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



**DOCTOR OF PHILOSOPHY  
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## Abstrak

Kajian tentang Pengajaran Bahasa Berasaskan Tugasan (*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 perlaksanaan 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 tugasan, 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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## **List of Abbreviations**

EFL	.....	English as Foreign Language
ELT	.....	English 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).

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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](http://www.ciitvehari.edu.pk)

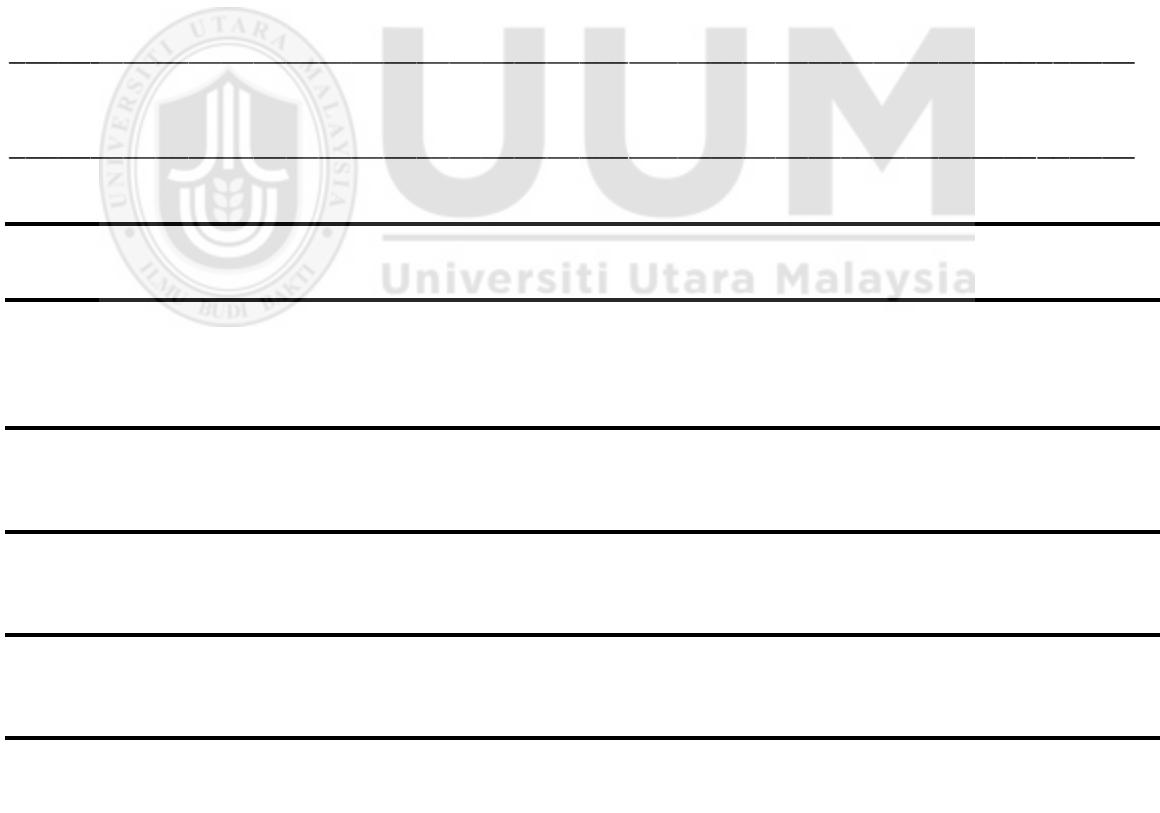
## **Pretest and Posttest of Writing Skill**

**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](http://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](mailto:rai.zahoor@gmail.com) Universiti Utara Malaysia

School of Education and Modern Languages

College of Arts and Sciences

Universiti Utara Malaysia ([www.uum.edu.my](http://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?

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17. In your opinion, what is the most beneficial method for English Language Teaching in Pakistani ELT scenario?

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18. How students can be enabled as proficient learners and users of English language for communicative use in the real life situations?

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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?

---

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20. What do you know about Task Based Language Teaching and have you ever employed TBLT in English language teaching class room in Pakistan?

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21. Please give some pragmatic suggestions for improving students' proficiency in English language, particularly in speaking and writing skills.

---

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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://www3.comsats.edu.pk/CourseCatalogue2015/>

## Appendix-F

COMSATS Institute of Information Technology, Islamabad  
 Department of Academics  
 CIIT/ISB/ADR-Acad/Admin/SC/08/15  
 156210

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.ciiitvehari.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](http://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
<b>Pre-Task</b>	<b>Teacher-led mode of TBLT</b>	<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. <b>(15 Minutes)</b></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 &amp; Willis 2007). <b>(25 Minutes)</b></p>	Multimedia, Laptop, White board, Marker, Power point slides
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 <b>(30 Minutes)</b>	Practice of Reading and Writing skills
Report Phase	<b>Speaking skills</b> <b>Question and Answer</b> session changes into open discussion	<p>Teacher will answer the questions from the students and motivate them to be successful ESL learners.</p> <p>Advantages and responsibilities of autonomous learners <b>(15 Minutes)</b></p>	Reading and Speaking from the self written work to improve confidence. <b>Public Speaking</b>
Language Focus		Teacher will summarize the benefits of TBLT and being good ESL learners <b>(5 Minutes)</b>	
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	<p>The teacher will introduce the purpose of personal Information Sharing task from Willis and Willis (2007) in different contexts <b>(15 Minutes)</b></p> <p>Learners will be explained about the ways of introducing to the new comers. 5 minutes for planning will be given. <b>(10 Minutes)</b></p>	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. <b>(30 Minutes)</b>	<p>Writing practice of autobiographic notes</p> <p>Individual task to practice writing and speaking skills</p>
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. <b>(20 Minutes)</b>	<p>Reading and Speaking from the self written work to improve confidence.</p> <p><b>Public Presentation</b></p>
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. <b>(15 Minutes)</b>	Writing accurately
Evaluation		First experience of the students with Tasks / TBLT as a new method	<p><u>Teacher's Feedback</u></p> <p>Classroom environment noisy but interactive</p>

### 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 <b>(30 Minutes)</b>	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 <b>(10 Minutes)</b> 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. <b>(10 Minutes)</b> Speaking skill and sub skills (interactive, partial interactive, non-interactive) <b>(10 Minutes)</b> Verbal/nonverbal communication Reading as receptive skill, reading comprehension. Skimming/scanning, silent/aloud reading. Examples Writing as productive skill, kinds of writing, free/process <b>(10 Minutes)</b> <b>Assigning Tasks from each skill (10 Minutes)</b>	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 <b>(10 Minutes)</b>	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 <b>(30 Minutes)</b>	Multimedia, Laptop, white board, Marker, Power point slides
Task Phase	<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. <b>(10 Minutes)</b> <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 Listening Comprehension and ways to improve it. <b>(10 Minutes)</b> <u>Speaking skill</u> and sub skills (interactive, partial interactive, non- interactive) <b>(10 Minutes)</b> <u>Reading</u> as receptive skill, reading comprehension. skimming/scanning, silent/aloud reading <u>Writing</u> as productive skill, kinds of writing, free/process <b>(10 Minutes)</b> Reporting of home tasks by pairs <b>(10 Minutes)</b>	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 <b>(15 Minutes)</b>	Language skills practice
Evaluation		This is second lesson on same topic for consolidation of language skills	<b>Teacher's Feedback</b> 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) <b>(15 Minutes)</b>	Multimedia, Laptop, white board, Marker, Power point slides
Task Phase	<p>Students will work in pairs</p> <p>Control shifted to the students</p> <p><u>Task Stage</u></p> <p><u>Plan Stage</u></p> <p><u>Report Stage</u></p>	<p>Students will work in pairs for describing the ways to improve English outside the classroom <b>(10 Minutes)</b></p> <p>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 <b>(20 Minutes)</b></p> <p>Students will plan how to report the class how they achieved the ways to improve English <b>(10 Minutes)</b></p> <p>Each pair in the class will report to their class fellows (as a public presentation) about the ways to improve English <b>(20 Minutes)</b></p>	<p>Ways to improving language skills outside the routine classrooms</p> <p><u>Communicative skills</u></p> <p>Interactive as well as Interpersonal skills and writing skill</p>
Language Focus	Follow up discussion	Teacher will recap language skills and give answers of FAQs written by students <b>(15 Minutes)</b>	Basic Language skills practice
Evaluation		Students started speaking with some confidence in front of class	<p><u>Teacher's Feedback</u></p> <p>Class was interactive and interesting</p>

## 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 <b>(10 Minutes)</b>	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 <b>(15 Minutes)</b>  ESL learners will decide and plan how to and who will report their task outcome to the class (a kind of public speaking) <b>(20 Minutes)</b>  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 <b>(30 Minutes)</b>	<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 <b>(15 Minutes)</b>	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 <b>(15 Minutes)</b>	Multimedia, Laptop, white board, Marker, Power point slides
Task Phase	<u>Task Stage</u>  <u>Plan Stage</u>  <u>Report Stage</u>	<p>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 <b>(15 Minutes)</b></p> <p>Students will plan how to report their task of movie review to the class <b>(15 Minutes)</b></p> <p>Students will report their task to the class. Important features, actors, story will be described in English to the class.</p> <p>Students will also answer the FAQs by their class fellows <b>(30 Minutes)</b></p>	<p>Practice of language skills  Speaking and Writing  Pair work</p> <p>Public as well as interpersonal speaking</p>
Language Focus	Follow up discussion	Teacher will recap the movie review task and give answers of FAQs by students <b>(15 Minutes)</b>	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	<u>Improving English through movies</u>  Classroom control shifted towards ESL learners	The teacher will describe the benefits of movies in improving listening, reading and speaking skills. movies with subtitles can be more beneficial <b>(10 Minutes)</b>	Multimedia, Laptop, white board, Marker, Power point slides
Task Phase	<u>Task Stage</u>  <u>Plan Stage</u>  <u>Report Stage</u>	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 <b>(20 Minutes)</b> 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 <b>(15 Minutes)</b> Each group (total 8 groups of 3 members each) will present their suggestions for improving English language by watching movies in any language <b>(30 Minutes)</b>	Interactive and interpersonal communicative skills practiced  Group work  Group Discussion
Language Focus	Follow up discussion	Teacher will recap the lesson and give answers of FAQs written by students <b>(15 Minutes)</b>	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 <b>(30 Minutes)</b>	Multimedia, Laptop, white board, Marker, Power point slides
Task Phase		<p>Teacher will demonstrate the benefits of accurate and grammatically correct writing to the class <b>(20 Minutes)</b></p> <p>Students will practice dividing written sentences into respective parts of speech. They will peer check their work <b>(20 Minutes)</b></p> <p>Home Task/assignment of dividing 10 written sentences into parts of speech <b>(5 Minutes)</b></p>	<p>Benefits of accurate and correct writing in practical life</p> <p>Practice of Parts of speech</p> <p>Reading and writing skills were practiced</p>
Language Focus	Follow up discussion	Teacher will recap the basic grammar rules and answer FAQs written/ spoken by the students <b>(15 Minutes)</b>	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	<u>Dividing sentences into parts of speech</u>  Control of classroom again shifted towards ESL learners	The teacher will redefine the basic parts of speech and their function in sentences with some examples <b>(10 Minutes)</b>	Multimedia, Laptop, white board, Marker, Power point slides
Task Phase	<u>Task Stage</u>  <u>Plan Stage</u>  <u>Report Stage</u>	Students will peer check their home assignments from previous lesson  Students will divide TEN sentences (written on the white board) into parts of speech <b>(30 Minutes)</b>  Students will recheck their work while discussing with their partners and plan to report their task to the class. <b>(10 Minutes)</b> Students will demonstrate the parts of speech task and the sentences analyzed into parts of speech (written on the white board) <b>(20 Minutes)</b>	Pair Work  Practice of Reading and Writing Skills  A lot of confusion about basics of grammar and parts of speech
Language Focus	Follow up discussion	Teacher will recap the lesson and give answer of the questions by the students <b>(10 Minutes)</b>	Reading, Writing and Speaking skills practiced
Evaluation		This is second lesson on same topic for consolidation of basic grammar awareness	<u>Teacher's Feedback</u> Class was interactive and noisy (benefiting)

## 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
<b>Pre-Task Phase</b>	Dictionary Task	The teacher will ask the meaning of dictionary, lexicon, guide words, glossary, lexicology, thesaurus and lexicography <b>(20 Minutes)</b> “Priming stage”. What to do when there is no one to help?	Multimedia, Laptop, white board, Marker, Power point slides
<b>Task Phase</b>	Dictionary Tasks	Benefits, types and functions of dictionaries will be discussed followed by dictionary worksheet task assigned to Pairs <b>(30 Minutes)</b>	Dictionary Work sheets
<b>Plan Phase</b>		The pairs will recheck their work and plan to report the task outcome to the class as a public presentation <b>(10 Minutes)</b>	Pair Work
<b>Report Phase</b>	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 <b>(20 Minutes)</b>	Sharing Pair work and task outcome through Public presentation.
<b>Language Focus</b>	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 <b>(10 Minutes)</b>	Grammar and vocabulary skills
<b>Evaluation</b>		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
<b>Pre-Task Phase</b>	<u>Improving English (vocabulary) through dictionaries</u>	The teacher will demonstrate the benefits of using a dictionary besides searching for the meaning only. <b>(20 Minutes)</b>	Multimedia, Laptop, white board, Marker, Power point slides
<b>Task Phase</b>	Students will peer check their home assignments from the Dictionary skills before submission	Students will work in pairs to discuss the benefits and the ways in which a dictionary can be helpful to Enhance vocabulary <b>(20 Minutes)</b>  Students will work in pairs to complete their dictionary skills worksheet <b>(10 Minutes)</b>	Improving Dictionary skills  Integrated Skills
	<b>Task Stage</b>		
	<b>Plan Stage</b>	Pairs will plan to report the class about their task of improving vocabulary through dictionary <b>(10 Minutes)</b>	Dictionary tasks for improving vocabulary will be discussed
	<b>Report Stage</b>	Pairs will describe their findings about the ways to improving English through dictionaries. A kind of public presentation <b>(30 Minutes)</b>	
<b>Language Focus</b>	Follow up discussion	Teacher will recap the lesson followed by Q & A session by the students <b>(10 Minutes)</b>	Language skills practice
<b>Evaluation</b>		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
<b>Pre-Task Phase</b>	<u>Picture Description Task</u>  Difference between Description and Narration	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 <b>(25 Minutes)</b>	Multimedia, Laptop, white board, Marker, Power point slides
<b>Task Phase</b>	<u>Task Stage</u>  <u>Plan Stage</u>  <u>Report Stage</u>	Discussion in pairs while watching the picture to highlight main items presented in the picture <b>(15 Minutes)</b>  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 <b>(10 Minutes)</b>  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 <b>(35 Minutes)</b>	Improving Speaking skills through picture description task  Monologic Speaking  One person speaking and others listening  Experiential learning
<b>Language Focus</b>	Follow up discussion	Teacher will recap language skills and give answers of FAQs written by students <b>(15 Minutes)</b>	Awareness about the present and past progressive tenses
<b>Evaluation</b>		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 <b>(10 Minutes)</b>	Multimedia, Laptop, white board, Marker, Power point slides
Task Phase	<u>Task Stage</u>  <u>Plan Stage</u>  <u>Report Stage</u>	<p>Discussion in groups about writing the picture narrative task while watching the picture <b>(20 Minutes)</b></p> <p>Students within groups will share their writing about the picture and finalize who / how to report the task to the class <b>(10 Minutes)</b></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. <b>(40 Minutes)</b></p>	<p>Improving Writing skills</p> <p>Descriptive writing</p> <p>Descriptive Writing and Mono logic Speaking</p>
Language Focus	Follow up discussion	Teacher will recap the lesson and answer of questions asked by students <b>(10 Minutes)</b>	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	<u>Survival in natural disasters</u>  <u>Seminar Discussion</u>	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 <b>(30 Minutes)</b>	Multimedia, Laptop, white board, Marker, Power point slides
Task Phase	<u>Task Stage</u>  <u>Plan Stage</u>  <u>Report Stage</u>	<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 <b>(20 Minutes)</b></p> <p>Groups will plan about the public presentation in the class about the survival guidelines suggested by their group <b>(10 Minutes)</b></p> <p>One student from each group will present (while speaking) the safety measures suggested by his/her group during any disastrous sufferings <b>(20 Minutes)</b></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	Teacher will recap the lesson and finalize the answers of FAQs written by students <b>(10 Minutes)</b>	Survival in natural disasters, before, while and after an incident
Evaluation		This is an interesting / innovative way of teaching language skills by improving life skills as well	<u>Teacher's Feedback</u> <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	<b><u>Earth Quake Safety</u></b>	The teacher will introduce the earthquake safety task and present video of earthquake survivals with commentary in English language by native speakers <b>(20 Minutes)</b>	Multimedia, Laptop, white board, Marker, Power point slides
Task Phase	<b><u>Task Stage</u></b>  <b><u>Plan Stage</u></b>  <b><u>Report Stage</u></b>	<p>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 <b>(20 Minutes)</b></p> <p>Each group will plan and recheck their collective suggestions about earthquake safety <b>(10 Minutes)</b></p> <p>Students from every group will describe the safety measures formulated by them regarding survival in earthquake <b>(30 Minutes)</b></p>	<b><u>Problem Solving Task</u></b>  Group work  Life Skills  Being Volunteer after an earthquake
Language Focus	Follow discussion up	Teacher will recap the survival in natural disasters followed by Q & A session <b>(10 Minutes)</b>	Language skills practice
Evaluation		This is second lesson on same topic for improving language as well as life skills	<b><u>Teacher's Feedback</u></b> 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	<u>Describing your Neighbors</u>  Having goodwill of fellow people	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 <b>(20 Minutes)</b>	Multimedia, Laptop, white board, Marker, Power point slides
Task Phase	<u>Task Stage</u>  <u>Plan Stage</u>  <u>Report Stage</u>	Discussion about the neighbors in pairs. Students in pairs will think about their neighbors living around them and write some information about their neighbors <b>(20 Minutes)</b>  Every student will plan how to share some basic information about his/her neighbors <b>(10 Minutes)</b>  Students will talk about the people living near to their homes and they will share basic information which they have already written at the “Task Stage” <b>(30 Minutes)</b>	Improving Writing and thinking skills  Benefits of goodwill among the fellow humans  Life Skills
Language Focus	Follow up discussion	Teacher will summarize the benefits of having goodwill about fellow humans <b>(10 Minutes)</b>	Practice of writing and speaking skills
Evaluation		The basics of the lesson was the benefits of benefitting humans	<u>Teacher’s Feedback</u> Class was interactive and cooperative. Social skills improved

## 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	<b><u>Social Issue in Pakistan: Seminar</u></b>	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 <b>(20 Minutes)</b>	Multimedia, Laptop, white board, Marker, Power point slides Newspaper clips
Task Phase	<b><u>Task Stage</u></b>  <b><u>Plan Stage</u></b>  <b><u>Report Stage</u></b>	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 <b>(20 Minutes)</b>  Students will plan how to present the social issues discussed in the group to the whole class as a kind of public speaking <b>(10 Minutes)</b>  Different students will represent their group discussion and finding about main social issues in Pakistan <b>(30 Minutes)</b>	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 <b>(10 Minutes)</b>	Language skills practice
Evaluation		This task designed to raise students' awareness about the social issues in Pakistani society	<b><u>Teacher's Feedback</u></b> 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 <b>(10 Minutes)</b>	Multimedia, Laptop, white board, Marker, Power point slides
Task Phase	<p>Students will peer check their home assignments from basic language skills</p> <p><b>Task Stage</b></p> <p><b>Plan Stage</b></p> <p><b>Report Stage</b></p>	<p>Student will share their home assignments, with class fellows, about the solutions of any single social issue in Pakistan <b>(20 Minutes)</b></p> <p>Students will plan to share their suggestions for the solution of any one social issue in Pakistan (individually) <b>(10 Minutes)</b></p> <p>One by one every student will present his/her suggestions for the solution of any social issue in Pakistan <b>(30 Minutes)</b></p>	<p>Improving Language skills and thinking skills with analytical skills</p> <p>Individual work</p> <p>Social skills for improving life skills</p> <p>Practice of public Speaking</p>
Language Focus	Follow discussion up	Teacher will recap the lesson and discuss merits and demerits of the suggestions for the solution of social issues <b>(20 Minutes)</b>	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	<p><b>Teacher's Feedback</b></p> <p>Class was interactive and interesting</p>

## 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>	<p>The teacher will clarify between the pedagogical and real life tasks as by Ellis (2003, 2009)</p> <p>Basics of a pedagogical task and a task in real life will be exemplified for better understanding <b>(15 Minutes)</b></p>	Multimedia, Laptop, white board, Marker, Power point slides
Task Phase	<b>Task Stage</b> <b>Plan Stage</b> <b>Report Stage</b>	<p>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 <b>(25 Minutes)</b></p> <p>Each pair will plan how to distinguish and present the clarification about the pedagogical and the real life tasks in a public speaking situation <b>(10 Minutes)</b></p> <p>Representative of each pair will demonstrate his / her distinction between the pedagogical tasks inside the classroom and the real life tasks <b>(30 Minutes)</b></p>	<p>Improving students' interpersonal and the analytical skills</p> <p>Communication Skills</p> <p>Practice of Speaking and presentation skills</p>
Language Focus	Follow up discussion	Teacher will recap the lesson and give answers of FAQs asked by students <b>(10 Minutes)</b>	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>	<p>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</p> <p style="text-align: center;"><b>(30 Minutes)</b></p>	Multimedia, Laptop, white board, Marker, Power point slides
Task Phase	<u>Task Stage</u>  <u>Plan Stage</u>  <u>Report Stage</u>	<p>Students will be required to write a descriptive essay of their own choice on any topic</p> <p style="text-align: center;"><b>(25 Minutes)</b></p> <p>Each student will plan to present his/her written essay publically to the class</p> <p style="text-align: center;"><b>(5 Minutes)</b></p> <p>Volunteer students will speak about their written essays in front of the class</p> <p style="text-align: center;"><b>(25 Minutes)</b></p>	<p>Improving awareness about writing skills</p> <p>Individual Task</p> <p>Kinds of essay writing</p>
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	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> <p>Class was interactive and cooperative</p>

## 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 <b>(30 Minutes)</b>	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 to differentiate among the phrases, clauses and sentences written and presented on the multimedia <b>(20 Minutes)</b>  Pairs will recheck and plan how to differentiate among the phrases, clauses and the sentences in front of the class <b>(10 Minutes)</b>  Students will demonstrate their understanding about the phrase, clause and sentence in front of their class fellows <b>(25 Minutes)</b>	Improving analytical and thinking skills  Basic Rules  Grammar  Pair Work
Language Focus	Follow up discussion	Teacher will summarize the topic and give answers of FAQs by students <b>(5 Minutes)</b>	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>	<p>The teacher will introduce the task which students have already performed differently in two lessons.</p> <p>Now students will write about the picture in front of them and speak in front of the class while seeing the picture on multimedia (<b>10 Minutes</b>)</p>	Multimedia, Laptop, white board, Marker, Power point slides
Task Phase	<u>Task Stage</u>  <u>Plan Stage</u>  <u>Report Stage</u>	<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 (<b>20 Minutes</b>)</p> <p>Then students will plan how to present their task to the class (<b>10 Minutes</b>)</p> <p>Student will gave the written description to the teacher and start describing the picture orally in front of the class (<b>40 Minutes</b>)</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 ( <b>10 Minutes</b> )	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 <b>(60 Minutes)</b></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 <b>(20 Minutes)</b></p>	Enhancing awareness of effective speaking and presentation skills
Language Focus	Follow up discussion	<p>Teacher will summarize the lesson.</p> <p>Q &amp; A session <b>(10 Minutes)</b></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

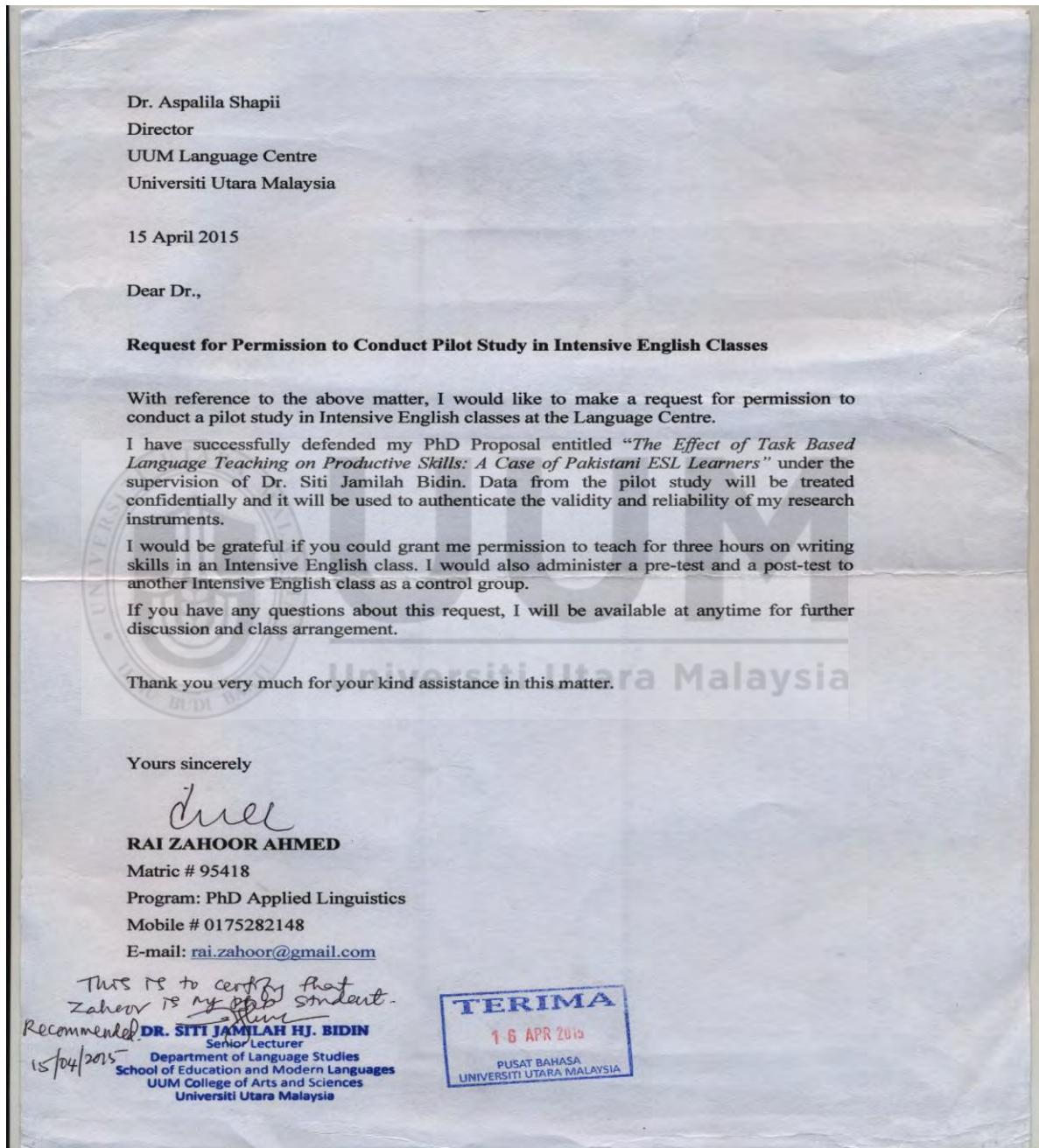
**It is affirmed that we are willing to be a part of this Pilot Study for PhD entitled “The Effectiveness of Task Based Language Teaching on the Writing and Speaking Skills of Pakistani ESL Learners”. We have signed this consent form voluntarily to be a part of the research.**

**UUM, Language Center, Classroom \_\_\_\_\_ Date: \_\_\_\_\_**

S.No	Name	Matric	Class	Program	Nationality	Signature
1						
2						
3						
4						
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## Appendix-J

### Request for Pilot Study at Language Centre in UUM



## 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:**

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## 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

 **UUM**  
Universiti Utara Malaysia

Tel: 604-928 5299/5266/5251  
Faks (Fax): 604-928 5297/5298  
Laman Web (Web): <http://ahsgs.uum.edu.my>

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**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.

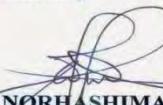
He needs to do his field study and data collection for his project paper/thesis in order to fulfill the partial requirements of his graduate studies.

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

Fais dohukarath

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Universiti Pengurusan Terkemuka  
*The Eminent Management University*

**30**  **UUM**



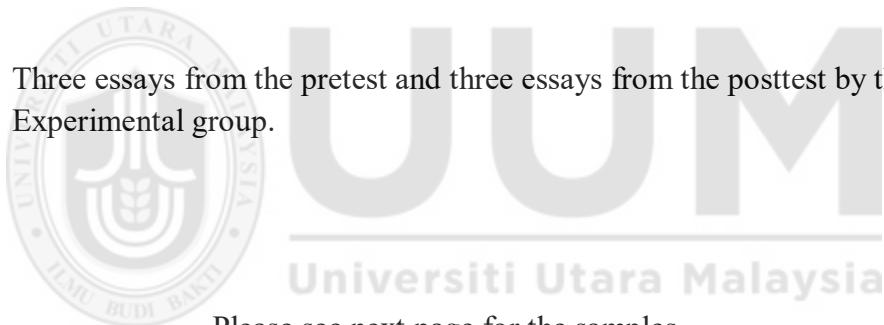
## Appendix-M

**COMSATS Institute of Information Technology Vehari**

[www.ciitvehari.edu.pk](http://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.



Please see next page for the samples

**PRE TEST**  
Control Group

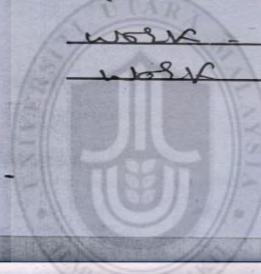
Time: 30 Minutes

Name: \_\_\_\_\_  
Program: 86A  
Registration: \_\_\_\_\_  
Home District: \_\_\_\_\_  
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 stopped to get education of women. When the woman educated any country then his progress was good. When a woman educated she share aware the other 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



country will be decline. A country reached high level when in which leave the woman are educated - when the woman are educated in which deference between the man and woman - when man and women they know the syike of another.

PRE TEST  
Control Group

Time: 30 Minutes

Name: \_\_\_\_\_  
Program: B.BA  
Registration: \_\_\_\_\_  
Home District: Vehari  
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 <sup>women's</sup> 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 women help her man in the office.

Now a days women are works equal to 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 improves 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.

(1) You educated a man  
"You educated a man  
(2) 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  
in every field of  
life. All the girls gain  
knowledge properly. Now  
a day's, mostly girls  
are teacher's, Business man  
engineer's and whatever.

## POSTTEST Control Group



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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 equals. There fore over people importance to women education - Pakistan a muslim country but unlucky over Country not importance to women education. In KPK women education department history the and children killed. In KPK people not allowed to women education.

In Pakistan women education is 40%. Villagers 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 flags will be increase.

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2

### 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

Mark: 13

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

1. Spelling / Vocab. 3  
2. Sentence Structure 3  
3. S.I. 5  
4. Q.D. 5

She can understand the importance of getting education. She force her children of getting education. She knows that education is every-thing now a days. She knows that without education in their society is no respect in society. If she is well educated then she able to earn money for her children and husband. If there are financial coises.

There is better understanding in home if women is educated.



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### POST TEST

Time: 30 Minutes

(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. Women are very intelligent in every country and

Name: ...  
Gender: Female  
Program: BBA  
Registration: FA15-BBA  
Home District: Vehari  
Date: 7-12-15

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 ~~free~~ society. So, women gain knowledge and improve your country and ~~improve~~ your life style.

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## PRETEST by the Experimental Group

### PRETEST Exp Group

Time: 30 Minutes

Name: \_\_\_\_\_  
Program: BS (E.S)  
Registration: \_\_\_\_\_  
Home District: Vellore  
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 can 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 knowledge about every thing. In this way they understand about the every problem of life and solve them in a better way. She <sup>can</sup> prove <sup>herself</sup> a good daughter mother and wife. She can works in house as well as inside. She can prove a good teacher. She can give education to the students and make them a good citizens.

PRETEST

Exp Group

Time: 30 Minutes

Name: \_\_\_\_\_  
Program: BSc (Environmental sciences)  
Registration: \_\_\_\_\_  
Home District: Vehari  
Date: 03-09-2015

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. (Eddi Edun.

tion import 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.

Woman 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.

when she is educated. Education give great benefits to her. She can do any thing



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 anyone 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 toward success and the development of the other countries. One women may be teacher, mother, sister, and other women of the society. Without education we cannot know how to leads the life in the

warlot. Education teaches us how to talk 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 warlot.



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## Posttest by the Experimental Group



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### Experimental Teaching

#### POST TEST

Time: 30 Minutes

Name:

Program: BSES

Registration: FA15-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 educated, she will be able to work with her head erect and 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

POST TEST

Time: 30 Minutes

Experimental Teaching

Name: \_\_\_\_\_  
Program: BS(ES)  
Registration: FA15-BES-031  
Home District: Vehari  
Date: 07-12-2015  
Gender: Female

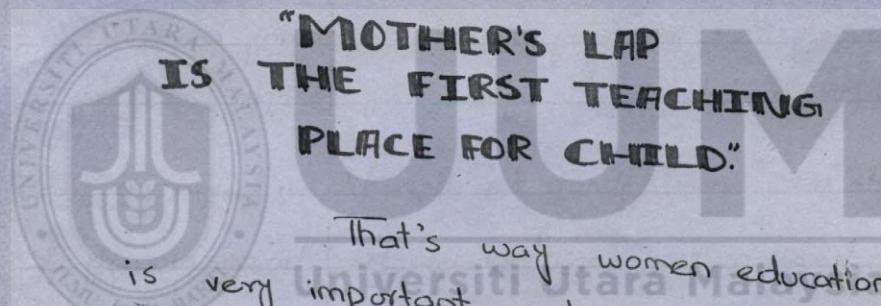
Q. Write a descriptive essay on the given topic.

Benefits of women education

Women education is very compulsory for all the women living in society. It teach 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. Then an uneducated woman. Her behaviour with others is better then 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 then 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:





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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 teach us how to develop in the society. Education teach

us how to behave the other people.

If women were educated then it's 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 works 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".

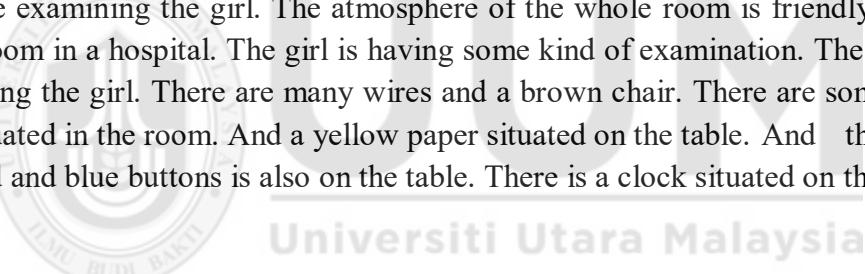
5- "In this picture a girl is sitting on a chair . She was ill and four peoples are in the room. One is lady doctor and there is a clock and different kinds of machines in the room. Lady doctor wearing white color dress. Some files are placed on the table. The little girl wearing purple color dress. 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 of ....There 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: <a href="http://www.ciitvchari.edu.pk">www.ciitvchari.edu.pk</a> 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. Benefiting learning or not. <i>Home task assignment was Experience of learning at ciit. It was benefiting 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:

[www.ciiitvehari.edu.pk](http://www.ciiitvehari.edu.pk)

Semester: Fall, 2015

Week	THREE
Name and Program	
Tasks	Explain the task you performed <i>Ways to improve English outside the class</i>
Materials used	What were the materials used in classroom? <i>Paper, Ballpoint, Personal views, internet</i>
Kind of Skills Practiced in the task	Speaking (interactive) or Writing (descriptive), any other <i>Writing skill as well as speaking</i>
Views about Language Learning	Learning language through TBLT in this week <i>Learning language through TBLT in that week was much better because in that task we improve our both learning and speaking skill</i>
Your Suggestions for Language Learning	For effective performance of productive skills? <i>I think that kind of activities can improve our language skills. Because these activities attain our tension.</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 individual work.</i>
Views about Home Task/Assignment	Describe the home task/assignment of the week. Benefiting learning or not. <i>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.</i>
Likes and Dislikes	What aspects of the teaching approach, classroom interaction and the classroom materials that you like or dislike. <i>Yes! I like this kind of teaching.</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 learning is much better because in that kind of teaching we took interest.</i>

**Participants Weekly Reflective Journals**

Write down your views about the experimental teaching (TBLT) during current week:  
[www.ciitvehari.edu.pk](http://www.ciitvehari.edu.pk) Semester: Fall, 2015

Week	07
Name and Program	BS(ES)
Tasks	Explain the task you performed <i>Earthquake safety.</i>
Materials used	What were the materials used in classroom? <i>LCP, Multimedia, board markers, white board, internet, paper and pen.</i>
Kind of Skills Practiced in the task	Speaking (interactive) or Writing (descriptive), any other <i>Writing</i>
Views about Language Learning	Learning language through TBLT in this week <i>It was a new experience and a new exposure of learning.</i>
Your Suggestions for Language Learning	For effective performance of productive skills? <i>More quiz, more assignments and note tasks.</i>
Classroom Environment	Cooperative, interactive, collaborative, learning oriented etc <i>Cooperative and learning oriented.</i>
Group/Pair Work or Individual Work	Task performed in group/pair or individual work <i>Individual work.</i>
Views about Home Task/Assignment	Describe the home task/assignment of the week. Benefiting learning or not. <i>Types of essay writing. It was very beneficial 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 like his way of teaching and behavior with our class.</i>
Any Other View or Remarks	Any other opinion/suggestion about the ongoing course material to improve writing and speaking. <i>More quiz, more assignments and more task.</i>