	+0.08
S-19	5	4		0.8	5	4	0.8	Same
S-20	8	6		0.75	13	10	0.77	+0.02
S-21	3	2		0.66	8	5	0.62	-0.04
S-22	12	4		0.33	13	11	0.85	+0.52
S-23	12	8		0.66	6	5	0.83	+0.17
S-24	20	14		0.7	12	11	0.92	+0.22
S-25	10	8		0.8	13	11	0.85	+0.05
S-26	18	12		0.66	8	7	0.87	+0.21
Total				16.87			17.86	+0.99
Difference and improvement in L2 Accuracy							+0.99	

Table 4.25 has illustrated that L2 accuracy of the control group in the pretest and the posttest after 12 weeks is almost the same (+0.99). This offers some evidence about the outcome of existing ELT scenario in Pakistan as there is no concept of testing speaking skill in the existing examination system. Table 4.25 presents, the sum total of L2 accuracy measure of the ESL learners of the control group was 16.87 and after twelve weeks it improved to 17.86. Hence, the net improvement in L2 accuracy after 12 weeks

of English language teaching following the existing traditional teaching is only +0.99 which is unacceptable and the major purpose for which the researcher is struggling to improve the existing decline of the ELT standards in Pakistan (McNicoll, 2013; Yasmin, Sarkar & Sohail , 2016; Zafar, 2015).

Table 4.26 presents the results of the Paired Samples T-test to determine statistical significant differences in the L2 accuracy scores in the pretest and the posttest of the control group.

Table 4.26
T-test of L 2 Accuracy (Speaking) by the Control group

Paired Samples Test									
Pairs	Paired Statistics		Paired Differences		t	df	Sig.	Eta Squared	
	Mean	Standard Deviation	Mean	95% Confidence Interval of the Difference					
				Lower					Upper
Accuracy1_Cont	0.648	0.199	-0.038	-0.142	0.065	-0.756	25	0.457	0.022
Accuracy2_Cont	0.686	0.207							

Note: Accuracy1_Cont and Accuracy2_Cont indicate accuracy in the pretest and in the posttest

Table 4.26 shows that there are no significant differences in the accuracy scores of ESL learners from the control group. The pretest scores ($M = 0.648$, $SD = 0.199$) compared to the posttest scores ($M = 0.686$, $SD = 0.207$), $t(25) = -0.756$, $p = 0.457$ (two-tailed) proved no statistical significant differences. The mean difference in the two scores was -0.038

with a 95% confidence interval ranging from -0.142 to 0.065. The eta squared statistics (0.022) indicated a moderate effect size. Next is the findings of the L2 accuracy (monologic speaking) produced by the ESL learners in the picture description task from the experimental group in the pretest and the posttest during TBLT treatment of 12 weeks of the current research. Table 4.27 presents L2 accuracy by the experimental group.

Table 4.27

L2 Accuracy (Speaking) in the pretest and the posttest of the Experimental group

S. No	Pretest			Posttest				
	ESL Learner	Total Clauses	Error Free Clauses	L2 Accuracy	Total Clauses	Error Free Clauses	L2 Accuracy	Difference
S-1	14	8	0.57	17	16	0.94	+0.37	
S-2	13	7	0.53	14	12	0.86	+0.33	
S-3	11	9	0.81	23	21	0.91	+0.10	
S-4	10	7	0.70	20	18	0.90	+0.20	
S-5	24	7	0.29	22	16	0.73	+0.44	
S-6	11	4	0.36	24	16	0.67	+0.31	
S-7	20	16	0.80	36	34	0.94	+0.14	
S-8	16	11	0.68	13	11	0.85	+0.17	
S-9	17	12	0.70	49	46	0.94	+0.24	
S-10	15	5	0.33	31	12	0.39	+0.06	
S-11	8	5	0.62	16	12	0.75	+0.13	
S-12	7	4	0.57	23	12	0.52	-0.05	
S-13	12	7	0.58	24	20	0.83	+0.25	
S-14	17	11	0.64	21	12	0.57	-0.07	
S-15	3	1	0.33	12	7	0.58	+0.23	
S-16	11	9	0.81	21	17	0.81	Same	
S-17	33	28	0.85	24	24	1	+0.15	
S-18	4	3	0.75	9	7	0.78	+0.08	
S-19	17	11	0.64	42	34	0.81	+0.17	
S-20	12	9	0.75	36	34	0.94	+0.19	
S-21	15	10	0.66	30	27	0.90	+0.24	
S-22	12	10	0.83	19	19	1	+0.17	
S-23	26	21	0.81	21	20	0.95	+0.14	
S-24	19	16	0.84	21	19	0.91	+0.07	
Total			15.45			19.48	+4.03	
Difference and improvement in L2 Accuracy							+4.03	

It is clear in Table 4.27 that L2 accuracy measure of Pakistani ESL learners from experimental group improved after TBLT intervention in the posttest as it was 15.45 in the pretest. L2 accuracy measure in the posttest was 19.48 and there is some improvement i.e. +4.03. There was no improvement in the accuracy measure of participant-16 (S-16) as it remained 0.81 in the pretest and in the posttest. It is also illustrated in Table 4.27 that L2 accuracy measure of Participants-12 and 14 (S-12 and S-14) decreased during the posttest as there was a decline in accuracy measure in the posttest as compared to their score in the pretest. Table 4.28 describes the results of Paired Samples T-test of L 2 accuracy measure during the pretest and the posttest.

Table 4.28

T-test of L2 Accuracy (Speaking) by the Experimental group

Paired Samples Test									
Pairs	Paired Statistics		Paired Differences			t	df	Sig.	Eta Squared
	Mean	Standard Deviation	Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Accuracy1_Exp	0.645	0.172	-0.167	-0.221	-0.114	-6.511	23	0.000	0.652
Accuracy2_Exp	0.812	0.162							

Note: Accuracy1_Exp and Accuracy2_Exp indicate accuracy in the pretest and in the posttest

Table 4.28 demonstrates that there are significant differences in ESL learners' accuracy measure of the experimental group as the scores from the pretest scores ($M = 0.645$, $SD = 0.172$) have significant differences when compared to the scores in the posttest ($M = 0.8117$, $SD = 0.162$), $t(23) = -6.511$, $p = 0.000$ (two-tailed). The mean difference in the two scores was -0.167 with a 95% confidence interval ranging from -0.221 to -0.114. The

Eta Squared statistics (0.652) indicated a large effect size of TBLT (IV) on the speaking skill (DV) of the experimental group as shown in Table 4.28. The following is the summary of the findings of research question two.

4.7 Findings for Research Question Two

The research question two (How does TBLT affect the ESL learners' L2 speaking skill?) has been answered with empirical evidence. The results illustrated in the simple mathematical Tables have been consolidated by the results of the Paired Samples T-test in the current research to endorse the positive effect of TBLT on speaking skill. The ESL learners' speaking skill was improved by the TBLT treatment in the experimental teaching. Results illustrated above have provided sufficient evidence that TBLT was beneficial in improving ESL learners' speaking skill (Ellis, 2009; Khorasani et al., 2014; Park, 2010; Robinson, 2011). There were statistical significant differences in the scores of the pretest of L2 performance triad i.e. complexity, fluency and accuracy measures as compared to the scores in the posttest within the experimental group. Hence the answer to Research Question Two was provided with empirical evidence.

There were no statistical significant differences between the pretest and the posttest scores by the control group in L2 performance indicators complexity, fluency and accuracy. As a matter of fact, there was slight improvement in L2 complexity, fluency and accuracy within the control but the improvement was negligible when it was compared to the scores of the experimental group.

Table 4.29 demonstrates comprehensive presentation of the Paired Sample T-test of the ESL learners' posttests scores of L2 performance triad both from the experimental and the control groups. L2 performance in terms of complexity, fluency and accuracy of the experimental group are compared to those of the control group in a single table for a comprehensible description of the L2 performance indicators in speaking skill for better understanding.

Table 4.29

T-test of the posttests (Speaking) by the Experimental and Control groups

Paired Samples T-test									
Pairs	Paired Statistics		Paired Differences			t	df	Sig.	Eta Squared
	Mean	Standard Deviation	Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Complexity2_Exp	59.171	4.966	4.395	1.886	6.904	3.624	23	.001	0.363
Complexity2_Cont	54.775	3.742							
Fluency2_Exp	11.246	0.993	3.261	2.632	3.888	10.742	23	.000	0.834
Fluency2_Cont	7.985	1.522							
Accuracy2_Exp	0.812	0.162	0.139	0.027	0.251	2.578	23	.017	0.224
Accuracy2_Cont	0.672	0.209							

The basic purpose of the Paired Sample T-test is to determine statistically significant differences between two groups or variables. For the current research, the Paired Samples T-test was used to determine the significant differences in ESL learners' L2 complexity, fluency and accuracy of the experimental group and the control group in the posttests for speaking skill.

Table 4.29 verifies that there are significant differences in the complexity in speaking skill during the posttest of the experimental group and posttest of the control group in L2 complexity of the experimental group ($M = 59.171$, $SD = 4.966$) to the posttest scores of the control group ($M = 54.775$, $SD = 3.742$), $t(23) = 3.624$, $p = 0.001$ (two-tailed). The mean difference in the two scores was 4.395 with a 95% confidence interval ranging from 1.886 to 6.904. The Eta Squared statistics (0.363) indicated a large effect size.

Table 4.29 demonstrates that there are significant differences in the L2 fluency measure of the experimental group and that in the control group. The significant differences are present from the posttest scores of L2 fluency of the experimental group ($M = 11.246$, $SD = 0.993$) to the L2 fluency scores of the posttest scores of the control group ($M = 0.672$, $SD = 1.522$), $t(23) = 10.742$, $p = 0.000$ (two-tailed). The mean difference in the two scores was 3.261 with a 95% confidence interval ranging from 2.632 to 3.888. The Eta Squared statistics (0.834) indicated a large effect size as illustrated in Table 4.29.

Similarly, there are also significant differences in L2 accuracy measure of the experimental group and L2 accuracy measure of the control group during posttests. The Paired Samples T-test in Table 4.29 indicates significance differences of L2 accuracy of the experimental group in the posttest scores ($M = 0.812$, $SD = 0.162$) to L2 accuracy measure of the control group in the posttest scores ($M = 0.672$, $SD = 0.209$), $t(23) = 2.578$, $p = 0.017$ (two-tailed). The mean difference in two scores was 0.139 with a 95%

confidence interval ranging from 0.027 to 0.251. The Eta Squared statistics (0.224) specified a large effect size.

Hence, Research Questions One and Two have been answered with empirical evidences and the effectiveness of TBLT in improving writing and speaking skills (i.e. descriptive essay writing and monologic speaking) has been validated by the research findings as illustrated above in detail. The following is the presentation of hypotheses testing.

4.8 Hypotheses Testing

Based on the research objectives and research questions of the current research, the following research and null hypotheses of current empirical research were postulated.

H_1 The experimental group that has been exposed to TBLT treatment will perform significantly better than the control group in their second language writing skill.

H_0 There is no significant difference in the performance of L2 writing skill of the control and the experimental groups.

H_2 The experiment group having TBLT treatment will perform significantly better in L2 speaking skill as compared to the control group having no treatment of TBLT.

H_0 There is no significant difference in L2 speaking skill of ESL learners from the experimental and the control groups.

The current empirical research utilized a mixed method research paradigm when collecting data both quantitatively as well as qualitatively. The hypotheses in the current study are research (or alternative) as well as null hypotheses based on quantitative data. Table 4.30 demonstrates hypotheses testing of two hypotheses having alternative (or research) as well as null hypotheses regarding quantitative data.

Table 4.30

Hypothesis Testing of the Quantitative Data

Hypotheses	P Value	Result	Decision	
The experimental group having TBLT treatment will perform significantly better than the control group in their L2 writing skill.	0.000	<u>Significant differences</u> in L2 writing by the experimental and the control groups	H_1 Supported	H_0 Rejected
The experiment group having TBLT treatment will perform significantly better in L2 speaking skill as compared to the control group having no treatment of TBLT	0.000	<u>Significant differences</u> in L2 speaking by the experimental group and the control group	H_2 Supported	H_0 Rejected

Table 4.30 demonstrates that the ESL learners from the experimental group having TBLT treatment outperformed the ESL learners from the control group in the descriptive essay writing task and also in speaking skill during picture description task in the posttest of this empirical research. Therefore, research hypothesis one has been supported and null hypothesis rejected as per the significant differences in L2 writing by the experimental and the control groups. Research hypothesis two has also been supported as the ESL learners from the experimental group outperformed the participants from the

control group in the picture description task. Hence the null hypothesis has been rejected based on the significant differences i.e. the p value ($p < 0.05$).

4.9 Questionnaire for the Teachers

It is an effort to answer Research Question Three to determine practicing ESL teachers' views about the existing ELT in Pakistan and their views about introducing TBLT in Pakistan. The teachers' opinion about existing ELT scenario in Pakistan and their knowledge about TBLT is an essential element to be addressed in this research. Teachers are one of the most important stakeholders in the ELT system (Branden, 2016; Willis & Willis, 2007). Hence, it was necessary to determine their views to obtain the firsthand knowledge and detailed presentation of the existing ELT scenario in Pakistan to examine their views about TBLT.

There are three different stages in Pakistani education system such as schools, colleges and universities forming the primary, secondary and tertiary levels of education. For a detailed picture of the existing ELT system respondents from all three levels were required to get their views about the ELT scenario in Pakistan. Therefore, teachers from all three levels were necessary to be respondents for the current research. Total participants were 50 practicing ESL teachers responding to the questionnaire in this research following the purposive sampling techniques as below:

School	College	University
20	20	10

The main themes of the questionnaire about which respondents gave their views about the existing Pakistani ELT scenario are as follows:

- 1- Language Teaching Methodology (Item number 8, 11, 18, 20 in the questionnaire)
- 2- ELT Classroom environment (Item number 3, 5, 7, 10, 12 in the questionnaire)
- 3- Medium of instruction (Item number 1, 4, 15 in the questionnaire)
- 4- Views about existing language education and examination system in Pakistan (Item number 2, 6, 13, 14, 16, 19 in the questionnaire)
- 5- Suggestions for effective language pedagogy (Item number 9, 17, 21 in the questionnaire)

Table 4.31 presents the practicing teachers' views about the existing ELT in Pakistan and their knowledge about TBLT. Table 4.31 demonstrates that more than 60 percent of the respondents were utilizing GTM in Pakistani ELT classrooms. 64% of the ESL teachers in Pakistan did not teach English in English as a medium of instruction. More than 74% of the respondents were not satisfied with the examination system as the examination system does not test all language skills and promotes rote-learning (Nawab, 2012; Yasmin, Sarkar & Sohail, 2016).

Table 4.31

Questionnaire for the ESL Teachers (n=50)

S. No	Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		1	2	3	4	5
		F* P**	F* P**	F* P**	F* P**	F* P**
1	Your medium of teaching English language in the classroom is only English	9 18%	23 46%	8 16%	10 20%	---
2	During teaching of English, your prime focus is on completing the prescribed syllabus as compared to teaching your students language skills	1 2%	10 20%	6 12%	19 38%	14 28%
3	The classroom is controlled regularly by teacher	--	--	2 4%	20 40%	28 56%
4	You teach all language skills in English Language Teaching classroom	5 10%	13 26%	12 24%	18 36%	2 4%
5	You assign home task such as watching English TV channels and reading English newspapers	7 14%	12 24%	6 12%	20 40%	5 10%
6	The major problem of your students in English language is poor grammatical knowledge	2 4%	4 8%	9 18%	14 28%	21 42%
7	You divide your class in pairs/groups regularly	4 8%	13 26%	7 14%	14 28%	12 24%
8	You teach English language through Grammar Translation Method	7 14%	5 10%	8 16%	16 32%	14 28%
9	Your students will get better jobs if they are good in communication and interpersonal skills	--	3 6%	5 10%	17 34%	25 50%
10	In your class Teacher's Talking Time is more than Student's Talking Time	2 4%	8 16%	10 20%	14 28%	16 32%
11	You teach English language through Task Based Language Teaching	3 6%	18 36%	19 38%	8 16%	2 4%
12	Students give their written feedback/opinion about language learning in classroom regularly	5 10%	20 40%	10 20%	10 20%	5 10%
13	You are satisfied from Pakistani Examination system	18 36%	19 38%	6 12%	7 14%	--
14	Examination system in Pakistan test all language skills, listening, speaking, reading and writing	13 26%	21 42%	8 16%	6 12%	2 4%
15	Your students ask questions in English when they have any difficulty to understand a linguistic element	11 22%	16 32%	7 14%	10 20%	6 12%

F = Frequency**P** = Percentage*

Table 4.32 presents descriptive statistics of the questionnaire for Pakistani ESL teachers.

Table 4.32

Descriptive Statistics of the Questionnaire for Pakistani ESL Teachers

Item	N	Mean	Standard Deviation
Q1. Your medium of teaching English language in classroom is only English.	50	2.38	1.007
Q2. During teaching of English, your prime focus is on completing the prescribed syllabus as compared to teaching your students language skills.	50	3.70	1.147
Q3. The classroom is controlled regularly by teacher.	50	4.52	0.579
Q4. You teach all language skills in English Language Teaching classroom.	50	2.98	1.097
Q5. You assign home task such as watching English TV channels and reading English newspapers.	50	3.08	1.275
Q6. The major problem of your students in English language is poor grammatical knowledge.	50	3.96	1.142
Q7. You divide your class in pairs/groups regularly.	50	3.34	1.318
Q8. You teach English language through Grammar Translation Method.	50	3.50	1.373
Q9. Your students will get better jobs if they are good in communication and interpersonal skills.	50	4.28	0.881
Q10. In your class Teacher's Talking Time is more than Student's Talking Time.	50	3.68	1.202
Q11. You teach English language through Task Based Language Teaching.	50	2.76	0.938
Q12. Students give their written feedback/opinion about language learning in classroom regularly.	50	2.80	1.178
Q13. You are satisfied from Pakistani Examination system.	50	2.04	1.029
Q14. Examination system in Pakistan test all language skills, listening, speaking, reading and writing.	50	2.26	1.103
Q15. Your students ask questions in English when they have any difficulty to understand a linguistic element.	50	2.68	1.346

Table 4.32 has presented the values of descriptive statistics for the Mean and Standard Deviation regarding every item of the closed-ended questionnaire determining views of

the practicing Pakistani teachers. Table 4.31 demonstrates that 96% teacher respondents control the classroom which is a feature in traditional language teaching methodology i.e. GTM. Most of the teachers (66%) are concerned about completing prescribed syllabus as compared to teaching basic language skills.

Hence, the existing ELT in Pakistan is based on the memory driven mechanism and contrary to the functional and communicative use of English language in real life situations (Ghani, 2003; Nawab, 2012; Siraj, 1998). The majority of Pakistani teachers consider GTM as the most effective ELT method and only 20% of the respondents know about TBLT as it is evident in Table 4.31. Only 15 teachers gave their views that they get written feedback from students and others gave their views against it.

It has been illustrated in Table 4.31 and Table 4.32 that most of the practicing teachers (74% of the respondents) are not satisfied with the existing examination system in Pakistan as there is no mechanism for testing all language skills. 84% of the respondents affirm the importance of proficiency in language skills for better job prospects and for being successful ESL learners. The teacher respondents confirm that most of the students are unable to ask question in English language and students' talking time is much less than teachers' talking time in the classroom (i.e. 60%).

The questionnaire for teachers comprised two parts, the closed-ended as presented in Table 4.31 above. The second part comprised open-ended statements requiring the views and suggestions from Pakistani ESL teachers. Table 4.33 presents the open-ended

questionnaire to determine teachers' views about TBLT and GTM and suggestions for the improvement in Pakistani ELT system.

Table 4.33

Open-ended Questionnaire for Pakistani ESL Teachers

S. No	Item
16	How much time do you spend in teaching grammar to your students in ELT classroom?
17	In your opinion, what is the most beneficial method for English Language Teaching in Pakistani ELT scenario?
18	How can students be enabled as proficient learners and users of English for communicative use in the real life situations?
19	What are your comments about the existing examination system in Pakistan? Does the examination system evaluate functional use of all language skills or does it promote rote learning based on the memory driven mechanism?
20	What do you know about Task Based Language Teaching and have you ever employed TBLT in ELT classroom in Pakistan?
21	Please give some pragmatic suggestions for improving students' proficiency in English language, particularly in speaking and writing skills.

Table 4.34 presents teachers' opinions about time spent for grammar teaching in ELT classroom as an answer to the item number 16 as described in Table 4.41. 58% of the teachers respondents spend 30 minutes daily for grammar teaching which is against the fundamental principles of TBLT (Ellis, 2003, 2009) as grammar is taught implicitly but in existing Pakistani ELT, the major focus is on explicit grammar teaching. The findings of item number 16 in open-ended questionnaire are similar to item number 6 in the closed-ended questionnaire in Table 4.31 where 60% teachers confirmed grammar was the major problem of Pakistani ESL learners. Hence, the major focus of Pakistani ESL

teachers is on teaching grammar instead of communicative and functional use of the target language in real life situations (McNicoll, 2013; Nawab, 2012; Shamim, 2008). The researcher himself being a product of the Pakistani ELT system still remembers that most of the time in the ELT classroom in school age was spent on memorization of the abstract principles of English grammar.

The teacher respondents were 20 from school level (i.e. T-1 to T-20), 20 teachers from college level (T-21 to T-40) and 10 teachers at university level (i.e. T-41 to T-50). One practicing teachers and respondent (T-11) of the questionnaire wrote, *“Time spent on grammar teaching varies from time to time depending on the examinations. On the average 30 minutes are spent in routine”*. Another respondent (i.e. T-23) wrote, *“No specific time for grammar teaching”*. Teacher-7 (T-7) wrote, *“Half of the period for the teaching of grammar”*. Another respondent (T-4) wrote, *“25 minutes daily”*. Teacher-35 (T-35) wrote, *“Grammar teaching takes 30 minutes as an average and it varies from time to time.”* T-47 wrote his/her views about grammar teaching as, *“no fixed time for grammar teaching.”* T-12 wrote that, *teaching of grammar is my priority and maximum time spent in this regards is 60 minutes in a day but mostly it takes 45 minutes in routine.”* One teacher i.e. T-43 wrote, *“My students are poor in grammar and I teach grammatical principles in every class but time is not fixed.”*

Table 4.42 presents the answer of item number-17 of the open-ended questionnaire i.e. practicing teachers’ written opinions about the best method for English language teaching. Teachers were asked to write down their views as *“what is the most beneficial*

method of ELT in Pakistani ELT? The vast majority of the respondents wrote GTM as the most effective method for Pakistani ELT scenario. Most of the practicing teachers were not practicing TBLT in Pakistan and few teachers (T-20 and T- 29) wrote about “*skills based method to promote language skills*” as the best method. Some respondents (T-25, T-28 and T-41) wrote, “*To practice eclectic approach for effective teaching of English language in Pakistan.*”

Table 4.32

Teachers’ Views about the Best Method for ELT in Pakistan (Item-17)

Teaching Method	Frequency	Percentage %	Total Respondents
GTM	32	64	50
TBLT	13	26	50
Any Other	5	10	50

Table 4.32 illustrates that most of the respondents (from school level i.e. T-1 to T-20) opined GTM as the most beneficial method for Pakistani ELT system (n=32) as 64% of the respondents wrote about GTM as “*the most suitable method to promote English language in Pakistan*”. This is an indication of poor knowledge on the part of the practicing ESL Pakistani teachers about the ever increasing methods in ELT (Thornbury, 2006; Willis & Willis, 2007; Zainuddin et al., 2011). Out of fifty practicing teachers, only thirteen teachers wrote about “*TBLT as the best method*” and other five teachers wrote about other methods (such as: CLT, Direct method, and Activity/Skills based method) suitable for ELT in Pakistan.

The next question was to determine teachers' views about how Pakistani ESL learners could be enabled as proficient learners of English language. The answers of the teacher respondents comprise three main themes: 1) focus on promoting speaking skills, 2) to implement skills based syllabus and 3) improving language skills. Table 4.33 presents teachers' opinions to enable ESL learners as proficient users of English language. Most of the teachers (i.e. T-21 to T-50 from college and university levels) wrote, *"to focus on promoting speaking skill"* (n=27) and others opined *"to implement skills based syllabus"* (n=13). The remaining teachers wrote that in order to enable Pakistani ESL learners as proficient users of English language, *"major focus must be on improving basic language skills"* (n=10). It is presented below in Table 4.33.

Table 4.33

Enabling ESL Learners as Proficient Users of English (Item-18)

Teachers' Views	Frequency	Percentage %	Total Respondents
Focus on Speaking skill	27	54	50
Focus on Skills based syllabus	13	26	50
Improving Language skills	10	20	50

Table 4.33 demonstrates that 54% of respondents opined in favor of, *"focusing on speaking skill to enable Pakistani ESL learners as proficient users of English language"*. While 26% viewed *"skills based syllabus for the best solution"* in this regards. The remaining 20% of the respondents wrote their views about *"improving language skills"* for the ESL learners in Pakistan. Hence, the teachers suggested major focus on the

language skills to be successful ESL but they were not focusing on improving language skills due to the prevalent language teaching methodology i.e. GTM in Pakistan and the other reason was the prescribed syllabus (Nawab, 2012; Shamim, 2008).

Table 4.34 presents teachers' views about their satisfaction with the existing examination system in Pakistan. Item number-19 of the open-ended questionnaire has three parts i.e. teachers' satisfaction with the existing examination system, evaluation of all language skills by the existing examination system and if the existing system is promoting rote-learning based on memory driven mechanism. The vast majority of the teachers was not satisfied with the existing examination system and only 4 teachers were satisfied with the existing examination as compared to 46 i.e. 92% of the teacher respondents were not satisfied with the existing examination system.

The findings of open-ended questionnaire are similar to the findings of close-ended questionnaire (Item-13 and 14) in Table 4.31 presented above. Only five teachers gave their views as the existing examination evaluates all languages skills and 45 teachers i.e. 90% of the respondents wrote that the existing examination did not evaluate/test all language skills as illustrated in Table 4.34. In the same way 47 teachers i.e. 94% of the respondents wrote that the existing examination system in Pakistani ELT scenario was based on a mechanism promoting rote-learning and memory driven mechanism as is presented in Table 4.34. One teacher respondent (T-10) wrote about Pakistani examination system as, *"I am dissatisfied with this examination system. It lacks many things i.e. listening, speaking and reading."* Another teacher (T-27) wrote his/her views

as, “The present examination system is just the test of ‘SPEAD’ and it fulfills the lowest level of Bloom’s hierarchical taxonomy i.e. knowledge”. Another respondent wrote about examinations system in Pakistan, “No, it does not evaluate functional use of all language skills rather it promotes cramming unfortunately”. One teacher respondent (T-37) opined about examination system in Pakistan as, “It is 180^o inverse to the SLOs set by the curriculum. It must be amended. Another participant (i.e. T-45) responded as, “Until speaking skill is part of exam, it cannot be proved. For writing skills, there should be unseen question in paper and removal of the objective type questions”. One respondent (T-18) wrote, “Syllabus and examination system should be redesigned according to four skills”. Table 4.34 presents the teachers’ views about the existing examination system in Pakistan.

Table 4.34

Teachers’ views about the Existing Examinations System in Pakistan (Item=19)

Teachers’ Views	Frequency	Percentage %	Total Respondents
Teachers’ satisfaction with the existing Examination system	4	8	50
The existing Examination system Evaluates all language skills	5	10	50
Examination system promotes rote learning	47	94	50

Table 4.34 has demonstrated that 92% of the respondents were not satisfied with the existing examinations system in Pakistan as only 8% were satisfied with examination system in Pakistan. It has been illustrated in Table 4.45 that only 5 teachers are satisfied

with the existing examination system in Pakistan and all other i.e. 90% of the respondents stated that the existing examination system did not test all language skills of Pakistani ESL learners. It is similar to the studies conducted to highlight the problems and issues of ELT in Pakistan (Ahmad & Rao, 2012; Behlol & Anwar, 2011; Habib, 2013; Karim, 2006; McNicoll, 2013).

Table 4.35 illustrates the findings of item-20 in the open-ended questionnaire to determine the teachers' views about TBLT and their views about practicing TBLT in Pakistan. As teachers were from school, college and university levels, their views are different and it is due to their knowledge about ever emerging teaching methods in ELT as a global enterprise and particularly about TBLT. One teacher respondent teaching English language at college level (T-25) wrote, "*Pakistani teachers have not great knowledge about grammar, vocabulary and communication skills*". Another teacher from school level (T-10) wrote about TBLT, "*In this method students are assigned different tasks to teach English. Yes I have applied this method. It is very effective.*" (T-27) wrote about TBLT as, "*Task Based Language Teaching is employed to avoid the boredom of syllabus*".

Another teacher (T-7) responded about TBLT as, "*No specific information regarding this task*". T-37 wrote about TBLT as, "*It is a modern technique, but, because of the pressure of syllabus and unfavorable exam system, it can't be used in our classrooms*". Moreover 72% of the practicing teachers were not having any information about TBLT and only 28% wrote that they knew about TBLT. The findings of Item-20 in the open-ended

questionnaire are similar and consolidating the findings of close-ended questionnaire (Item-11) in Table 3.31. The findings of both parts of the questionnaire support the researcher’s assertion that TBLT is a novice experiment in Pakistani ELT scenario. The following Tables 4.35 presents teachers’ views about TBLT i.e. item-20 of the questionnaire.

Table 4.35

Teachers’ Knowledge and Practice of TBLT (Item-20)

Teachers’ Views about TBLT	Frequency	Percentage %	Total Respondents
Teachers having Knowledge of TBLT	14	28	50
Teachers who do not know about TBLT	36	72	50

Table 4.35 illustrates that the majority of teacher respondents (72%) teaching English language at school, college and university levels do not know about TBLT. The teachers who knew about TBLT are only 14 and most of them teach English at university level having more exposure of ELT than teachers from college and school levels in Pakistani ELT scenario.

Table 4.36 presents respondents’ pragmatic suggestions for improving students’ proficiency in language teaching i.e. the item-21 of the open-ended questionnaire. The teacher respondents opined in different manners as per their knowledge and experience in this regards. One respondent (T-18) wrote, “*Syllabus and examination system should be*

redesigned according to four skills". Another teacher respondent (T-14) wrote, "*Various drills and activities in pairs and group can be useful to improve such skills*". Hence, the teacher (T-14) has experience in GTM based on practice drills and habit formation. Teachers' suggestions for effective language teaching comprised three main themes such as re-orientation of syllabus, practice of productive skills and in-service training.

Table 4.36 presents teachers' views and suggestions about the effective language teaching in Pakistan for improving student's proficiency.

Table 4.36

Suggestions for Improving Students' Proficiency in English Language (Item-21)

Teachers' Suggestions for Students' Proficiency in English Language	Frequency	Percentage %	Total Respondents
Re-orientation of Syllabus	10	20	50
Practice of Productive skills	37	74	50
In-Service training	3	6	50

Table 4.36 above illustrates that 20% of the teacher respondents wrote re-orientation of syllabus in their suggestions for improving students' proficiency in English language in Pakistan. 74% of the respondents wrote about the maximum practice of productive skills in order to be proficient in speaking and writing skills by the Pakistani ESL learners. 6% of the respondents gave their suggestions of "*in-service training of the teachers for improving students' proficiency in English language*". One teacher (T-15) wrote, "*Govt*

of Pakistan should arrange to give a grammar book on the language's basic which is used in English countries and also train the English teachers". Another teacher (T-41) wrote that, "Pakistani teachers have not great knowledge about grammar, vocabulary and communication skills." The following section presents findings of research question three i.e. teachers' views about existing ELT and their knowledge about introducing TBLT in Pakistan.

4.9.1 Thematic Analysis of the Questionnaire for Teachers

The questionnaire for the practicing ESL teachers comprised five main themes as elaborated below:

Theme-I	Theme-II	Theme-III	Theme-IV	Theme-V
Language Teaching Methodology	ELT classroom environment	Medium of instruction	Views about the existing ELT and examination system in Pakistan	Suggestions for the effective language pedagogy improving students' proficiency

Most of the teachers in Pakistan focus on teaching grammar and engage ESL learners in memorizing general grammatical principles of English language (Nawab, 2012; Shamim, 2008). The same was established while collecting data about theme-I i.e. language teaching methodology. The majority of the respondents viewed GTM as the best method for Pakistani ELT context. For theme-II i.e. ELT classroom environment, Pakistani ELT system is based on the teacher-centered environment utilizing GTM and PPP paradigm. The majority of respondents wrote that ELT classrooms were controlled by the teachers,

thus ESL learners having the passive roles in teaching-learning process. Teachers' talking time was more than the students' talking time.

Theme-III of the questionnaire was about the medium of instruction, only 10 teachers wrote about their medium of instruction as English and most of the respondents were not using English as the medium of instruction. The teachers were more concerned to complete the prescribed syllabus (66%) as compared to teaching language skills to the students in Pakistan.

Theme-IV was the teachers' views about the existing ELT and the examination system in Pakistan. Most of the teachers (74%) were not satisfied with the outcome of existing ELT and the examination system was based on memory driven mechanism i.e. promoting rote-learning among the students. Only 8 teachers wrote that the examination system tests all language skills and others opined that Pakistani examination did not test all language skills.

Theme-V was about the teachers' suggestions for improving students' proficiency in English language. The respondents wrote three suggestions i.e. re-orientation of syllabus, practice of the productive (speaking and writing) skills and teachers' in-service training for effective language pedagogy to improve students' proficiency in English. The next subsection summarizes the findings of the analysis of the questionnaire for the practicing Pakistani ESL teachers to determine the answer of research question three in the present research.

4.10 Findings for Research Question Three

The purpose of utilizing questionnaire for teachers was to get answer of research question three i.e. to determine teachers' views about existing ELT and introducing TBLT in Pakistan. The questionnaire for the teacher has two parts; part-1 is for closed-ended items based on the Likert scale from strongly disagree to strongly agree (1-5). Part-2 has the open-ended statements where teachers wrote their views about the ELT scenario in Pakistan and the suggestions to improve it along with their knowledge about TBLT. Most of the teachers were practicing GTM in ELT classrooms and the majority of teachers was unaware about any knowledge of TBLT.

Teachers wrote their suggestions to practice productive skills (both speaking and writing) for improving Pakistani ESL learners but they were not utilizing their suggestions in ELT classrooms due to the prevalent language teaching methodology i.e. GTM and the examination system based on rote-learning in Pakistan. Hence, the answer of research question three has been provided with evidence as teachers were neither satisfied with the existing ELT scenario nor the examination system and most of the teachers were not having knowledge of TBLT as an effective language teaching approach.

The following section provides the findings of the qualitative data including analyses of students' weekly reflective journals and the answer for research question four i.e. the ESL learners' views about TBLT treatment.

4.11 Students' Weekly Reflective Journals

The ESL learners from the experiment group wrote reflective journals in order to determine their views about TBLT treatment and the answer of research question four. The current quasi-experimental research comprised 12 weeks of experimental teaching based on TBLT treatment and every participant in the experimental group (n=24) wrote twelve reflective journals i.e. one per week (Appendix-O, page, 362). The prime objective of the current research was to improve writing and speaking skills of Pakistani university undergraduate ESL learners and each ESL learners from the experimental group wrote reflective journals as out-put prompting task (Ellis, 2009).

The important information about research participants is that it was their first semester and their first class in the university education in September, 2015. Output-prompting tasks were designed to improve writing and speaking skills as students wrote weekly reflective journal to improve writing skill (Ellis, 2009; Doyran, 2013; Thompson & Moody, 2015). Table 4.37 provides students' weekly reflective journal as it was designed to improve students' writing skill. The reflective journals comprised following themes such as:

- 1-Task (Item-3, 9)**
- 2- Suggestions for Language learning (Item-6, 7)**
- 3- Classroom environment (Item- 4, 5, 8)**
- 4- TBLT benefiting or not (Item-10, 11)**

Table 4.37

Students Weekly Reflective Journal

S. No	Item	Description
1	Week and Date	
2	Name and Program	
3	Tasks	Explain the task you performed
4	Materials used	What were the materials used in classroom?
5	Kind of Skills Practiced in the task	Speaking (non/interactive) or Writing, or Both
6	Views about Language Learning	Learning language through TBLT in this week
7	Suggestions for Language Learning	For effective performance of writing and speaking skills?
8	Classroom Environment	Cooperative, interactive, collaborative, learning oriented etc.
9	Group Work or Pair Work	Task performed in group / pair or individual work
10	Likes and Dislikes	What aspects of the teaching approach, classroom interaction and the classroom materials that you like or dislike.
11	Benefiting or Not Other Remarks	Any other opinion / suggestion about the ongoing course material to improve writing and speaking.

In each week ESL learners performed two tasks and at the end of week, learners wrote their views about the TBLT treatment. Every student was anxious about the experimental teaching as it was a new exposure in their entire educational experience. When the researcher informed the learners that reflective journals would be kept in record for further analysis, they were more interested in this task as it was all done in a friendly classroom environment which was new in their whole educational career. Table 4.38 provides a summary of the tasks which students performed during the experimental teaching for twelve weeks.

Table 4.38

Weekly Summary of the Tasks Performed during Experimental Teaching

Week	Tasks
1	1-Introduction and Benefits of TBLT in ELT. 2-Personal Information Sharing Task
2	1-Basic Language Skills 2- Receptive Vs. Productive skills (Integrated Language skills)
3	1- Ways to improve English outside classroom 2- Benefits of Proficiency in English: Seminar
4	1-Narrating last watched Movie (Movie Review) 2- Improving English through movies
5	1- Introducing Basic Grammar rules: Seminar 2- Dividing sentences into parts of speech
6	1- Benefits of Dictionary Skills: Seminar 2- Improving English (vocabulary) through dictionaries
7	1-Picture Description Task, — 2- Picture Narrative task
8	1- Survival in natural disasters 2-Earth Quake Safety
9	1- Describing your Neighbors 2-Social Issues in Pakistan: Seminar
10	1-Solution of any social issue in Pakistan: Suggestions. 2- Pedagogical vs. Real life tasks
11	1-Kinds of Writing and Purpose of Essay writing 2- Types of Clauses and sentences
12	1-Picture Narration and Description tasks 2-Pronunciation Problems of Pakistani Students: Seminar

The learners liked the experimental teaching as the learning was in a friendly as well as learner centered environment in the ELT classroom. Most of the students were interested in performing different tasks and the shy students were also encouraged to take part in the classroom interaction. Every student liked the film review task and they presented novice

ideas while performing tasks and addressing the class. The role of the researcher was to facilitate the classroom a friendly environment and to introduce the task. The following subsection presents the thematic analysis of the students' weekly reflective journal.

4.11.1 Thematic Analysis of the Reflective Journals

A thematic analysis is conducted in qualitative studies when the collected data comprise words and views of the research participants (Braun & Clarke, 2013). The thematic analysis pinpoints the themes or responses within the collected data in the qualitative studies. The students' weekly reflective journal has the following main themes:

Theme-I	Theme-II	Theme-III	Theme-IV
Tasks	Suggestions for Language Learning	Classroom Environment	TBLT Benefiting or not

Therefore, the ESL learners from the experimental group wrote their views about TBLT treatment based on the abovementioned themes in the Reflective Journal. Braun and Clarke define theme as, "it captures something important about the data in relation to the research question and represents some level of patterned response or meaning within the data set" (Braun & Clarke, 2013: 82). The themes in the Reflective Journals were identified and highlighted for the qualitative thematic analysis as a measure of data triangulation and to corroborate the findings from quantitative data with the quantitative data (Creswell & Clark, 2007; Greene, 2005; Hashemi, 2012). The following is the description of few samples of Weekly Reflective Journals written by the ESL learners.

The reflective journal was utilized to provide answer of research question four in this research stated as: “What are the Pakistani ESL learners’ views about TBLT in improving L2 writing and speaking skills”? Sixteen students from the total of twenty four students in the experimental group wrote about TBLT as “*new knowledge and interesting kind of teaching*” in their reflective journals. The thematic analysis of the Reflective Journals helped the researcher to answer the confirmatory and exploratory research questions as it happens in the MMR studies (Tashakkori & Teddlie, 2003).

Students were more interactive as the control of the class was shifted towards the learners after third week of the TBLT treatment. Two students (S-6 and S-11) wrote, “*teacher was friendly and I liked new style of teaching*” based on TBLT. One ESL learners (S-2) wrote, “*Interaction with teacher in first week was very good and memorable, so I like this*”. Another participant (S-5) wrote, “*First week was very good and interesting as there was no assignment.*” One student (S-7) wrote, “*Everything was good. Our teacher tried every possible method to improve writing and speaking*”. About views of language learning, one student (S-11) wrote, “*The English is big problem. Students can tell the English words to another person. I think it is easy to speak the English in this class*”.

One research participant (S-13) wrote, “*I like to talk in front of class. I dislike the immature behavior of some class fellows*”. Another student (S-10) wrote, “*I will improve the English and talk to boys and girls in English*”. One student (S-14) wrote, “*It is a good way of teaching. Students have many chances to improve their confidence. It helps to be creative*”. One research participant (S-17) wrote, “*TBLT is a fine method for*

English". Another student (S-20) wrote, *"The way in which our teacher guide us is good, I think there is no extra need for my suggestions"*. Same student (S-20) wrote, *"Teaching style is innovative and is impressive. It is a new experience for me. In this way we develop confidence"*.

One student (S-5) wrote, *"I think that kind of teaching is much better and interesting"*. Another wrote, *"Atmosphere of classroom was very friendly, interactive and learning oriented"*. One participant (S-19) wrote, *"Everything was good and everyone was in learning mode"*. One student (S-24) wrote, *"It's the best way of improving speaking. I like the method of our teacher. We feel happy with our teacher and his method."* Another student (S-1) wrote, *"The ongoing course is amazing. I learn more and more from this course"*. In short, there was almost zero criticism on TBLT treatment during experimental teaching.

Most of the students were unaware of the importance of basic language skills and when researcher demonstrated the power point presentation about the difference between receptive and productive skills they were much interested. During picture narrative tasks, ESL learners wrote what they saw on the multimedia and then they were required to present their narration in front of the class as a kind of public presentation. Basically it was an endeavor to improve their speaking skill and to build their confidence in public presentation for the future prospects in real life situations. Reflective journals provided the research participants to improve their thinking skills along with writing skill as they

wrote reflective journals at the end of every week few days after performing the task (Pishghadem & Zaibi, 2012).

Initially there were problems in task performance during the first two weeks as learners were required by the researcher to perform tasks autonomously. Afterwards they were used to perform tasks and public addressing in front of the class during pedagogical tasks. All students wrote that “*they liked picture description*” and “*film review tasks*” as they performed those tasks first time in their educational experience.

The next is the summary of presentation about the students’ views according to the themes.

1) Theme-I (Tasks)

Most of the ESL learners liked the tasks they performed during the experimental teaching. Students liked the picture description tasks and the film review task more than majority of the task. The task regarding survival in natural disasters provided students the necessary information about natural disasters such as floods and earth quakes. The very first task i.e. the personal information task was designed to facilitate learners with the public speaking skills and all students were confident after performing the tasks inside the ELT classroom. Students were excited during task performance and wrote, “*I think it is easy to speak in this class*” (S-11).

2) Theme-II (Suggestions for Language Learning)

ESL learners were satisfied with the TBLT treatment and they suggested maximum practice of writing and speaking skills. Students wrote various suggestions; (S-11) wrote as, *“Students can tell the English words to another person. I think it is easy to speak English in this class”*. Another ESL learner wrote, *“The way our teacher guide us is good. I think there is no need for my suggestion”* (S-20).

3) Theme-III (Classroom Environment)

As TBLT is a learner centered language teaching approach, students liked TBLT treatment as compared to their previous academic experiences based on GTM i.e. teacher-centered environment. S-14 wrote, *“Students have many chances to improve their confidence”*. Another participant S-19 wrote, *“Everything was in learning mode.”* Students were happy in TBLT teaching as stated by S-20.

4) Theme-IV (TBLT Benefitting or not)

Every student liked TBLT as there was almost no criticism on TBLT treatment. TBLT was an interesting kind of knowledge for the students as it is evident from their statements in the reflective journal. (S-2) wrote, *“Interaction with teacher in first week was very good and memorable, so I like this”*

Reflective journals provided the answer of research question four stated as, “What are the Pakistani ESL learners’ views about TBLT in improving L2 writing and speaking skills”?

Every student liked the experimental teaching based on TBLT as an innovative kind of teaching for them. The vast majority of the students improved in their writing and speaking skills as it has been illustrated in the previous sections during the findings of the pretests compared to the scores in the posttests. ESL learners having TBLT treatment performed better as compared to the ESL learners from the control group having traditional language teaching in Pakistan, both in writing as well as in speaking skills.

4.12 Summary of the Chapter

This chapter has provided the analyses of the main research findings, both quantitative and qualitative, during experimental teaching along with the justified and valid answers for all four research questions of the current study. It has been established that TBLT has beneficial effect in promoting writing and speaking skills of Pakistani ESL learners. The findings from qualitative analyses consolidated the findings from the quantitative analyses. The next is the final chapter presenting the discussion and recommendations based on the findings of the current research.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The final chapter is designed to recapitulate and to summarize the entire research. It reviews the findings of the research in relation to the literature reviewed in the study and highlights the contributions of the research to the existing body of literature in TBLT research. Hence, the final chapter provides discussion, conclusions of the research findings and recommendations for pragmatic solution of the problem along with suggestions for the future studies. In this chapter certain pedagogical implications have been discussed based on the findings of the analyses of collected data in the current research. The present study was an innovative step in implementing TBLT and a step to renovate the entire ELT scenario in Pakistan to meet the international standards of English language pedagogy. The limitations in the current study have been presented along with suggestions for future research in TBLT as it has already attracted most of the SLA researchers and pedagogues.

5.2 Overview of the Present Study

The present research aimed at determining the effectiveness of Task Based Language Teaching in improving writing and speaking skills (descriptive essay writing and picture describing monologic speaking) of Pakistani ESL learners at undergraduate level. The research participants comprised two classes of ESL learners at BS level (n=50) and ESL teachers (n=50) teaching English language at school, college and university levels in

Pakistani ELT context. One class of BS (Environmental Sciences) was the experimental group (n=24) and the other class of BS (Business Administration) was the control group (n=26) in the current research. The experimental group was facilitated with TBLT treatment for 12 weeks and the control group was taught by the existing traditional teaching in Pakistani ELT scenario.

The pretest for the ESL learners was conducted at the onset of experimental teaching and the posttest was administered after 12 weeks of the experimental teaching. The students from the experimental group wrote Weekly Reflective Journals for determining their views about TBLT treatment to improve their writing and speaking skills. A questionnaire (closed-ended as well as open-ended) was utilized to determine the views of the Pakistani ESL teachers about the existing ELT system and their knowledge about introducing TBLT in Pakistani ELT context.

The current quasi-experimental followed mixed method research paradigm and quantitative data of writing and speaking skills were collected through the pretest and the posttest in the present research. The qualitative data was collected through the Weekly Reflective Journals written by the ESL learners from the experimental group and from the questionnaire for the practicing teachers. For data triangulation, students' essays written in the pretest and the posttest were also marked in terms of qualitative L2 achievement based on the core assessment criterion approach, also known as student-centered assessment approach, (Elander et al., 2006). Thematic analysis was conducted

for the open-ended questionnaire for the ESL teachers and for the students' Weekly Reflective journal.

For quantitative data analysis, a Paired Samples T-test was utilized to determine the statistical significant differences among the pretest and the posttest scores in terms of L2 complexity, accuracy and fluency measures of the writing and speaking skills. Triangulation of data analyses provided valid research findings as the quantitative data analysis corroborated the findings from the qualitative data (Creswell, 2012; Riazi & Candlin, 2014). The qualitative data analysis of the reflective journals and the qualitative assessment/marketing of the written essays along with the open-ended questionnaire for the teachers consolidated the findings from the quantitative analysis in terms of L2 performance descriptors i.e. complexity, fluency and accuracy. Hence, the characteristics of the mixed method researches proved advantageous in the present research (Greene, 2005; Hashemi, 2012; Zohrabi, 2013).

The ESL learners from the experimental group (having TBLT treatment) outperformed the ESL learners from the control group (having the existing traditional teaching based on GTM) in terms of L2 performance triad i.e. complexity, accuracy and fluency measures. The ESL learners from the experimental group performed better in writing and in speaking skills in the posttest scores as compared to the ESL learners from the control group. The qualitative assessment i.e. marking of the written essays was conducted in a traditional way as it happens in every Pakistani university at undergraduate level and it

consolidated the findings from quantitative scores of the written essays in terms of L2 complexity, accuracy and fluency measures.

The qualitative analysis of the students' Reflective Journals to determine their views about TBLT treatment provided vivid picture as all students liked TBLT treatment for improving their writing and speaking skills. It was consolidated by their improvement in L2 performance during the posttest scores as compared to that in the pretest scores. Similarly, Pakistani ESL teachers were not satisfied with the existing ELT scenario based on GTM and most of the teachers respondents did not know about TBLT proving it a novice enterprise in Pakistani ELT context.

The findings of the current research have encouraged the researcher to introduce TBLT in Pakistani ELT as the most suitable and an effective solution to raise the standards of ESL pedagogy. The next section describes the objectives to be achieved and the research questions answered in the current quasi-experimental research.

5.3 Research Questions and Objectives

The prime purpose of the study was to determine the effect of TBLT on the writing and speaking skills of Pakistani ESL learners. The following were the main objectives to be achieved in the present empirical research.

- 1- To determine the effect of TBLT on the writing skills of Pakistani ESL learners
- 2- To determine the effect of TBLT on the speaking skills of Pakistani ESL learners

3-To examine the practicing ESL teachers' views about the existing Pakistani ELT and introducing TBLT approach in Pakistan.

4- To investigate Pakistani ESL learners' views about TBLT in improving L2 writing and speaking skills

The data regarding L2 performance were collected using the mixed method research paradigm to answer the following research questions.

1. How does TBLT affect the ESL learners' L2 writing skill?
2. How does TBLT affect the ESL learners' L2 speaking skill?
3. What are the practicing ESL teachers' views about the existing ELT and introducing TBLT approach in Pakistan?
4. What are the Pakistani ESL learners' views about TBLT in improving L2 writing and speaking skills?

The next section describes the way research questions were answered in the current empirical study.

5.4 Summary of Findings for the Research Questions

Like every mixed method research in English language teaching, the current study comprised two mini studies within one main research providing answers to the research questions through the analysis of quantitative and qualitative data (Riazi & Candlin,

2014; Zohrabi, 2013). Table 5.1 summarizes the sources of data collection and data analysis tools along with the ways to determine the answers of the respective research questions in the current research.

Table 5.1

Research Questions and Sources of Data Collection, Data Analyses and Answers

Research Questions	Sources of Data Collection	Data Analysis Tools	Sources of Answers
RQ-1	1- Pretest 2- Posttest	Paired Samples T-test	1-Comparing the pretest and posttest scores of the Experimental group in writing skill 2-Comparing the scores of writing in the posttest by the Experimental and the Control groups 3-Comparing the marks obtained in essays in the pretest and posttest by the Experimental and the Control groups
RQ-2	3- Pretest 4- Posttest	Paired Samples T-test	1-Comparing the pretest and posttest scores of the Experimental group in speaking skill 2-Comparing the posttest scores of the Control and the Experimental groups in speaking skill
RQ-3	Questionnaire for the ESL teachers	1-Analysis of Questionnaire 2-Thematic Analysis	1-Analyzing the data from the Questionnaire 2-Thematic Analysis of the open ended Questionnaire
RQ-4	Weekly Reflective Journals	Thematic Analysis	1-Analyzing Weekly Reflective journals 2-Comparing scores of the pretest and the posttest by the experimental group

The next subsection demonstrates the research findings and the answers of the research questions in this study.

5.4.1 Findings for Research Question One

Research Question One in the present study was “How does TBLT affect the ESL learners’ L2 writing skill? In order to determine the answer to research question one, the results of the ESL learners’ L2 performance from the experimental group during the pretest and the posttest were compared. The scores in L2 complexity, accuracy and fluency during the pretest at the onset of present research were compared to those in the posttest conducted after TBLT treatment of 12 weeks. Hence, the answer to research question one was provided and the effectiveness of TBLT was validated by empirical evidence. ESL learners improved their L2 writing and speaking skills after having TBLT treatment for 12 weeks.

A Paired Samples T-test was utilized to determine the statistically significant differences in the pretest scores compared to that in the posttest in terms of L2 complexity, accuracy and fluency. There were significant differences between the scores in the pretest and the posttest (i.e. $p < 0.05$). Hence, the effectiveness of TBLT in Pakistan was established with empirical evidence. The current study corroborated the findings of Rahimpour (2008) who conducted a study in EFL Iranian context to determine the effectiveness of TBLT as compared to the structural based language teaching (SBLT) i.e. the PPP paradigm. He concluded that the experimental group utilizing TBLT outperformed the control group being taught through PPP.

Mai and Ngoc (2013) conducted a research to evaluate the task based syllabus in Vietnam. They administered a pretest and a posttest as well as the questionnaires for the

EFL learners and the teachers. Mai and Ngoz (2013) concluded that the EFL learners utilizing task based syllabus outperformed the EFL learners following traditional syllabus. The findings of current research have also corroborated the findings of several other experimental studies in international EFL contexts (Khorasani et al., 2014; Li, Ellis & Zhu, 2016; Salimi and Dadashpour, 2012).

TBLT is a learner centered language teaching approach based on the experiential learning and having its roots from the constructivist school of learning (Ellis, 2009; Hu, 2013, Wang, 2011). ESL learners utilize their existing linguistic resources without any explicit teaching of grammar (Ellis, 2014; Robinson, 2011; Willis & Willis, 2007). The effectiveness of TBLT has already been established both in EFL and in ESL contexts at international levels (Benson, 2016; Carless, 2009; Fukuta, 2016; Hakim, 2016; Muhammadipour & Rashid, 2015). The same was corroborated in the current study.

In the current research, L2 performance scores in terms of complexity, accuracy and fluency from the experimental group were compared with those of the ESL learners from the control group. The ESL learners from the experimental group performed better than the students from the control group. Therefore, the effectiveness of TBLT as compared to the existing language teaching methodology was established in Pakistani ESL context. It was hypothesized that ESL learners will improve their writing skills through TBLT and it was established with empirical evidence as the null hypothesis as rejected. The answer to research question one was provided through quantitative and qualitative analysis as a measure of data triangulation.

For qualitative data analysis, the descriptive essays written by the research participants during the pretest and the posttest were awarded marks and assessment was conducted by three independent raters utilizing core assessment criterion approach (Elander et al., 2006; Qasim & Qasim, 2015). The marks obtained by the students from the experimental group were significantly better than the marks obtained by the research participants from the control group. The findings from the qualitative data analysis i.e. marking of the descriptive essays in terms of L2 achievement consolidated the findings from the quantitative data analysis of the essay writing task in terms of L2 performance descriptors in TBLT research i.e. complexity, accuracy and fluency. Therefore, the research findings from the qualitative data corroborated and complemented the findings from the quantitative data which is the basic advantage of designing a mixed method research (Hashemi, 2012; Riazi & Candlin, 2014; Zohrabi, 2013). The next subsection illustrates the findings for the research question two in the present study.

5.4.2 Findings for Research Question Two

For the answer to research question two (How does TBLT affect the ESL learners' L2 speaking skill?), the present study utilized picture description task in the pretest and the scores of pretest were compared to the ESL learners' score in the posttest. The data of speaking samples were audio recorded with the help of built-in sound recorder software in Windows 7. The audio recorded files were transcribed with the help of online transcription software (Transcribe.Wreally.com) to determine L2 speaking samples in terms of L2 performance indicators i.e. complexity, accuracy and fluency. The ESL learners' scores in the pretest and the posttest were compared as within the group and

intergroup i.e. within the experimental and within the control group. Hence, the L2 performance in speaking was compared as intra-group as well as inter-group. The ESL learners from the experimental group improved their speaking with TBLT treatment as compared to the students from the control group. A Paired Samples T-test was utilized to determine statistical significant differences and the experimental group performed better than the control group as there was significant improvement in their L2 speaking skill in terms of complexity, accuracy and fluency measures. Therefore, the answer to research question two was provided with empirical evidence and the findings of the present study corroborated the research findings of previous studies at international level. Rahimpour (2008) concluded with the beneficial effects of TBLT implementation for improving L2 speaking skill in Iranian EFL context. Mohamadipour and Rashid (2015) elaborated the effectiveness of TBLT in fostering L2 speaking abilities of the students in Malaysian ESL context. Fakuta (2016) proved that TBLT benefited learners' L2 oral production when the same task was repeated in Japanese EFL context and the present study concluded with the improvement of learners' speaking skill in Pakistani ESL context. Hence, the effectiveness of TBLT has been validated both in the ESL as well as in the EFL context (Branden, 2016; Fakuta, 2016; Mohamadipour & Rashid, 2015; Park, 2010; Rahimpour, 2008)

TBLT is a learner centered language teaching approach based on the experiential learning and ESL learners utilize their existing linguistic resources without any explicit teaching of grammar (Ellis, 2014; Hu, 2013; Robinson, 2011; Wang, 2011; Willis & Willis, 2007). The effectiveness of TBLT has already been established both in EFL and in ESL contexts

at international levels and the findings in the current study have consolidated the findings of previous studies (Benson, 2016; Carless, 2009; Fukuta, 2016; Hakim, 2016; Muhammadipour & Rashid, 2015).

It was hypothesized that students having TBLT treatment will improve their speaking skill as compared to the students having traditional ELT methodology in Pakistani ESL context and it was established during the analysis of the data as the null hypothesis was rejected. Research questions three and four were based on the qualitative data i.e. opinions of the research participants (both ESL teachers and ESL learners). Next subsection presents the answer of research questions three.

5.4.3 Findings for Research Questions Three

Research question three was answered through qualitative data analysis of the questionnaire for the Pakistani ESL teachers. For research question three, the close-ended as well as open-ended questionnaire was administered for the practicing ESL teachers teaching English language at school, college and university levels.

Research question three was stated as “What are the practicing ESL teachers’ views about the existing ELT and introducing TBLT in Pakistan”? The vast majority of the ESL teachers was not satisfied with the existing ELT system in Pakistan and most of the teachers were unaware of TBLT as the effective language teaching approach. Researcher being a teacher himself believes that no teacher could be happy with the failure of his/her students in learning English language. Similar was the case with the teacher respondents

in the present study as the failure ratio in English was higher as compared to that in other subjects in the existing Pakistani education system (Ahmed & Bidin, 2016a; Behlol & Anwar, 2011; Nawab, 2012; Shamim, 2008). The majority of the ESL teacher participants were unhappy with the existing examination system as well as with the prescribed syllabus in Pakistan. The most of the ESL teacher respondents in the current study did not have knowledge about TBLT as they were still practicing GTM in ELT classrooms.

Teachers are the most important stakeholders of every teaching-learning process (Branden, 2016). Several studies have been conducted to determine views of the teachers about the effectiveness of TBLT as compared to the traditional language teaching methodology i.e. GTM (Carless, 2003, 2007, 2009; Doyran, 2013; Ene & Riddlebargar, 2015; Hu, 2013; Mai & Ngoc, 2013; McDonough & Chaikitmongkol, 2007).

Carless (2003) investigated teachers' reaction towards implementing TBLT in Hong Kong and the data was collected through structured interviews of the teachers who implemented TBLT in ELT classrooms. The study concluded as the teachers' experiment for innovation of the existing ELT was successful with TBLT, although having few difficulties such as noise in the classroom (Carless, 2003).

TBLT is a part of curriculum in Chinese ELT system since 2001 and Hu (2013) investigated the practicing EFL teachers' views about TBLT as compared to the traditional teaching. Hu (2013) concluded that teachers who applied TBLT actively in

ELT classrooms were successful. Carless (2007) interviewed practicing EFL teachers to determine the suitability of TBLT in Hong Kong and he recommended the weak form of TBLT with some adaptation as innovation in ELT. TBLT is in practice in the ELT curriculum of Hong Kong since 1997 and Carless recommended teachers training in the area of TBLT for better pedagogical implications (Carless, 2009). The following subsection presents the findings for research question four.

5.4.4 Findings for Research Questions Four

Research question four was about the ESL learners' views about the TBLT treatment (What are the Pakistani ESL learners' views about TBLT in improving L2 writing and speaking skills?). The thematic analysis of the written statements in the Weekly Reflective Journals by the ESL learners supported the beneficial effect of TBLT (Clarke & Braun, 2013).

The language learners play a dynamic role in any teaching-learning enterprise. Several studies have been conducted to determine views of the ESL/EFL learners about the effectiveness of TBLT as compared to the traditional language teaching methodology i.e. GTM (Carless, 2003, 2007, 2009; Doyran, 2013; Ene & Riddlebargar, 2015; Hu, 2013; Mai & Ngoc, 2013; McDonough & Chaikitmongkol, 2007).

Revesez (2009) investigated the effectiveness of TBLT in L2 morphosyntactic development of Hungarian EFL learners. She utilized the pretest and the posttest along with the questionnaires for the language learners and concluded that task complexity

promoted L2 performance of the learners. The present study also concluded with the improvement in the writing and speaking skills of the Pakistani ESL learners.

Research question four has also been answered by other empirical evidence i.e. from the comparison of the scores in L2 performance indicators during the pretest and the scores in the posttest after the TBLT treatment. The findings for the research question four consolidated the findings of research questions one and two about the benefiting effect of TBLT in improving L2 writing and speaking skills of Pakistani ESL learners. Hence, the qualitative findings from the Reflective Journals corroborated the quantitative findings in the pretest and the posttest in the present study.

Thematic analysis of the Weekly Reflective journals demonstrates that every student liked learner-centered classroom environment during TBLT treatment as they never experienced it earlier in their academic career. Most of the ESL learners improved their L2 writing and speaking skills within a learner-centered environment of TBLT.

Hence, the research participants wrote in their Reflective Journals that they liked TBLT as it helped them learning in a friendlier environment as compared to their previous experience in the existing teaching of English in Pakistan based on GTM and teacher-centered paradigm. They had only passive roles in their earlier language learning environment but TBLT provided them an active and autonomous role in ELT classroom (Ahmed & Bidin, 2016a; Hadi, 2013; Hakim, 2015).

All the findings of present research corroborated most of the findings already established in the international contexts (Li, Ellis & Zhu, 2016; Mai & Ngoc, 2013; Park, 2010; Rahimpour, 2008). ESL teachers were having almost no or very little knowledge about TBLT as they were practicing GTM. The ESL learners improved their L2 writing and speaking skills and they liked the TBLT treatment having autonomous role in ELT classroom as compared to the passive role in their previous experience of learning English through GTM in Pakistani ELT scenario.

5.5 Pedagogical Implications

The current study was conducted with the prime objective to bring an improvement in the existing ELT scenario in Pakistan. The researcher himself is in academia since the last ten years, attempted to implement TBLT in Pakistani ELT system and the effectiveness of TBLT has been established with empirical evidence. It is affirmed that this study will help the ESL learners and the practicing ESL teachers to uplift ELT standards in Pakistan.

It is also hoped that the present study will benefit all the stakeholders involved in the Pakistani ELT system. The English language is taught in Pakistan as a subject to get success in the examination without any communicative intentions in the mind of the teachers as well as the students. It is affirmed that if TBLT is implemented in Pakistan the standards of English language teaching will be similar to other countries that have already implemented TBLT in their curriculum for example Hong Kong, China, South

Korea, Vietnam, Iran, Korea, Japan and many others (Carless, 2009; Fakuta, 2016; Li, Ellis & Zhu, 2016; Mohammadi & Rashid, 2015)

The current research can be a guideline for the administrators, publishers and syllabus designers to design and publish English language books focusing more on the functional use in the real life situations and not for the memorization of few selected summaries and essays. The existing practice in Pakistani examination system is just to have some selective study at the end of the year and cram important questions without any comprehension in the real sense (Nawab, 2012; Zafar, 2015). Basically the existing Pakistani examination system is a test of memory as it is based on memory driven mechanism (Ghani, 2003). Sooner or later it has to be changed as it is an outdated system and there must be focus on the integrated language skills with major focus on the productive skills for the real life functional usage of the target language.

It would be also beneficial for the curriculum planner organizations such as the ministries of education and the Punjab Text Book Board to implement TBTL for the greater benefit and to design books based on task based syllabus emphasizing functional use of English language. Books should be designed to have more creativity both for the teachers and the students having priority on the real life usage of English language instead of memorizing abstract grammatical principles.

The present study can benefit the administrators of the educational institutions particularly in the private sector as they are more dynamic and vibrant in developing their

strategies based on the market incentives for the effectiveness of any venture. The private schools, colleges and even universities have more focus on instant results.

The organizers of the examination system can benefit from TBLT as it has more practical orientation as compared to mere focus on the theoretical assumptions. There are memorization habits among the students and after getting success in the examination at any level every student has to face the real life situations. When students do not perform well according to their education, then there are some definite doubts and suspicions on the reliability and validity of the Pakistani examinations system. It would be much better for the Ministry of Education and the examination boards in Pakistan to think about the validity of their system as most of the students after getting degrees are unable to perform well in the real life situations both at national as well as international job markets.

This research can benefit teachers and the students both maximally as they are the major stakeholders of the ELT enterprise in Pakistan. Teachers can benefit from the present study as teaching of English language, particularly, in a large class is a difficult matter. If a teacher has some knowledge of TBLT, he might divide the class into groups and pairs as well as conducting the seminar discussions, to engage learners in pedagogical tasks such as decision making and problem solving tasks. TBLT is more facilitating the teachers as in the existing traditional ELT methodology in Pakistan the ESL teachers have to work more than the students (Branden, 2016; Long, 2016).

5.6 Contribution to the Body of TBLT Research

TBLT is in practice in many countries but there is research paucity in the area of TBLT, particularly at PhD level, in Pakistani ELT system. In this way, it is considered as a major contribution in the existing body of TBLT literature as well as TBLT research in ESL context. To the researcher's best knowledge there is no previous instance of implementing TBLT in Pakistan ELT system as it was an innovative step in this regards. It is also a fact that most of the TBLT researches are in the EFL contexts as compared to the ESL contexts in terms of Kachru's three concentric circles about the spread of English (Kachru, 1990). Hence, it is an addition in the existing ESL environments.

At international level there is scarcity of the empirical studies with a purpose to improve the writing and speaking skills collectively i.e. both writing and speaking skills in one study (Ellis, 2009). Mostly TBLT studies focus on speaking skills and learners are involved in picture description tasks or story telling tasks with the help of pictures or symbols (Khorasani et al., 2014; Park, 2010; Skehan, 2009). The current research has validated the beneficial effect of TBLT in improving speaking as well as writing skills. The purpose behind this focus on these dependent variables was the fact as these skills are most used in our practical life.

In this way, it can be asserted that the current research has more focus on the practicality of TBLT in real life situations. Evidence in this regards is the real life tasks included in the experimental teaching such as personal information sharing tasks, surviving in the natural disasters such as the earth quake, solving social issues, benefits of women education and many more as all tasks were based on output prompting tasks (Ellis, 2009).

The purpose behind designing the tasks in this study was to improve learners in life skills helping them to become successful ESL learners and good humans other than performing output-prompting tasks inside the classroom (Ellis, 2009; Pishghadem & Zabihi, 2012; Willis & Willis, 2007).

Another benefit to engage teachers and the ESL learners as the respondents of this research was to convey them vital message of the new and dynamic developments in English language pedagogy as most of the teachers were unaware of TBLT. It was an instant information and message for the teachers and the students to look forward instead of adopting traditional teaching approach. In this way the researcher conveyed his message of innovation to the practicing teachers to focus on TBLT instead of GTM. Spread of information about TBLT in Pakistani ELT context is another kind of contribution to the TBLT literature as the most of the stakeholders in Pakistani ELT do not know about TBLT.

5.7 Strengths of the Research

The current research has certain strengths as it was designed as a mixed method research having all the characteristics of mixed method researches such as its practicality, originality, novelty, beneficiary, productivity, creativity and entertainment for the Pakistani ESL learners (Greene, 2005; Creswell, 2012). The research was practical as it engaged the research participants in most of the practical life tasks such as safety measures during earthquake, personal information sharing task, and many other tasks

designed for the experimental teaching have the sufficient ability to developing Pakistani students' skills in practical life.

In terms of originality, it was originally conducted for the research participants as there was no earlier example of TBLT research according to researcher's knowledge in Pakistani ELT scenario. This research was a new addition and novel example in Pakistani ELT context. Most of the students and the teacher respondents were unaware of the effectiveness of TBLT in ELT as they wrote in their Reflective Journals and questionnaires as the evidence in this regards.

The research was a beneficial initiative as well as productive both for the ESL learners and for the practicing teachers. It was benefiting for the students as they did not have experience of the learner-centered ELT classroom and they were relax during the conduct of the experimental research based on TBLT. The ESL learners learned in a student friendly class and they wrote the same in their Reflective Journals. It was an example of learning by doing following experiential learning philosophy of the constructivist school of learning and Pakistani students of English language learned by doing in a learner friendly environment of TBLT (Ellis, 2009; Hu, 2013; Wang, 2011).

5.8 Limitations of the Research

Researcher affirms that the current study has provided valid answers to the research questions and contributed in the existing body of knowledge, particularly in TBLT

research in Pakistani ESL context. However, there are certain limitations in the present study which the researcher wishes to share in this section as described below.

Skehan (1996) and Carless (2007) explained strong and weak forms of TBLT. The *strong* TBLT form focuses more on meaning making in real life scenarios along with authentic and accurate performance of the tasks (Ahmed & Bidin, 2016a). The *weak* form of TBLT accommodates more flexible tasks for communicative teaching and language pedagogy (Ellis, 2009). To be honest, the current research was an innovative experiment in Pakistan and it cannot be regarded as the STRONG (with UPPERCASE) form of TBLT as it was the beginning enterprise for the researcher to conduct an experimental research independently (Long, 2015). The experimental teaching commenced from a teacher-led model of TBLT such as by Prabhu (1987). However, the control of classroom was shifted to the learners with the passage of time during the experimental teaching as the researcher kept on facilitating ESL learners with TBLT treatment.

It was very difficult for the researcher to shift control of the classroom to the students as neither ESL learners nor the researcher had any experience in this regards as teaching in Pakistan is carried out from the teacher's perspectives and the job of the students is only to "listen", "obey" and "follow" (Ahmed & Bidin, 2016a; Shamim, 2008; Zahid et al., 2014). In this way there were some problematic issues about the rule of thumb in TBLT context other than vital administrative matters to be solved within due time of the experimental teaching.

Ellis (2009) while sorting out the misunderstanding about TBLT has categorically advocated the teacher-led model of TBLT as the most initial TBLT experiment by Prabhu (1987) was originally a teacher led mode of TBLT. There is an immense body of research in TBLT ever since 1980s no other proponent of TBLT has supported control of the class with the teacher (Branden, 2016; Ellis, 2014; Long, 2016; Plonsky, 2016; Skehan, 2016; Willis & Willis, 2007).

The researcher believes that if the study was conducted at some other developed areas of Pakistan, the findings would have better conclusion as in the present study most of the learners were from low socioeconomic family background. The vast majority of the students were unable to speak in front of their class fellows, which is also an indication of low level of education in rural areas of Pakistan.

Another limitation that appears genuine to the researcher is the sample size, particularly the sample of the questionnaire for the Pakistani ESL teachers. Almost same is the case with the sample size of the students as it was 50 ESL learners and 50 ESL teachers mostly from rural backgrounds. The researcher believes that if the study is conducted in developed areas of Pakistan such as Lahore or Islamabad, the findings might be different from the present study.

5.9 Recommendations for the Future Research

First of all, the present research must be replicated in other areas of Pakistan to verify and revalidate the findings of the current study as it was a novice experiment in Pakistani

ELT context. Only one task for the writing skills (i.e. descriptive essay writing) was performed during the pretest and the posttest. Researcher believes that if there would be more tasks then the findings would be more authentic and valid. It is suggested that future research may be conducted with different sample and at different level of the students to verify the effectiveness of TBLT at different levels such as the secondary level or primary level to find out the real effectiveness at grass root levels (Carless, 2007, 2009; Li, Ellis & Zhu, 2016).

The present study was conducted to determine the effectiveness of TBLT on the productive skills. Hence, the receptive skills are a gap in this context. Next research should be done for the receptive skills utilizing input providing tasks within Pakistani ESL context (Ahmed & Bidin, 2016a; Ellis, 2009). Research is a continuous process and the future research may be conducted to verify the effectiveness at different level of the students' education; same is the case with the comparison between the female and the male ESL learners.

The researcher asserts that TBLT would be more effective with female students as they are more attentive and serious about their studies as compared to the male students in Pakistan but it is yet to be verified with some authentic evidence. The same might be true with other demographic variables such as socio-economic background, geographical belongings of the students i.e. rural versus urban areas and their age level and so on.

5.10 Conclusion of the Study

The study concludes with the findings based on the evidences presented previously both in simple mathematical tabular forms and supported with the Paired Samples T-tests in L2 performance indicators as well as the essays marking and assessment sections. Recalling the objectives of the present research and the findings of the study as well as the answers of the research questions, following are the concluding remarks of the study.

- 1- Pakistani ESL learners improved in their L2 writing and speaking skills in terms of L2 performance indicators (complexity, accuracy and fluency) with the help of TBLT treatment. It is the evidence of the effectiveness as well as the pragmatic benefit of TBLT in Pakistani ELT system.
- 2- The prime objective of the current research was to implement TBLT in Pakistani ELT scenario to investigate the effectiveness of TBLT in improving L2 productive skills (both writing and speaking) of Pakistani ESL learners. It was established with the empirical evidence that TBLT was effective in promoting productive skills as compared to the existing traditional teaching based on GTM in Pakistan.
- 3- Vast majority of the ESL teachers in Pakistan were neither satisfied with the current outcomes of the existing ELT system nor with the examinations conducted in Pakistan. Most of the teacher respondents of the present research were not satisfied with the prescribed syllabus as they were found already overburdened from the lengthy syllabus and the large ELT classes.

- 4- ESL learners having TBLT treatment definitely liked TBLT in Pakistan as it is a learner centered language teaching approach and learners felt relaxed as well as motivated in the TBLT environment. The ESL learners learnt English language by utilizing their existing linguistic resources which means learning by doing i.e. experiential learning based on the constructivism.

5.11 Summary of the Chapter

The final chapter of the thesis summarizes the whole thesis and concludes the whole findings of the research. This chapter started with recapitulating the whole research keeping in view of the research objectives and research questions answered in the present study. Pedagogical implications of the research were presented followed by the contribution of the current research in the body of TBLT research. The strengths and limitations of the current research have also been demonstrated in the sequence of presentations in this chapter. Suggestions and guidelines for the future research in the wide area of TBLT have also been presented. Then a brief summary of the findings of this research project have been mentioned to mark the end of this endeavor to improve the ELT standards in Pakistan.

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Appendix – A

Pretest and Posttest of Speaking Skill

Time: 5 minutes

Name _____

Program _____

Semester _____

Registration _____

Subject _____

Date _____

Note: You are required to describe the picture in your own words and speak in 5 minutes. There is no fail or pass in this test as it will illustrate your English language proficiency level in speaking skill (speaking complexity, accuracy and fluency) for the research purpose. Please try to speak grammatically correct sentences.





Appendix-B

COMSATS Institute of Information Technology

Mailsi Road, Off Multan Road Vehari, Pakistan

www.ciitvehari.edu.pk

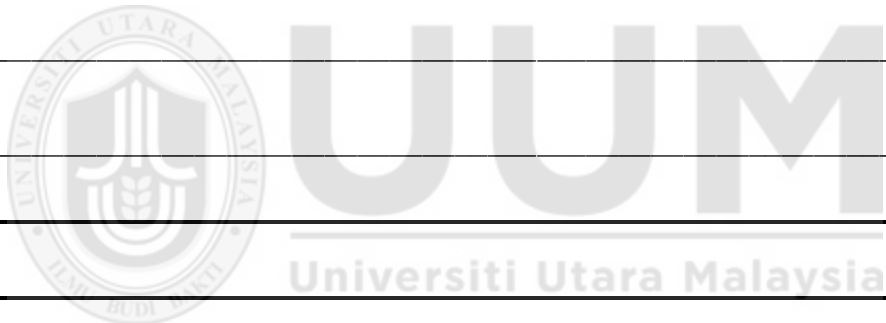
Pretest and Posttest of Writing Skill

Time: 30 Minutes
Marks: 25

Name: _____
Program: _____
Registration: _____
Home District: _____
Date: _____

Q. Write a descriptive essay on the given topic.

Benefits of women education



Appendix-C

QUESTIONNAIRE FOR TEACHERS

RESPECTED TEACHERS

The objective of this questionnaire is to record practical and firsthand knowledge of the English language teachers' views about English language teaching scenario in Pakistan. The researcher is a candidate of PhD in Applied Linguistics from Universiti Utara Malaysia, Sintok, Kedah Darul Aman, Malaysia (www.uum.edu.my). You are requested to fill the questionnaire truthfully according to your best knowledge in the ELT pedagogy in Pakistan. Your genuine response will serve as a base for the empirical research to be conducted successfully on the topic: "*The Effect of Task Based Language Teaching on the Productive Skills of Pakistani ESL Learners*". You are assured that any information provided by you will never be communicated to anybody or institution in Pakistan and it will be used only for the research purpose in Universiti Utara Malaysia. Thanking you in anticipation for exhibiting cooperation and expertise.

Regards,

Rai Zahoor Ahmed

Matric No. 95418

PhD Scholar (Applied Linguistics)

Mobile No. 00923007841078 & 0060175282148

Email= rai.zahoor@gmail.com

School of Education and Modern Languages

College of Arts and Sciences

Universiti Utara Malaysia (www.uum.edu.my)

NOTE: This questionnaire consists of two parts. Part One is based on Likert scale 1-5 and you are required to Tick the most relevant option according to your best knowledge. Part Two requires your views in writing about the relevant questions.

Part –One

Please tick (✓) on your relevant option from strongly agree to strongly disagree (1 to 5).

S.No.	Question	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
1	Your medium of teaching English language in the classroom is only English					
2	During teaching of English, your prime focus is on completing the prescribed syllabus as compared to teaching your students language skills					
3	The classroom is controlled regularly by teacher					
4	You teach all language skills in English Language Teaching classroom					
5	You assign home task such as watching English TV channels and reading English newspapers					
6	The major problem of your students in English language is poor grammatical knowledge					
7	You divide your class in pairs/groups regularly					
8	You teach English language through Grammar Translation Method					
9	Your students will get better jobs if they are good in communication and interpersonal skills					
10	In your class Teacher's Talking Time is more than Student's Talking Time					
11	You teach English language through Task Based Language Teaching					
12	Students give their written feedback/opinion about language learning in classroom regularly					
13	You are satisfied from Pakistani Examination system					
14	Examination system in Pakistan test all language skills, listening, speaking, reading and writing					
15	Your students ask questions in English when they have any difficulty to understand a linguistic element					

Part-Two

16. How much time do you spend in teaching grammar to your students in ELT classroom?

17. In your opinion, what is the most beneficial method for English Language Teaching in Pakistani ELT scenario?

18. How students can be enabled as proficient learners and users of English language for communicative use in the real life situations?

19. What are your comments about the existing examination system in Pakistan? Does the examination system evaluate functional use of all language skills (Listening, Speaking, Reading and Writing) or it promotes rote learning based on the memory driven mechanism?

20. What do you know about Task Based Language Teaching and have you ever employed TBLT in English language teaching class room in Pakistan?

21. Please give some pragmatic suggestions for improving students' proficiency in English language, particularly in speaking and writing skills.

Name _____ Qualification _____ Experience _____

Gender _____ Institution _____ Age _____ Date _____

Appendix-D

Students Weekly Reflective Journals

Write down your views about the experimental teaching (TBLT) during current week:
Semester: Fall, 2015

Week	
Name and Program	
Tasks	Explain the task you performed
Materials used	What were the materials used in classroom?
Kind of Skills Practiced in the task	Speaking (interactive) or Writing (descriptive) , any other
Views about Language Learning	Learning language through TBLT in this week
Your Suggestions for Language Learning	For effective performance of productive skills?
Classroom Environment	Cooperative, interactive, collaborative, learning oriented etc
Group / Pair / Individual Work	Task performed in group / pair or individual work
Views about Home Task / Assignment	Describe the home task / assignment of the week. Benefitting learning or not.
Likes and Dislikes	What aspects of the teaching approach, classroom interaction and the classroom materials that you like or dislike.
Any Other View Or Remarks	Any other opinion / suggestion about the ongoing course material to improve writing and speaking skills.

Appendix-E

Course Contents: **English Comprehension and Composition (HUM-100)**

<u>Course Code</u>	<u>Course Title</u>	<u>Credit Hours</u>	<u>Prerequisite(s)</u>
HUM-100	English Comprehension and Composition	3(3, 0)	

Course Objectives

The course will help students in developing the competencies to understand English and express themselves effectively in the English language both in writing and speaking skills.

This course is designed to improve students' abilities to paraphrase, summarize, and synthesize and to correctly and effectively express them. Students learn to write more effectively through a variety of assignments that highlight the writing and revision process, effective sentence formation, paragraph development, and the format of essays. This course will emphasize the use of correct grammar, spelling, punctuation, and mechanics. Students will be required to apply these skills to all writing assignments

SOURCE: <http://ww3.comsats.edu.pk/CourseCatalogue2015/>

Appendix-F



COMSATS Institute of Information Technology, Islamabad
Department of Academics

CIIT/ISB/ADR-Acad/Admin/SC/08/15/56210

August 17, 2015

NOTIFICATION

Semester Calendar Fall 2015 (Undergraduate)

S #	Events	Dates
1	Last date for Freeze of Semester	Friday, September 04, 2015
2	Orientation of New Entrants	Sunday, September 06, 2015
3	Commencement of Classes	Monday, September 07, 2015
4	Last Date for Drop of Courses	Thursday, October 08, 2015
5	1st sessional Exams	Monday, October 12, 2015
6	Last Date for Submission for First Sessional Results on CU Online	Friday, October 23, 2015
7	Student's Week	Saturday, October 24, 2015 Sunday November 01, 2015
8	Last Date for Withdrawal of Courses/Semester	Thursday, November 19, 2015
9	2nd Sessional Exams	Monday, November 23, 2015
10	Last Date for Submission of Second Sessional Results on CU Online	Friday, December 04, 2015
11	Last Date for Submission of Assignment & Quiz Results	Friday, December 25, 2015
12	Last Date for Submission of Undergraduate Projects / Internship Reports with Clearance Form	Friday, January 01, 2016
13	Last Day of Classes/Last date of Attendance Lock	Friday, January 01, 2016
14	Collection of Terminal Exam Admit Card through Department	Friday, January 01, 2016
15	Terminal Exams	Monday, January 04, 2016
16	Last date for submission of Terminal Exam Result	Monday, January 18 2016
17	Declaration of Result	Monday, January 25, 2016
18	Commencement of Classes: Spring 2016	Monday, February 01, 2016

Distribution:

- 1 Registrar, CIIT
- 2 Controller of Examinations, CIIT
- 3 Additional Treasurer, CIIT
- 4 All Chairman/HOD/Incharges
- 5 Additional Registrar (HR), CIIT ISB
- 6 Incharge Student Affairs
- 7 Deputy Controller of Examinations, CIIT, ISB
- 8 Deputy Treasurer, CIIT, ISB
- 9 PS to Rector
- 10 PS to Pro-Rector
- 11 All Notice Boards
- 12 Master File

Mian Gul Muhammed
Additional Registrar (Academics)



Appendix-G
COMSATS Institute of Information Technology, Vehari
www.ciitvehari.edu.pk
Consent to Participate in the Study

The purpose of the study is to determine the effect of TBLT on the productive skills of Pakistani undergraduates. You are required to be a part of the experimental teaching for fourteen weeks through TBLT as compared to the traditional methodology of teaching English language in Pakistan.

The decision to participate in this study is absolutely up to you. All information provided by you will be entirely confidential and it will be used only for PhD thesis at Universiti Utara Malaysia (www.uum.edu.my). You need to sign following boxes as volunteer to participate in the experimental teaching.

1. I confirm that I have read the information sheet as explained by the researcher and have the opportunity to ask questions regarding Experimental teaching.

2. I understand that my participation is voluntary and I am free to withdraw at any time without giving reason.

3. I am willing to participate in the study.

Dated: September 08, 2015

Semester: Fall, 2015

Name of the Participant: _____

Program: _____

Date of Birth: _____

Signature: _____

Gender: _____

Name of the Researcher: _____

Signature: _____

Appendix-H

Lesson Plans of Experimental Teaching

Summary of the tasks performed during experimental teaching in Pakistan

Week	Tasks
1	1- Introduction and Benefits of TBLT in ELT. 2- Personal Information Sharing Task
2	1- Basic Language Skills 2- Receptive Vs. Productive skills (Integrated Language skills)
3	1- Ways to improve English outside classroom 2- Benefits of Proficiency in English: Seminar
4	1- Narrating last watched Movie (Movie Review) 2- Improving English through movies
5	1- Introducing Basic Grammar rules: Seminar 2- Dividing sentences into parts of speech
6	1- Benefits of Dictionary Skills: Seminar 2- Improving English (vocabulary) through dictionaries
7	1- Picture Description Task, 2- Picture Narrative task
8	1- Survival in natural disasters, 2- Earth Quake Safety
9	1- Describing your Neighbors, 2- Social Issues in Pakistan: Seminar
10	1- Solution of any social issue in Pakistan: Suggestions 2- Pedagogical vs. Real life tasks
11	1- Kinds of Writing and purpose of Essay writing 2- Types of Clauses and sentences
12	1- Picture Narration and Description tasks 2- Pronunciation Problems of Pakistani Students: Seminar

Lesson Plan Format

Subject : English comprehension and Composition (HUM 100)

Level : University Undergraduates

Course Objectives : To improve learners' productive skills. The course will help students in developing the competencies to understand English and express themselves effectively in the English language both in writing and speaking skills. Students learn to write more effectively through a variety of assignments that highlight the writing and revision process, effective sentence formation, paragraph development, and the format of essays.

Class Duration : 90 minutes twice a week for 12 weeks

Learning outcomes : At the end of course students will be able to speak and write English language fluently in real life situations

Teaching Aids : Multimedia, laptop, white board, markers, work sheets

Values Integrated: Interpersonal/Presentation communication skills, learner centered approach, building learner autonomous environment, interview and seminar skills

Teaching Methodology: Task Based Language Teaching

Model Lesson Plan – I

Topic	Level	Duration	Age
Introduction / Benefits of TBLT in ELT	University Undergraduates	90 Minutes	17 to 22 years

TEACHING PROCEDURE

Steps	Content	Learning and Teaching Activities	Notes / Values Teaching Aids
Pre-Task	Teacher-led mode of TBLT	<p>The teacher will introduce himself in the first class of “English Comprehension and Composition”. Course objectives will be read aloud and course hand outs will be distributed. (15 Minutes)</p> <p>Learner kept on writing FAQs about the lesson to be answered by teacher</p> <p>Introduction of TBLT, background, origination, methodology and characteristics of TBLT will be discussed followed by introductory video for TBLT (Willis & Willis 2007). (25 Minutes)</p>	<p>Multimedia, Laptop, White board, Marker, Power point slides</p> <p>Listening of Authentic language by the native speakers of English from the video about TBLT</p>
Task Phase	Purpose of research and objective of the experimental teaching and will be discussed	Teacher/Researcher will describe the purpose of Experimental Teaching based on TBLT as compared to Traditional teaching methodology in Pakistan. Students will sign the Consent form to be part of the Research (30 Minutes)	Practice of Reading and Writing skills
Report Phase	Speaking skills Question and Answer session changes into open discussion	Teacher will answer the questions from the students and motivate them to be successful ESL learners. Advantages and responsibilities of autonomous learners (15 Minutes)	Reading and Speaking from the self written work to improve confidence. Public Speaking
Language Focus		Teacher will summarize the benefits of TBLT and being good ESL learners (5 Minutes)	
Evaluation		First exposure of the students, new course, new teacher and new teaching environment	Teacher’s Feedback Introductory and motivational session

Model Lesson Plan – II

Topic	Level	Duration	Age
Personal Information Sharing task	University Undergraduates	90 Minutes	17 to 22 years

TEACHING PROCEDURE

STEPS	CONTENT	Learning and Teaching activities	Notes / Values Teaching Aids
Pre-Task	Introducing yourself	The teacher will introduce the purpose of personal Information Sharing task from Willis and Willis (2007) in different contexts (15 Minutes) Learners will be explained about the ways of introducing to the new comers. 5 minutes for planning will be given. (10 Minutes)	Multimedia, Laptop, white board, Marker, Power point slides
Task Phase	Writing skills Two page writing task	Learners will be assigned the task of introducing themselves in writing, they will write about their family background, area or locality they belong from, educational background, future plans and their aspirations for higher education. (30 Minutes)	Writing practice of autobiographic notes Individual task to practice writing and speaking skills
Report Phase	Speaking skills Introducing via public presentation	Few volunteers will be invited for public presentation in front of the class, having freedom of speaking from their already written introduction or otherwise. (20 Minutes)	Reading and Speaking from the self written work to improve confidence. Public Presentation
Language Focus	Writing in correct tenses;	Learners will be given examples to write with respect to time as: present, past and future tenses written sample on whiteboard. (15 Minutes)	Writing accurately
Evaluation		First experience of the students with Tasks / TBLT as a new method	<u>Teacher's Feedback</u> Classroom environment noisy but interactive

Model Lesson Plan – III

Topic	Level	Duration	Age
Basic Language Skills	University undergraduates	90 Minutes	17 to 22 years

TEACHING PROCEDURE

STEPS	CONTENT	Learning and Teaching activities	Notes / Values Teaching Aids
Pre-Task Phase	Introduction of Four Language skills A teacher-led Class	The teacher will define four basic language skills. Classification of skills with respect to their function e.g. receptive and productive, oral and aural, input and output, passive and active skills interactional and transactional with examples (30 Minutes)	Multimedia, Laptop, white board, Marker, Power point slides
Task Phase	Main skill and Sub skills Examples Listening Speaking Reading Writing	Explanation of main skills along with sub skills with examples in practical/real life (10 Minutes) Listening skill with sub skills such as interactive and non-interactive etc. Learners will give examples from daily life routines. Difference in Hearing and Listening, Listening Comprehension and ways to improve it. (10 Minutes) Speaking skill and sub skills (interactive, partial interactive, non-interactive) (10 Minutes) Verbal/nonverbal communication Reading as receptive skill, reading comprehension. Skimming/scanning, silent/aloud reading. Examples Writing as productive skill, kinds of writing, free/process (10 Minutes) Assigning Tasks from each skill (10 Minutes)	Improving Language skills awareness. Communication Skills Tasks from four basic skills will be assigned
Language Focus	Follow up discussion	Learners will be provided with examples from realia. Homework assigned in pairs from basic skills (10 Minutes)	Writing and speaking confidently
Evaluation		This lesson will be covered in two classes for better understanding	Teacher's Feedback

Model Lesson Plan – IV

Topic	Level	Duration	Age
Basic Language Skills	University undergraduates	90 Minutes	17 to 22 years

TEACHING PROCEDURE

STEPS	CONTENT	Learning and Teaching activities	Notes / Values Teaching Aids
Pre-Task Phase	<u>Language skills</u> The control of classroom will be shifted towards ESL learners	The teacher will redefine basic language skills for consolidation. e.g. receptive and productive, oral and aural, input and output, passive and active skills interactional and transactional with examples (30 Minutes)	Multimedia, Laptop, white board, Marker, Power point slides
Task Phase	Students will peer-check their home assignments <u>Listening</u> <u>Speaking</u> <u>Reading</u> <u>Writing</u>	Discussion about main skills and sub skills with examples in real life situations. (10 Minutes) <u>Listening skill</u> with sub skills such as interactive and non-interactive etc. Learners will give examples from daily life routines. Difference in Hearing and Listening Comprehension and ways to improve it. (10 Minutes) <u>Speaking skill</u> and sub skills (interactive, partial interactive, non- interactive) (10 Minutes) Verbal/non verbal communication <u>Reading</u> as receptive skill, reading comprehension. skimming/scanning, silent/aloud reading <u>Writing</u> as productive skill, kinds of writing, free/process (10 Minutes) Reporting of home tasks by pairs (10 Minutes)	Improving Language skills awareness. Communication Skills Tasks from four basic skills will be discussed
Language Focus	Follow up discussion	Teacher will recap language skills and give answers of FAQs written by students (15 Minutes)	Language skills practice
Evaluation		This is second lesson on same topic for consolidation of language skills	<u>Teacher's Feedback</u> Class was interactive and interesting

Model Lesson Plan – V

Topic	Level	Duration	Age
Ways to improve English outside classroom	University undergraduates	90 Minutes	17 to 22 years

TEACHING PROCEDURE

STEPS	CONTENT	Learning and Teaching activities	Notes / Values Teaching Aids
Pre-Task Phase	<u>Improving English Outside Classroom</u>	Teacher will introduce the task and few sources for improving English language outside classroom will be discussed (internet, mobile, social media) (15 Minutes)	Multimedia, Laptop, white board, Marker, Power point slides
Task Phase	Students will work in pairs Control shifted to the students <u>Task Stage</u> <u>Plan Stage</u> <u>Report Stage</u>	Students will work in pairs for describing the ways to improve English outside the classroom (10 Minutes) The pairs will discuss (in target language) about the ways to improve English and keep writing the sources for improving English other than teacher inside the routine ELT classrooms (20 Minutes) Students will plan how to report the class how they achieved the ways to improve English (10 Minutes) Each pair in the class will report to their class fellows (as a public presentation) about the ways to improve English (20 Minutes)	Ways to improving language skills outside the routine classrooms <u>Communicative skills</u> Interactive as well as Interpersonal skills and writing skill
Language Focus	Follow up discussion	Teacher will recap language skills and give answers of FAQs written by students (15 Minutes)	Basic Language skills practice
Evaluation		Students started speaking with some confidence in front of class	<u>Teacher's Feedback</u> Class was interactive and interesting

Model Lesson Plan – VI

Topic	Level	Duration	Age
Benefits of Proficiency in English: Seminar	University undergraduates	90 Minutes	17 to 22 years

TEACHING PROCEDURE

STEPS	CONTENT	Learning and Teaching activities	Notes / Values Teaching Aids
Pre-Task Phase	Benefits of having proficiency in English: Classroom Seminar	The teacher will describe the benefits of having good proficiency in English language, other than good grades (10 Minutes)	Multimedia, Laptop, white board, Marker, Power point slides
Task Phase	<u>Task Stage</u> <u>Plan Stage</u> <u>Report Stage</u>	Students will work in groups (group of 3 members). They will discuss in target language about the benefits of knowing English (15 Minutes) ESL learners will decide and plan how to and who will report their task outcome to the class (a kind of public speaking) (20 Minutes) Different groups (total 8 in the class) will describe the benefits of having proficiency in English such as international communication and confidence in the public speaking to achieve the goals both in Pakistani society and at international level. Characteristics of being a successful person (30 Minutes)	<u>Group work</u> Benefits of developing language skills Communicative ability and competency in English speaking Seminar and public speaking Skills were improved
Language Focus	Follow up discussion	Teacher will recap the task outcome and give answers of FAQs written and spoken by students (15 Minutes)	Frequently Asked Questions
Evaluation		Students improved their writing and speaking skills as everyone participated in the discussion either group or the classroom level	<u>Teacher's Feedback</u> Class was interactive and noisy but sharing information was good

Model Lesson Plan – VII

Topic	Level	Duration	Age
Narrating last watched Movie : Movie Review	University undergraduates	90 Minutes	17 to 22 years

TEACHING PROCEDURE

STEPS	CONTENT	Learning and Teaching activities	Notes / Values Teaching Aids
Pre-Task Phase	<u>Narrating last watched Movie</u> (Movie Review)	The teacher will introduce the task to be performed by ESL learners. Watching movies can be a creative and interesting hobby for English language (15 Minutes)	Multimedia, Laptop, white board, Marker, Power point slides
Task Phase	<u>Task Stage</u> <u>Plan Stage</u> <u>Report Stage</u>	Students will work in pairs and they will recall their recent watched movie of any language, English, Urdu or Punjabi. They will write important dialogues, story and related information (15 Minutes) Students will plan how to report their task of movie review to the class (15 Minutes) Students will report their task to the class. Important features, actors, story will be described in English to the class. Students will also answer the FAQs by their class fellows (30 Minutes)	Practice of language skills Speaking and Writing Pair work Public as well as interpersonal speaking
Language Focus	Follow up discussion	Teacher will recap the movie review task and give answers of FAQs by students (15 Minutes)	Practice of present and past indefinite tenses
Evaluation		This task was very interesting as most of the students liked to talk about their favorite movies	<u>Teacher's Feedback</u> Class was interactive and very interesting. Students were happy to converse about their heroes and heroines

Model Lesson Plan – VIII

Topic	Level	Duration	Age
Improving English through movies	University undergraduates	90 Minutes	17 to 22 years

TEACHING PROCEDURE

STEPS	CONTENT	Learning and Teaching activities	Notes / Values Teaching Aids
Pre-Task Phase	<p><u>Improving English through movies</u></p> <p>Classroom control shifted towards ESL learners</p>	<p>The teacher will describe the benefits of movies in improving listening, reading and speaking skills. movies with subtitles can be more beneficial (10 Minutes)</p>	<p>Multimedia, Laptop, white board, Marker, Power point slides</p>
Task Phase	<p><u>Task Stage</u></p> <p><u>Plan Stage</u></p> <p><u>Report Stage</u></p>	<p>Students in group of three will discuss the benefits and the ways how movies can improve English language. They will write down the benefits of watching movies to improve language skills (20 Minutes)</p> <p>Students will plan how to, what and who will report their task to the class as a public presentation and who will answer the questions from the students (15 Minutes)</p> <p>Each group (total 8 groups of 3 members each) will present their suggestions for improving English language by watching movies in any language (30 Minutes)</p>	<p>Interactive and interpersonal communicative skills practiced</p> <p>Group work</p> <p>Group Discussion</p>
Language Focus	Follow up discussion	Teacher will recap the lesson and give answers of FAQs written by students (15 Minutes)	Practice of integrated skills
Evaluation		Students are improving in their productive skills	<u>Teacher's Feedback</u> Class was collaborative and interactive

Model Lesson Plan – IX

Topic	Level	Duration	Age
Introducing Basic Grammar rules: Seminar	University undergraduates	90 Minutes	17 to 22 years

TEACHING PROCEDURE

STEPS	CONTENT	Learning and Teaching activities	Notes / Values Teaching Aids
Pre-Task Phase	<u>Basic Grammar rules:</u> <u>Seminar</u> Teacher-Led mode	The teacher will describe the basic grammar rules to the class. Definitions and function of the parts of speech will be discussed (30 Minutes)	Multimedia, Laptop, white board, Marker, Power point slides
Task Phase		Teacher will demonstrate the benefits of accurate and grammatically correct writing to the class (20 Minutes) Students will practice dividing written sentences into respective parts of speech. They will peer check their work (20 Minutes) Home Task/assignment of dividing 10 written sentences into parts of speech (5 Minutes)	Benefits of accurate and correct writing in practical life Practice of Parts of speech Reading and writing skills were practiced
Language Focus	Follow up discussion	Teacher will recap the basic grammar rules and answer FAQs written/ spoken by the students (15 Minutes)	Language skills practice
Evaluation		The main objective of the lesson was to enhance basic awareness about the grammar rules among students	<u>Teacher's Feedback</u> Class was interactive to some extent.

Model Lesson Plan – X

Topic	Level	Duration	Age
Dividing sentences into parts of speech	University undergraduates	90 Minutes	17 to 22 years

TEACHING PROCEDURE

STEPS	CONTENT	Learning and Teaching activities	Notes / Values Teaching Aids
Pre-Task Phase	<p><u>Dividing sentences into parts of speech</u></p> <p>Control of classroom again shifted towards ESL learners</p>	<p>The teacher will redefine the basic parts of speech and their function in sentences with some examples</p> <p style="text-align: center;">(10 Minutes)</p>	<p>Multimedia, Laptop, white board, Marker, Power point slides</p>
Task Phase	<p>Students will peer check their home assignments from previous lesson</p> <p><u>Task Stage</u></p> <p><u>Plan Stage</u></p> <p><u>Report Stage</u></p>	<p>Students will recheck their home assignments. They will compare and contrast their work with their partners</p> <p style="text-align: center;">(10 Minutes)</p> <p>Students will divide TEN sentences (written on the white board) into parts of speech</p> <p style="text-align: center;">(30 Minutes)</p> <p>Students will recheck their work while discussing with their partners and plan to report their task to the class.</p> <p style="text-align: center;">(10 Minutes)</p> <p>Students will demonstrate the parts of speech task and the sentences analyzed into parts of speech (written of the white board)</p> <p style="text-align: center;">(20 Minutes)</p>	<p>Pair Work</p> <p>Practice of Reading and Writing Skills</p> <p>A lot of confusion about basics of grammar and parts of speech</p>
Language Focus	Follow up discussion	<p>Teacher will recap the lesson and give answer of the questions by the students</p> <p style="text-align: center;">(10 Minutes)</p>	<p>Reading, Writing and Speaking skills practiced</p>
Evaluation		<p>This is second lesson on same topic for consolidation of basic grammar awareness</p>	<p><u>Teacher's Feedback</u></p> <p>Class was interactive and noisy (benefiting)</p>

Model Lesson Plan – XI

Topic	Level	Duration	Age
Exploring Dictionary Skills	University Undergraduates	90 Minutes	17 to 22 years

TEACHING PROCEDURE

STEPS	CONTENT	Learning and Teaching activities	Notes / Values Teaching Aids
Pre-Task Phase	Dictionary Task	The teacher will ask the meaning of dictionary, lexicon, guide words, glossary, lexicology, thesaurus and lexicography (20 Minutes) “Priming stage” . What to do when there is no one to help?	Multimedia, Laptop, white board, Marker, Power point slides
Task Phase	Dictionary Tasks	Benefits, types and functions of dictionaries will be discussed followed by dictionary worksheet task assigned to Pairs (30 Minutes)	Dictionary Work sheets
Plan Phase		The pairs will recheck their work and plan to report the task outcome to the class as a public presentation (10 Minutes)	Pair Work
Report Phase	Public presentation	Learners will report and present their group work findings and interaction with dictionaries. Teacher will walk around to monitor group work and matching the results with the presenters (20 Minutes)	Sharing Pair work and task outcome through Public presentation.
Language Focus	Grammatical awareness from the dictionaries	Teacher will demonstrate the unanimous solution of the dictionary task through multimedia to match the findings by the whole class. Teacher will explain the grammatical knowledge a dictionary provides besides meaning only Hand written home task assignments will be given for consolidation of dictionary skills (10 Minutes)	Grammar and vocabulary skills
Evaluation		Using dictionary productively to improve grammatical knowledge	<u>Teacher’s Feedback</u> New information

Model Lesson Plan – XII

Topic	Level	Duration	Age
Improving English through dictionaries	University undergraduates	90 Minutes	17 to 22 years

TEACHING PROCEDURE

STEPS	CONTENT	Learning and Teaching activities	Notes / Values Teaching Aids
Pre-Task Phase	<u>Improving English (vocabulary) through dictionaries</u>	The teacher will demonstrate the benefits of using a dictionary besides searching for the meaning only. (20 Minutes)	Multimedia, Laptop, white board, Marker, Power point slides
Task Phase	Students will peer check their home assignments from the Dictionary skills before submission <u>Task Stage</u> <u>Plan Stage</u> <u>Report Stage</u>	Students will work in pairs to discuss the benefits and the ways in which a dictionary can be helpful to Enhance vocabulary (20 Minutes) Students will work in pairs to complete their dictionary skills worksheet (10 Minutes) Pairs will plan to report the class about their task of improving vocabulary through dictionary (10 Minutes) Pairs will describe their findings about the ways to improving English through dictionaries. A kind of public presentation (30 Minutes)	Improving Dictionary skills Integrated Skills Dictionary tasks for improving vocabulary will be discussed
Language Focus	Follow up discussion	Teacher will recap the lesson followed by Q & A session by the students (10 Minutes)	Language skills practice
Evaluation		This is second lesson on same topic for consolidation and to enhance the dictionary usage by learners	<u>Teacher's Feedback</u> Class was interactive and interesting

Model Lesson Plan – XIII

Topic	Level	Duration	Age
Picture Description Task	University undergraduates	90 Minutes	17 to 22 years

TEACHING PROCEDURE

STEPS	CONTENT	Learning and Teaching activities	Notes / Values Teaching Aids
Pre-Task Phase	<p><u>Picture Description Task</u></p> <p>Difference between Description and Narration</p>	<p>The teacher will introduce the task and the picture through multimedia. Different items displayed in the picture will discuss and the tense in which speaking will take place in description. A video of previous task will be shared through multimedia to the class (25 Minutes)</p>	<p>Multimedia, Laptop, white board, Marker, Power point slides</p>
Task Phase	<p><u>Task Stage</u></p> <p><u>Plan Stage</u></p> <p><u>Report Stage</u></p>	<p>Discussion in pairs while watching t the picture to highlight main items presented in the picture (15 Minutes)</p> <p>Students in pairs will plan and discuss how to report the picture description to the class as a public speaking. One person will be speaking and all others will be listening (10 Minutes)</p> <p>First of all volunteer students will describe picture to the class. Then every student will be pushed to speak while watching the picture and other students will listen (35 Minutes)</p>	<p>Improving Speaking skills through picture description task</p> <p>Monologic Speaking One person speaking and others listening</p> <p>Experiential learning</p>
Language Focus	Follow up discussion	Teacher will recap language skills and give answers of FAQs written by students (15 Minutes)	Awareness about the present and past progressive tenses
Evaluation		Now students are able to speak with confidence as compared to the first week of the experimental teaching in Pakistan.	<u>Teacher’s Feedback</u> Class was interactive and students were learning interestingly by doing

Model Lesson Plan – XIV

Topic	Level	Duration	Age
Picture Narrative task	University undergraduates	90 Minutes	17 to 22 years

TEACHING PROCEDURE

STEPS	CONTENT	Learning and Teaching activities	Notes / Values Teaching Aids
Pre-Task Phase	<u>Picture Narration</u> Difference between Description and Narration	The teacher will introduce the task and students will be required to write about the picture while watching the picture on the multimedia (10 Minutes)	Multimedia, Laptop, white board, Marker, Power point slides
Task Phase	<p style="text-align: center;"><u>Task Stage</u></p> <p style="text-align: center;"><u>Plan Stage</u></p> <p style="text-align: center;"><u>Report Stage</u></p>	<p>Discussion in groups about writing the picture narrative task while watching the picture (20 Minutes)</p> <p>Students within groups will share their writing about the picture and finalize who / how to report the task to the class (10 Minutes)</p> <p>Every group will nominate a student to share their written material about the picture in front of the class. It may/will be speaking from the already written data with the speaker Just a kind of commentary. (40 Minutes)</p>	<p>Improving Writing skills</p> <p>Descriptive writing</p> <p>Descriptive Writing and Monologic Speaking</p>
Language Focus	Follow up discussion	Teacher will recap the lesson and answer of questions asked by students (10 Minutes)	Grammatical awareness and practice of Tenses
Evaluation		This is second lesson on same topic to improve learners' confidence in writing and speaking publically	<u>Teacher's Feedback</u> Class was collaborative and interactive

Model Lesson Plan – XV

Topic	Level	Duration	Age
Survival in natural disasters: Seminar	University undergraduates	90 Minutes	17 to 22 years

TEACHING PROCEDURE

STEPS	CONTENT	Learning and Teaching activities	Notes / Values Teaching Aids
Pre-Task Phase	<p><u>Survival in natural disasters</u></p> <p><u>Seminar Discussion</u></p>	<p>The teacher will introduce the task and present some videos about natural disasters with suggestions by native speakers about the survival in disasters such as: Floods, volcano, excessive rains, earthquake and many more (30 Minutes)</p>	<p>Multimedia, Laptop, white board, Marker, Power point slides</p>
Task Phase	<p><u>Task Stage</u></p> <p><u>Plan Stage</u></p> <p><u>Report Stage</u></p>	<p>Discussion in groups about the ways to survive in the natural disasters. Safety precautions and readiness plan to face the challenges in real life (20 Minutes)</p> <p>Groups will plan about the public presentation in the class about the survival guidelines suggested by their group (10 Minutes)</p> <p>One student from each group will present (while speaking) the safety measures suggested by his/her group during any disastrous sufferings (20 Minutes)</p>	<p>Improving Language skills through listening native speakers.</p> <p>Life Skills</p> <p>Real life challenges and the ways to face them successfully</p>
Language Focus	Follow up discussion	<p>Teacher will recap the lesson and finalize the answers of FAQs written by students (10 Minutes)</p>	<p>Survival in natural disasters, before, while and after an incident</p>
Evaluation		<p>This is an interesting / innovative way of teaching language skills by improving life skills as well</p>	<p><u>Teacher's Feedback</u></p> <p>Class was collaborative and interactive to face real life challenges</p>

Model Lesson Plan – XVI

Topic	Level	Duration	Age
Earth Quake Safety	University undergraduates	90 Minutes	17 to 22 years

TEACHING PROCEDURE

STEPS	CONTENT	Learning and Teaching activities	Notes / Values Teaching Aids
Pre-Task Phase	<u>Earth Quake Safety</u>	The teacher will introduce the earthquake safety task and present video of earthquake survivals with commentary in English language by native speakers (20 Minutes)	Multimedia, Laptop, white board, Marker, Power point slides
Task Phase	<u>Task Stage</u> <u>Plan Stage</u> <u>Report Stage</u>	Discussion in groups (of three students) about the safety in the earthquakes. Safety measures before, during and after an earthquake will be finalized within a group while talking in target language (20 Minutes) Each group will plan and recheck their collective suggestions about earthquake safety (10 Minutes) Students from every group will describe the safety measures formulated by them regarding survival in earthquake (30 Minutes)	<u>Problem Solving Task</u> Group work Life Skills Being Volunteer after an earthquake
Language Focus	Follow up discussion	Teacher will recap the survival in natural disasters followed by Q & A session (10 Minutes)	Language skills practice
Evaluation		This is second lesson on same topic for improving language as well as life skills	<u>Teacher's Feedback</u> Class was collaborative and cooperative

Model Lesson Plan – XVII

Topic	Level	Duration	Age
Describing Neighbors	University undergraduates	90 Minutes	17 to 22 years

TEACHING PROCEDURE

STEPS	CONTENT	Learning and Teaching activities	Notes / Values Teaching Aids
Pre-Task Phase	<p><u>Describing your Neighbors</u></p> <p>Having goodwill of fellow people</p>	<p>The teacher will introduce the task to the class. “Describing Neighbors Task” will enhance students’ awareness with the people living near to them. Teacher will tell how to describe fellow being in front of class (20 Minutes)</p>	<p>Multimedia, Laptop, white board, Marker, Power point slides</p>
Task Phase	<p><u>Task Stage</u></p> <p><u>Plan Stage</u></p> <p><u>Report Stage</u></p>	<p>Discussion about the neighbors in pairs. Students in pairs will think about their neighbors living around them and write some information about their neighbors (20 Minutes)</p> <p>Every student will plan how to share some basic information about his/her neighbors (10 Minutes)</p> <p>Students will talk about their the people living near to their homes and they will share basic information which they have already written at the “Task Stage” (30 Minutes)</p>	<p>Improving Writing and thinking skills</p> <p>Benefits of goodwill among the fellow humans</p> <p>Life Skills</p>
Language Focus	Follow up discussion	<p>Teacher will summarize the benefits of having goodwill about fellow humans (10 Minutes)</p>	<p>Practice of writing and speaking skills</p>
Evaluation		<p>The basics of the lesson was the benefits of benefitting humans</p>	<p><u>Teacher’s Feedback</u></p> <p>Class was interactive and cooperative. Social skills improved</p>

Model Lesson Plan – XVIII

Topic	Level	Duration	Age
Social Issue in Pakistan	University undergraduates	90 Minutes	17 to 22 years

TEACHING PROCEDURE

STEPS	CONTENT	Learning and Teaching activities	Notes / Values Teaching Aids
Pre-Task Phase	<u>Social Issue in Pakistan: Seminar</u>	The teacher will introduce the task and discuss some social problems in Pakistan such as: unemployment, education, load shedding, injustice and extremism. Teacher will distribute some cuttings from newspapers about social issues in Pakistan (20 Minutes)	Multimedia, Laptop, white board, Marker, Power point slides Newspaper clips
Task Phase	<u>Task Stage</u> <u>Plan Stage</u> <u>Report Stage</u>	Discussion in groups (3 students per group) about the social issues common in Pakistan. One student from each group (Secretary) will write the issues discussed by the group (20 Minutes) Students will plan how to present the social issues discussed in the group to the whole class as a kind of public speaking (10 Minutes) Different students will represent their group discussion and finding about main social issues in Pakistan (30 Minutes)	Enhancing social skills awareness Social Skills Home task assignments about the solution of anyone social issue in Pakistan
Language Focus	Follow up discussion	Teacher will recap the findings followed by Q & A session in the class (10 Minutes)	Language skills practice
Evaluation		This task designed to raise students' awareness about the social issues in Pakistani society	<u>Teacher's Feedback</u> Class was interactive and interesting

Model Lesson Plan – XIX

Topic	Level	Duration	Age
Solution of any social issue in Pakistan: Suggestions	University undergraduates	90 Minutes	17 to 22 years

TEACHING PROCEDURE

STEPS	CONTENT	Learning and Teaching activities	Notes / Values Teaching Aids
Pre-Task Phase	<u>Solution of any social issue in Pakistan: Suggestions</u>	The teacher will introduce the task and discuss the ways to solve the social issue in Pakistan (10 Minutes)	Multimedia, Laptop, white board, Marker, Power point slides
Task Phase	Students will peer check their home assignments from basic language skills <u>Task Stage</u> <u>Plan Stage</u> <u>Report Stage</u>	Student will share their home assignments, with class fellows, about the solutions of any single social issue in Pakistan (20 Minutes) Students will plan to share their suggestions for the solution of any one social issue in Pakistan (individually) (10 Minutes) One by one every student will present his/her suggestions for the solution of any social issue in Pakistan (30 Minutes)	Improving Language skills and thinking skills with analytical skills Individual work Social skills for improving life skills Practice of public Speaking
Language Focus	Follow up discussion	Teacher will recap the lesson and discuss merits and demerits of the suggestions for the solution of social issues (20 Minutes)	Practice of Present Indefinite, present continuous and future indefinite tenses
Evaluation		This is second lesson on same topic for consolidation of language skills through social issues	<u>Teacher's Feedback</u> Class was interactive and interesting

Model Lesson Plan – XX

Topic	Level	Duration	Age
Pedagogical vs. Real life Tasks	University undergraduates	90 Minutes	17 to 22 years

TEACHING PROCEDURE

STEPS	CONTENT	Learning and Teaching activities	Notes / Values Teaching Aids
Pre-Task Phase	<u>Pedagogical vs. Real life Tasks</u>	The teacher will clarify between the pedagogical and real life tasks as by Ellis (2003, 2009) Basics of a pedagogical task and a task in real life will be exemplified for better understanding (15 Minutes)	Multimedia, Laptop, white board, Marker, Power point slides
Task Phase	Task Stage <u>Plan Stage</u> <u>Report Stage</u>	Discussion in pairs about the pedagogical tasks compared to the tasks in real life. Each pair will write and describe 5 pedagogical and 5 real life tasks (25 Minutes) Each pair will plan how to distinguish and present the clarification about the pedagogical and the real life tasks in a public speaking situation (10 Minutes) Representative of each pair will demonstrate his / her distinction between the pedagogical tasks inside the classroom and the real life tasks (30 Minutes)	Improving students' interpersonal and the analytical skills Communication Skills Practice of Speaking and presentation skills
Language Focus	Follow up discussion	Teacher will recap the lesson and give answers of FAQs asked by students (10 Minutes)	Speaking and writing skills practice
Evaluation		Purpose of the lesson was to enhance awareness about the distinctive features of pedagogical and real life tasks	<u>Teacher's Feedback</u> Class was interactive and interesting

Model Lesson Plan – XXI

Topic	Level	Duration	Age
Kinds of Writing and purpose of Essay writing	University Undergraduates	90 Minutes	17 to 22 years

TEACHING PROCEDURE

STEPS	CONTENT	Learning and Teaching activities	Notes / Values Teaching Aids
Pre-Task Phase	<u>Kinds of Writing and purpose of Essay writing</u> <u>Teacher-Led mode</u>	The teacher will introduce the topic and illustrate various kinds of writing, purpose of writing and goals to be achieved by writing. Kinds of essay and their distinctive context will be explained by the resource person (30 Minutes)	Multimedia, Laptop, white board, Marker, Power point slides
Task Phase	<u>Task Stage</u> <u>Plan Stage</u> <u>Report Stage</u>	Students will be required to write a descriptive essay of their own choice on any topic (25 Minutes) Each student will plan to present his/her written essay publically to the class (5 Minutes) Volunteer students will speak about their written essays in front of the class (25 Minutes)	Improving awareness about writing skills Individual Task Kinds of essay writing
Language Focus	Follow up discussion	Teacher will summarize the lesson and assign 8 different topics for descriptive essay writing as home assignment to all 8 groups in the classroom (5 Minutes)	Grammatical aspects of students' writing will be highlighted
Evaluation		Objective of the lesson was to improve descriptive essay writing skills among ESL learners	<u>Teacher's Feedback</u> Class was interactive and cooperative

Model Lesson Plan – XXII

Topic	Level	Duration	Age
Types of Clauses and sentences	University undergraduates	90 Minutes	17 to 22 years

TEACHING PROCEDURE

STEPS	CONTENT	Learning and Teaching activities	Notes / Values Teaching Aids
Pre-Task Phase	<u>Types of Clauses and sentences</u>	The teacher will introduce the topic and demonstrate the difference among Phrase, Clause and sentence in English language with examples (30 Minutes)	Multimedia, Laptop, white board, Marker, Power point slides
Task Phase	<p style="text-align: center;"><u>Task Stage</u></p> <p style="text-align: center;"><u>Plan Stage</u></p> <p style="text-align: center;"><u>Report Stage</u></p>	<p>Students will work in pairs to differentiate among the phrases, clauses and sentences written and presented on the multimedia (20 Minutes)</p> <p>Pairs will recheck and plan how to differentiate among the phrases, clauses and the sentences in front of the class (10 Minutes)</p> <p>Students will demonstrate their understanding about the phrase, clause and sentence in front of their class fellows (25 Minutes)</p>	<p>Improving analytical and thinking skills</p> <p>Basic Grammar Rules</p> <p>Pair Work</p>
Language Focus	Follow up discussion	Teacher will summarize the topic and give answers of FAQs by students (5 Minutes)	Practice of basic grammar
Evaluation		This is second lesson to consolidate basic grammatical understanding	<u>Teacher's Feedback</u> Class was interactive and interesting

Model Lesson Plan – XXIII

Topic	Level	Duration	Age
Picture Narration and Description tasks	University undergraduates	90 Minutes	17 to 22 years

TEACHING PROCEDURE

STEPS	CONTENT	Learning and Teaching activities	Notes / Values Teaching Aids
Pre-Task Phase	<u>Picture Narration and Description Tasks</u>	The teacher will introduce the task which students have already performed differently in two lessons. Now students will write about the picture in front of them and speak in front of the class while seeing the picture on multimedia (10 Minutes)	Multimedia, Laptop, white board, Marker, Power point slides
Task Phase	<p style="text-align: center;"><u>Task Stage</u></p> <p style="text-align: center;"><u>Plan Stage</u></p> <p style="text-align: center;"><u>Report Stage</u></p>	<p>Students will work individually to write about a picture in front of them presented on the multimedia.</p> <p>Then speaking about same picture in front of the class as a practice of monologic speaking (20 Minutes)</p> <p>Then students will plan how to present their task to the class (10 Minutes)</p> <p>Student will gave the written description to the teacher and start describing the picture orally in front of the class (40 Minutes)</p>	<p>Improving writing and speaking skills</p> <p>Presentation skills</p> <p>Planning to present your work as a kind of public speaking</p> <p>While students will describe the picture orally teacher will tally their speaking with written description by students</p>
Language Focus	Follow up discussion	Teacher will summarize the task and gave his feedback about students' performance (10 Minutes)	Students will be writing and then speaking about the same picture
Evaluation		Students will exhibit their speaking and writing skills confidently	<u>Teacher's Feedback</u> Class was interactive and interesting

Model Lesson Plan – XIV

Topic	Level	Duration	Age
Pronunciation Problems of Pakistani Students	University undergraduates	90 Minutes	17 to 22 years

TEACHING PROCEDURE

STEPS	CONTENT	Learning and Teaching activities	Notes / Values Teaching Aids
Pre-Task Phase	<u>Pronunciation Problems of Pakistani Students: Seminar</u>	<p>The teacher will introduce the topic about the pronunciation problems of Pakistani ESL learners.</p> <p>Teacher will present two videos on multimedia by native speakers followed by a power point presentation about the problems regarding pronunciation (60 Minutes)</p>	Multimedia, Laptop, white board, Marker, Power point slides
Task Phase	Students will keep on writing their questions about the topic.	<p>Classroom open discussion about effective speaking and pronunciation problems by Pakistani students.</p> <p>Teacher will help the students while answering and participating in the open discussion (20 Minutes)</p>	Enhancing awareness of effective speaking and presentation skills
Language Focus	Follow up discussion	<p>Teacher will summarize the lesson. Q & A session (10 Minutes)</p>	Speaking skills
Evaluation		This is second lesson on same topic for consolidation of language skills	<u>Teacher's Feedback</u> Class was interactive and collaborating

Appendix-I

PILOT STUDY

It is affirmed that we are willing to be a part of this Pilot Study for PhD entitled “The Effectiveness of Task Based Language Teaching on the Writing and Speaking Skills of Pakistani ESL Learners”. We have signed this consent form voluntarily to be a part of the research.

UUM, Language Center, Classroom _____ Date: _____

S.No	Name	Matric	Class	Program	Nationality	Signature
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

Appendix-J

Request for Pilot Study at Language Centre in UUM

Dr. Aspalila Shapii
Director
UUM Language Centre
Universiti Utara Malaysia

15 April 2015

Dear Dr.,

Request for Permission to Conduct Pilot Study in Intensive English Classes

With reference to the above matter, I would like to make a request for permission to conduct a pilot study in Intensive English classes at the Language Centre.

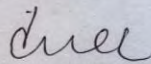
I have successfully defended my PhD Proposal entitled "*The Effect of Task Based Language Teaching on Productive Skills: A Case of Pakistani ESL Learners*" under the supervision of Dr. Siti Jamilah Bidin. Data from the pilot study will be treated confidentially and it will be used to authenticate the validity and reliability of my research instruments.

I would be grateful if you could grant me permission to teach for three hours on writing skills in an Intensive English class. I would also administer a pre-test and a post-test to another Intensive English class as a control group.

If you have any questions about this request, I will be available at anytime for further discussion and class arrangement.

Thank you very much for your kind assistance in this matter.

Yours sincerely



RAI ZAHOOR AHMED

Matric # 95418

Program: PhD Applied Linguistics

Mobile # 0175282148

E-mail: rai.zahoor@gmail.com

This is to certify that
Zahoor is my PhD student.
Recommended
15/04/2015
DR. SITI JAMILAH HJ. BIDIN
Senior Lecturer
Department of Language Studies
School of Education and Modern Languages
UUM College of Arts and Sciences
Universiti Utara Malaysia



Appendix-K

Student Feedback Form (Pilot Study)

Feedback adapted from, EFL sensei website

Name:

Matric:

Nationality:

Date:

Please indicate your level of agreement with the statements in respective columns.

S. No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	The teacher and students were enthusiastic					
2	I learnt new things to improve English language skills					
3	I am interested in the topics discussed in class					
4	I enjoyed the class					
5	The content of the class suits my level					
6	Class was more collaborative and interactive					
7	I asked question when I didn't understand					
8	All students participated actively					
9	It is helpful to discuss topics in a group					
10	Teacher talked clearly					
11	Class environment was friendly					
12	Teacher came to every group					
13	Learning is student oriented					
14	Teacher moved forward in step with class					
15	Learning was more interesting than my earlier schooling					

Comments or Suggestions:

Appendix-L

Request for Experimental Teaching at COMSATS Vehari



AWANG HAD SALLEH
GRADUATE SCHOOL OF ARTS AND SCIENCES
UUM College of Arts and Sciences
Universiti Utara Malaysia
06010 UUM SINTOK
KEDAH DARUL AMAN
MALAYSIA



Tel: 604-928 5299/5266/5251
Faks (Fax): 604-928 5297/5298
Laman Web (Web): <http://ahsgs.uum.edu.my>

KEDAH AMAN MAKMUR • BERSAMA MEMACU TRANSFORMASI

UUM/CAS/ AHSGS/95418

21 April 2015

Registrar COMSATS
Institute of Information Technology
Pakistan

Dear Sir/Madam

DATA COLLECTION FOR PROJECT PAPER/ THESIS

This is to certify that **Mr. Zahoor Ahmed (matric number: 95418)** is a full time graduate student in Doctor of Philosophy (Applied Linguistics) at UUM College of Arts and Sciences.

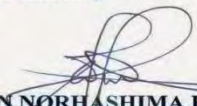
He needs to do his field study and data collection for his project paper/thesis in order to fulfill the partial requirements of his graduate studies.

We sincerely hope that your organization will be able to assist him in the data collection and the distribution of the questionnaires for his research.

Thank you.

“SCHOLARSHIP, VIRTUE, and SERVICE”

Yours faithfully


WAN NORHASHIMA BINTI WAN MIN
Assistant Registrar
for Dean
Awang Had Salleh Graduate School of Arts and Sciences
UUM College of Arts and Sciences

Fail di/bekal/ah

Universiti Pengurusan Terkemuka
The Eminent Management University





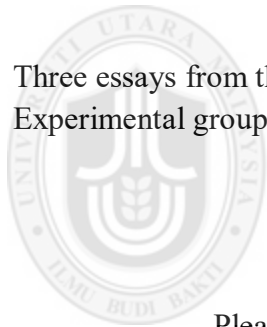
Appendix-M

COMSATS Institute of Information Technology Vehari

www.ciitvehari.edu.pk

Sample of Descriptive Essays written by the ESL Learners in Pakistan

- 1- Three essays from the pretest and three essays from the posttest by the Control group
- 2- Three essays from the pretest and three essays from the posttest by the Experimental group.



UUM
Universiti Utara Malaysia

Please see next page for the samples

PRE TEST
Control Group

Time: 30 Minutes

Name:
Program: BBA
Registration:
Home District: Vehai
Date: 08-09-15

Q. Write a descriptive essay on the given topic.

Benefits of woman education

In Islam men and women get education, not stoped to get education of women. When the woman educated any country then his progress was good. When a woman educated she share share the over children and she care good every work - she help the her family and children in study and other any work. When the woman work with man in which

habitating will be decline. A country reached high level when in which leave the woman are educated - when the woman are educated in which deferance between the man and woman - when man and women they know the spice of another.

PRE TEST
Control Group

Time: 30 Minutes

Name:
Program: BBA
Registration:
Home District: Vehri
Date: 08-09-2015

Q. Write a descriptive essay on the given topic.

Benefits of woman education

Women education is important in our society to develop our country. Now a days ^{womens} works equal to the men in our society. If the women is able to read and write. Women is a part of our society. she will be able to teach her children to make them a good person. We should allow our women to learn because there is a no work without education.

Education is a vital part of life
In this modern era women are
equal part of every field. The
education of women is very
important in our daily life.
There are many benefits of
woman education. After the
education women can earn money
by getting a job. An
educated women can help
her man in every-field.
Educated womans help her
mans in the office.
Now a days womens
are work\$ equal to
the men in every-field.

PRE TEST

Control Group

Time: 30 Minutes

Name:

Program: BBA

Registration:

Home District: Vehari

Date: 8-9-15

Q. Write a descriptive essay on the given topic.

Benefits of woman education

Education is very important to the woman. It is improve the personality of woman.

Education is very important for all the peoples. In Pakistan, Education is very low for girls but education is allowed for all the peoples. Education vanished the people and give shine. We all the people gain knowledge.

"You educated a man

"You educated a man

If you educated a woman

you educated a nation

It is very important in every field of life.

Without education, life is very boring. Education is

just like a fun and very interesting. Now day's, woman work in every field of life. All the girls gain

knowledge properly. ~~to~~ Now a day's, mostly girl's are teacher's, Business man, engineer's and whatever!

POSTTEST Control Group



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Mailsi Road, Off Multan Road Vehari, Pakistan

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POST TEST

Time: 30 Minutes

Name: _____
Gender: male
Program: BBA
Registration: FAIS-BBA-
Home District: Vehari
Date: 7-12-2015

Q. Write a descriptive essay on the given topic.

Benefits of women education

Islam asked that Men and
Women are equal. There are
over people importance to
women education - Pakistan a
muslim country but unlucky
over country not importance
to women education. In KPK
women education department
destroy the and children
killed. In KPK people not
allowed to women education.

In Pakistan women education is 40%. Villager and uneducated people are not allowed to female children going to school for education. Many women are not seeing the schools. If people allowed to education for female and promote the female then over country progress will be increase.

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POST TEST

Time: 30 Minutes

Name: _____
Gender: Male
Program: BBA
Registration: FA15/002) BBA
Home District: Vehari
Date: 07 Dec 2015

Q. Write a descriptive essay on the given topic.

Benefits of women education

There are many benefits of women education. Now a days As if a mother is well educated then she can manage her work and her home expenditure well then a ignorant women. She can educate her children well manners and to behave well with the other people

Spelling/grammar - 3
Sentence structure - 5
P.C.D - 1

she can understand the importance of getting education.

(10) X She force her children of getting education. she knows that education is

every-thing now a days. she knows that without education their is no respect in society.

is well educated then she is able to earn money for her children and husband. If there are financial crises.

There is better understanding in home if women is educated.



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POST TEST

Time: 30 Minutes

Name: . . .
Gender: Female
Program: BBA
Registration: FA15-BBA
Home District: Vehari
Date: 7-12-15

(Q. Write a descriptive essay on the given topic.

Benefits of women education

Women education is very important in every country, because without education life is very boring. Education change every life style and improve for every person. It is very important for the progress of life. Women education is a key of success of every country. Women seek knowledge and built their child properly and give a good life style and proper education. Women are very intelligent and in every country and

They done their work very well. They are very aggressive in the business field and they work properly. Now, women education is necessary as well as men education, because women play an important role to make a society. So, women gain knowledge and improve your country and improve your life style.

Universiti Utara Malaysia

PRETEST by the Experimental Group

PRETEST
Exp Group

Time: 30 Minutes

Name:

Program: BS (E-S)

Registration:

Home District: Vehari

Date:

3-9-2015

Q. Write a descriptive essay on the given topic.

Benefits of woman education

In this age of science education is not necessary only for men but it is also necessary for women. In this age of science people are very ignorant. They do not know how they can solve problem. Therefore, education is very necessary for women. They can change their life style. They solve their problem. They teach their children and give them a good life. They can work for the

progress of their country. Women contribute in the progress of their society and country. It is the basic need of women. Our Holy Prophet (S.A.W) said, Education is necessary for men and women. If a women is educated she can work in the every field of life. Through education she have well knoweldge about every thing. In this way they understand about the every problem of life and solve them in a better way. She can prove herself a good daughter mother and wife. She can works in house as well as outside. She can prove a good teacher. She can give education to the students and make them a good citizens.

PRETEST

Exp Group

Name:

Program: BS (Environmental sciences)

Registration:

Home District: Vehari

Date: 03-09-2015

Time: 30 Minutes

Q. Write a descriptive essay on the given topic.

Benefits of woman education

Women education is very important in their life and in society. Education is like a main part of her life. By seeking education it can control her home very well. Education impart good impression on her character. She can teach her children very well. She can make a good position in every field of life. She can help her family even other people of her society very well after getting education. Woman education is important after her marriage to learn how to teach her children and to control her home.

Women education help her to led a happy life in the society. Education help her even in her practice life. She can compete with others for better facilities of life.

Every one give her respect in every field of her life when she is educated.

She can do any thing when she is educated. Education give great benefits to her.



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PRETEST

Exp Group

Time: 30 Minutes

Name:
Program: BS-ES
Registration:
Home District: Vehari
Date: 08-09-2015

Q. Write a descriptive essay on the given topic.

Benefits of woman education

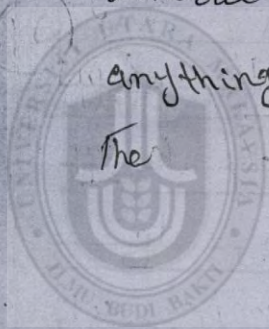
Education is necessary and experimental for everyone's life without this position no one knows about real meanings of life. As we know education is very important for everyone it contains more benefits for women it and every persons. It teaches us how to leads the life. It teaches us how to live in society towards success and the development of the other countries. one women may be teaches, mother, sister, and other women of the society. Without education we cannot know how to leads the life in the

world. Education teaches us how to
talk to the other people. It teaches
us how to solve the problem
of our life.

The Holy Prophet (P.B.U.H) said.

Education is necessary for men
and women.

Without education we cannot want
anything. we cannot progress in
the world.



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Posttest by the Experimental Group



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Experimental Teaching POSTTEST

Time: 30 Minutes

Name:

Program: BSES

Registration: FAIS-BES-018

Home District: Vehari

Date: 7-12-2015

Gender: Female

Q. Write a descriptive essay on the given topic.

Benefits of women education

Women education are very important along the men. Women work is double folded and she works home as well as outside with many people. Man and women are the wheels of the vehicle. If a women is educated, then she can prove a good mother, sister, wife and a good teacher. She can understand the affairs of daily life. She would have manners and etiquettes. She can solve his problem.

She can teach her children. She would treat others with some etiquettes. She will never fight with anyone like uneducated women and behaved gently. She will never interrupt and interfere with other's matter. If, she will be educated, she will be able to work with her head erect and she will be able to work with man by step. The women work with the man for the progress of the country. She can work as a teacher, professors, nurse and as a banker. As it is said

"Lap of the mother is the first institute of the child."



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Experimental Teaching

POSTTEST

Time: 30 Minutes

Name: .
Program: BS(Es)
Registration: FA1S-BES-031
Home District: Vehari
Date: 07-12-2015
Gender: Female

Q. Write a descriptive essay on the given topic.

Benefits of women education

Women education is very compulsory for all the women living in society. It teaches them how to live in a society. But in many places, in many countries, women education is ignored by people. But they do not know about the benefits of women education. They can manage her house properly if she is educated. She can control or manage different things in a proper and better way than an uneducated woman. Her behaviour with others is better than an uneducated woman. She can raise her children in a better way.

And can teach them, what is good or bad.
Women education is very important. As, education
teach, one, how to behave with others, and
educated women can deal with other people
better than an uneducated women.

An ignorant women cannot
teach her children, what is better for them.
She can do everything in a well-mannered
way. She can do every thing with great success.
As we heard that:

**"MOTHER'S LAP
IS THE FIRST TEACHING
PLACE FOR CHILD."**

That's way women education
is very important and beneficial.



COMSATS Institute of Information Technology

Mailsi Road, Off Multan Road Vehari, Pakistan

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**Experimental Teaching
POST TEST**

Time: 30 Minutes

Name:
Program: BSES
Registration: FA15-BES
Home District: Vehari
Date: 7-12-2015

Q. Write a descriptive essay on the given topic.

Benefits of women education

Female

There are many benefits of women education. Women education is very necessary for women because through the education women learn manners. Women learn the education how to live in the society. Women education necessary for the benefits of home as well as development of society. Education gives us sense about the each and every task of our daily life. Education gives us sense how to talk the other people. Education learn us how to develop in the society. Education teach

us how to behave the other people.

If women were educated then it means Society is educated. In the past many people burn their girls but Islam learn the respect of women.

our prophet said:-

"Education is necessary for every men and women".

Through the education women work many fields like teaching, doctor, hosts, nurse and as a banker.

In this way women are building blocks of society. Education gives us knowledge about of daily skills.

Appendix-N

Transcription of Picture Describing Oral Task in the Pretest and the Posttest

Five from the control group and five from the Experimental group

Pretest by the Control Group

1-“In this picture childrens and the doctor nursing him. I see the baby and saying the children. I see the in picture a clock two stools and left side of the children a X-ray machine on the back side. The children is looking happy. In this picture children may be happy. The men are standing and time is one forty five. There is a white board”.

2-“In this picture at the computer. This is a picture of a doctor clinic and one girl is sitting on the sofa and three men are stand in front of the girl. They have a talk with the doctor and I think that girl is in treatment and the room is very small and one machine like computer. There is a whiteboard and many banners on the wall of room with full machines”.

3-“In this picture I am seeing baby girl sitting in the doctor chair for his medical treatment and there is a lady doctor also. Three person standing in front of the baby girl and she is laughing and talking to these person about her illness, I think so. There are concentrated with the doctor. There is also fully medicated room, means there is scanners also. There is medical instruments. There is also lady doctor which is taking or talking to the baby girl for his.... I think she is a doctor. There is a desk in front of the doctor and also there is books lying on the table. The doctor is concentrating with the books. The baby girl is looking happy because of medical treatment in the hospital. I think three guys or men making the girl laugh. I think these men are related to the baby girl. Baby girl is not able to talk but she is laughing and a smile. The doctor is also happy about his patient is recovering. There is a physical diagram of the human. I think it is one forty five on the clock. There is also very difficult or very complicated about the doctor. The doctor is concentrating on the patient and patient is looking like happy”.

4- “There is a child and he looked ill. There is a chair and sit woman and child talk the many doctors. And there are many instruments and a table. And the woman talk to the many men. And other things and woman talk to the child and doctors. And there is a table and other many things”.

5- “In this picture three men are standing in front of children and looking on the children. In front of doctor a machine..... Doctor is looking very happy mood. In table....”

Transcription from the Posttest by the Control Group

1-“I see in this picture three men standing and seeing the baby. Who sit on the sofa and lady near the baby and looking the baby. One watch and one medical machine and on the table one temperature machine and books. One man with red shirt asking the children for health and children smiling pass and seeing the man”.

2- “I see the picture as a clinic and a baby is sitting. Three men are standing in front of lady doctor. There is a wall clock in the room. And a file in front of the lady doctor. Three men standing in front of the small baby. Lady laughing with baby and three men are standing. The small baby sitting on the sofa and book are in front of the lady doctor”.

3- “I am seeing a lady doctor besides a baby girl. Three old guys are standing in front of the baby and she is laughing. I think the old guys are trying to ask the baby what is problem with the baby. The doctor is also checking the notes or reports about baby girl. The room is totally a part of hospital. There is also a table which is lying in front of doctor. The baby girl is sitting on a sofa. She is looking happy. There is some instruments and registers on the table. The doctor is trying to help the baby girl. There are three persons are trying to ask the problem of baby girl. The room is a doctor room. There are many things in the room. These persons are trying to make the baby laugh. The baby is sitting on the sofa. The doctor is well dressed and she is sitting on the chair. She is also trying to make some fun with baby girl. The girl is smiling. The picture is totally upheld as some doctor room”.

4-“There is a picture in front of me. There is a room and baby is sitting on a sofa. There are three men looking to the baby. There is table and many machines. Men questioning the baby and there is many books. There is one lady. Very medical instruments. There is a room. There many medical instruments”.

5-“In this picture five persons and three are male. And one is sitting on a sofa. Many machinery are located. One person is seeing many things on the table. The child is sitting and two persons are looking the baby. Three of the males are standing.....”.

Transcription of the Picture Describing Oral Task by the Experimental Group

Pretest

1- “The picture is a kind of a hospital room. They are three men standing. One child is sitting on a sofa and one woman. There are computer and a clock. The time is about one forty five. The three men were old and Talking to the child. Many things are present on table. Written chart also present on table. It’s a hospital room. One man is wearing red shirt and other two are wearing jacket. The room is very neat and clean. The child is smiling. The color of wall is off white and ...”.

2-“I am here to describe this picture. In this picture it is a child who is sitting on a chair and three gentlemen are checking her. There are a clock and a machine. A lady is sitting and a yellow file on table and a blue fan and a doll..... yellow curtains. The gentlemen are wearing jacket. And a calendar situated on the wall. The child is looking well happy and on the table some documents. The gentlemen are looking to the child. They are to check child with machines. There are many machinery and a calculator situated on the table”.

3- “There is a child who is ill and a fat lady is sitting on a chair. Different things are on the table. The time on the clock is quarter and two. There are many things in the room. Different machines are there. The first old man has a cap and a jacket. The box is on the table. There is no other people in room. Different charts on the wall”.

4- “In this picture I have seen there is some child is sitting on a chair and three gentlemen are standing nearby him. The kid was a patient. The kid was looking naughty and normal. There is a machineries and different things. A clock in the room. Doctor is checking the kid.....the kid was enjoying the situation and make a lot of fun there. All are enjoying their conversations which are doing there”.

5- “In this picture a girl is sitting on a chair . She was ill and four peoples are in the room. One is lady doctor and there is a clock and different kinds of machines in the room. Lady doctor wearing white color dress. Some files are placed on the table. The little girl wearing purple color dress. Three peoples, they are wearing dress, black color paints. There is a board and different toys and.... A curtain in the room and color is light pink. There is ECG machines and some kind ofThere is a table in the room. The girl was smiling. They are talking to the girl. There is no fan in the room. The doctor was treating the ill girl. There is a little doll near the girl and different files, different toys near the girl. The people standing there are relatives of girl. She was sitting in room of hospital and the lady doctor was treating the girl. The old man was wearing a hat. The curtain was also pink color. Different types of charts on the wall. The clock was showing one forty five”.

Transcription of the Picture Describing Task by the Experimental Group

Posttest

1- “In this picture three persons are standing in front of a baby. It looks like a room of a hospital. The baby is suffering from a disease. Three old men are standing in front of the baby and one lady doctor is sitting beside the baby. It is a hospital room. All are having a smile on their faces. The baby is a beautiful girl. She is wearing a shirt and jeans. She is smiling with the old men. The lady doctor is also smiling and looking towards the baby. There are a lot of instruments in the room. There is a clock in the room and time is about one forty five. There are many things in the room. The color of the door is off white and the door is also off white”.

2- “In this picture there is a little girl lying on a chair. The girl is facing some problem on her left foot. A drip is situated with her foot. There are many devices in the room. Three guys are examining the girl. The atmosphere of the whole room is friendly. It is looking like a room in a hospital. The girl is having some kind of examination. The three men are examining the girl. There are many wires and a brown chair. There are some equipments also situated in the room. And a yellow paper situated on the table. And the equipment with red and blue buttons is also on the table. There is a clock situated on the wall”.

3-“In this picture a child is sitting on the sofa and three people came to hospital to see him. The three people are old because they have white hairs. One person has a cap on his head. The first person wore a coat and put the hand on his back. And the second one wore the red jacket with a white shirt and the third one with black upper. Lady is sitting near the child; they are just chatting with each other. Different things are lying on the table and there are different biological instruments present to check the child. Clock is hanging on the wall and its time is....The child is smiling because he happy by talking with the person. The door is closed because of their meeting. The persons are standing because there is no space to sit on. A notice board is also there to tell about the schedule of the hospital or the room. A checking machine is also lying on the table with papers and files on the table. The lady has brown hair. She wore the white shirt. These things make the child happy because health is wealth”.

4- "In this picture there are certain things which are present. Three men are standing and a lady is also sitting on the chair. The baby is sitting on a brown couch. I am not sure three men are doctors, may be they are her lab assistants and..... the color of kid's dress is purple shirt and black trouser. The three elder folks present here are wearing jacket and dress paints. The lady is also seeing the kid. She is wearing white color dress. The kid present here, is suffering from disease on his right leg. There are a lot of devices present in the room. There is a lot of machines present here all are showing interest with the kid present here. All are present here to advice the kid to not create panic. The kid shows very comfortable. A lot of devices are present here. A clock and machines also present here. The overall environment of the room is very pleasant. The kid doesn't show panic. All are very satisfied with present condition".

5- "In this picture a little girl is lying in a hospital room. She is wearing a purple color dress. In this room three old men and a lady doctor was present. Lady doctor was wearing white color dress. Her hair color was brown and the girl's hair color was also brown. Two old men were wearing black color jacket and grey color paint. One has wearing red color jacket and skin color paint and black cap. Their hair color is white. There was a clock and a white board is also present. In this picture skin color curtain is also present. The girl was laying on a black color couch. There was different machines in the room, monitor and machine color is white. There is a table in the room, the color of table is brown. Machines in it, different devices present on the table. Yellow color file is laying on table. The walls of the room is skin and white color. There is a page on the wall and the people are come to see the girl. She was smiling and two pages on the wall. These are the things present in the picture".

Appendix-O

Weekly Reflective Journals Written by the Experimental group

Participants Weekly Reflective Journals

Write down your views about the experimental teaching (TBLT) during current week:
www.citvchhari.edu.pk Semester: Fall, 2015

Week	04
Name and Program	
Tasks	Explain the task you performed <i>Narrating last watched movie</i>
Materials used	What were the materials used in classroom? <i>Laptop, internet, Ball point, paper</i>
Kind of Skills Practiced in the task	Speaking (interactive) or Writing (descriptive), any other <i>In that task both speaking and writing skills have been used</i>
Views about Language Learning	Learning language through TBLT in this week <i>Learning through TBLT is much better because that task was consist of our both interest and fun.</i>
Your Suggestions for Language Learning	For effective performance of productive skills? <i>That was productive skill we because we done this all in our own word and our own knowledge.</i>
Classroom Environment	Cooperative, interactive, collaborative, learning oriented etc <i>Learning oriented</i>
Group/Pair Work or Individual Work	Task performed in group/pair or individual work <i>That task was an individual work</i>
Views about Home Task/Assignment	Describe the home task/assignment of the week. Benefitting learning or not. <i>Home task assignment was Experience of learning at ciit. It was beapifiting for us</i>
Likes and Dislikes	What aspects of the teaching approach, classroom interaction and the classroom materials that you like or dislike. <i>I think everything is better because that kind of assignments and task are interesting.</i>
Any Other View or Remarks	Any other opinion/suggestion about the ongoing course material to improve writing and speaking. <i>I think that kind of assignments and tasks should be held in universities because that kind of learning is different from which what would we learn in previous class</i>

Participants Weekly Reflective Journals

Write down your views about the experimental teaching (TBLT) during current week:

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Semester: Fall, 2015

Week	THREE
Name and Program	BES
Tasks	Explain the task you performed Ways to improve English outside the class
Materials used	What were the materials used in classroom? Paper, Ballpoint, Personal views, internet
Kind of Skills Practiced in the task	Speaking (interactive) or Writing (descriptive), any other Writing skill as well as speaking
Views about Language Learning	Learning language through TBLT in this week Learning language through TBLT in that week was much better because in that task we improve our both learning and speaking skill
Your Suggestions for Language Learning	For effective performance of productive skills? I think that kind of activities can improve our language skills. Because these activities attain our tension.
Classroom Environment	Cooperative, interactive, collaborative, learning oriented etc Learning oriented
Group/Pair Work or Individual Work	Task performed in group/pair or individual work That task was individual work.
Views about Home Task/Assignment	Describe the home task/assignment of the week. Benefiting learning or not. There was a home task "way to improve English outside the class" and home assignment was to record a movie summary. Yes it was a benefiting learning.
Likes and Dislikes	What aspects of the teaching approach, classroom interaction and the classroom materials that you like or dislike. Yes! I like this kind of teaching.
Any Other View or Remarks	Any other opinion/suggestion about the ongoing course material to improve writing and speaking. I think that kind of learning is much better because in that kind of teaching we took interest.

Participants Weekly Reflective Journals

Write down your views about the experimental teaching (TBLT) during current week:

www.citvehari.edu.pk

Semester: Fall, 2015

Week	07
Name and Program	BS(ES)
Tasks	Explain the task you performed Earth quake safety.
Materials used	What were the materials used in classroom? LCP, Multimedia, board markers, white board, internet, paper and pen.
Kind of Skills Practiced in the task	Speaking (interactive) or Writing (descriptive), any other Writing
Views about Language Learning	Learning language through TBLT in this week It was a new experience and a new exposure of learning.
Your Suggestions for Language Learning	For effective performance of productive skills? More quiz, more assignments and more tasks.
Classroom Environment	Cooperative, interactive, collaborative, learning oriented etc Cooperative and learning oriented.
Group/Pair Work or Individual Work	Task performed in group/pair or individual work Individual work.
Views about Home Task/Assignment	Describe the home task/assignment of the week. Benefitting learning or not. Types of essay writing. It was very Beneficial for us.
Likes and Dislikes	What aspects of the teaching approach, classroom interaction and the classroom materials that you like or dislike. I like his way of teaching and behaviour with class class.
Any Other View or Remarks	Any other opinion/suggestion about the ongoing course material to improve writing and speaking. More quiz, more assignments and more task.