

ADDIS ABABA UNIVERSITY
THE RESEARCH AND GRADUATE PROGRAMME OFFICE,
DEPARTMENT OF ENGLISH.

INSTRUCTORS' AND STUDENTS' PERCEPTIONS AND
PRACTICES OF TASK-BASED WRITING IN AN EFL CONTEXT.

BY

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Abstract

The purpose of this study was to explore EFL instructors' and students' perceptions and practices of task-based writing in an Ethiopian University context. The study was conducted in Haramaya University from 2008 -2011 academic year. The study employed the case study method. The data for this study were collected through questionnaires, interviews and observations from a total of 108 students and 23 instructors. Then, the data were analyzed quantitatively and qualitatively.

The findings of the study show the instructors had favourable perceptions about the contribution of task-based writing to the development of students' writing ability, but they lacked confidence to implement task-based writing because of their students' poor writing. As a result, the instructors preferred to use instructor-fronted approaches in the classroom. Such an approach denied the students opportunities of self directed practice during the writing lessons.

Students lack of awareness about task-based learning led them not to tell about the meaning of task-based writing. This in turn made it difficult to know students' perceptions of task-based writing. Therefore, some students were given awareness raising training on how to do task-based writing. After three months, the trained students showed improved perceptions about the writing tasks and became more willing to practice writing. Moreover, they valued their contributions in improving their own writing abilities. This eventually led to some improvement in their writing skill.

On the other hand, the untrained students had no experience about task based-writing. As a result, they could not tell whether task-based writing helped them to improve their writing abilities. The students wrongly perceived task based writing as exercising writing through discrete language elements. As a result, they were focusing on grammatical competence. Unlike the views held by many applied linguists that grammar or structure can be easily learned if students focus on the communicative skills first, some students seem to believe that if they are good at using the grammar of the language first, communication will be easy. But, this tendency of focusing more on grammatical competence did not help the students to improve their writing ability.

The conclusion made from the study is that the trained students practiced writing relatively more than the untrained students because of their awareness and improved perceptions about task-based writing. Therefore, the trained students' perception matches their practice. On the other hand, there is a mismatch between the instructors' perceptions and practices of the writing-tasks. This seems to have resulted in the students' inadequate writing skills development.

This study implies that instructors should develop confidence in implementing task-based writing. Moreover, they should support and encourage their students to take part in the writing classes where they learn better and practice writing effectively.

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Abbreviations Used

- BALLI- Beliefs About Language Learning Inventory
- EFL- English as a Foreign Language
- ESL- English as a Second Language
- EGSECE- Ethiopian General Secondary Education Certificate Examination
- EHEECE- Ethiopian Higher Education Entrance Certificate Examination
- ELT- English Language Teaching
- ETP- Education and Training Policy
- FLAS -Foreign Language Attitude Survey
- ICDR- Institute for curriculum development and research
- MOE-Ministry of Education
- NOE-National Organization for Examination
- TBLT- Task-based Language Teaching
- TBW- Task-based writing
- TBA- Task Based Approach

CHAPTER ONE

BACKGROUND OF THE STUDY

1.1 Introduction

Writing is an essential but difficult skill to accomplish for English as Foreign Language (EFL) students. It is a complex process that requires writers to explore thoughts and ideas, and make them visible and concrete. It encourages thinking and learning to facilitate communication and make thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added, rearranged, and changed. Writing, as Toby (1997) describes, is an “act of cognition,” an essential activity to objectify and preserve thought, to form relations and manipulate ideas as one makes academic experiences personally and intellectually meaningful. Thus students need favourable situation which can help them realize the potential of writing in communication. But for most EFL students the place to learn writing is in the classroom, and students’ writing practice opportunity is largely restricted to the classroom.

Therefore, an immediate goal for most EFL students is to meet the requirements of the writing courses. Thus, the main reason to practice writing is to pass examinations. In addition to the students’ need, their interest in the writing task and their past experience influence their approach to learning. For instance, focus on writing to pass examinations reduces students’ attentions to be placed on the product of writing and receive grades from their teacher. In fact, this tendency of focusing more on the product is unlikely to make students interested in writing, because the writing activities are

decontextualized and are artificial, giving students no other real sense of long life learning than passing examinations.

Similarly, most Ethiopian students have been facing problems in acquiring writing skills. One of the problems is that, teachers/ instructors do not give as much support as their students need in the writing classes. This actually has been attributed to English language teachers/ instructors approaches in teaching writing. With regard to this, Italo (1999:9) states that 'there seems to be a general tendency among language teachers in Ethiopia to relegate writing to homework for fear of the amount of work and time involved in correcting students' writing because of the large number of students in a class.' In addition, many studies in Ethiopia (Dejene, 1990; Taddele, 1990; Haiemichael, 1993; Tassew, 1993; Awol 1999; Geremew, 1999; Italo, 1999) have shown that acquiring the writing skill seems to be laborious and demanding for many Ethiopian students. As a result the students have low writing ability in relation to what is expected of them. Thus for the students, writing is a form of academic torture, and for many educators, teaching it is a kind of professional agony because writing is usually considered as a tedious task, and a lonely job.

As mentioned above, one source of problem for the teachers and students in improving the writing skill could be their approach to the teaching/learning of writing. Foreign language education has witnessed considerable changes and modifications of foreign language teaching theories to bring about better teaching and learning conditions. For many years, different theories have offered direction on how to teach writing. After the product approach was mostly discredited, it was supplanted by more interactive and dynamic process. If an instructor is to use any kind of teaching method he/she may prefer, it is an indisputable fact that instructor's and students'

interaction in the process is required. Accordingly, there has to be room for both the instructors and students to grow into. In this kind of relationship, methods and techniques are facilitating devices, whereas the communication is the keynote (Breen, 1987; Skehan, 1996, Swales, 1986). This means to improve the students' writing ability, they should be supported by methods that encourage their active roles and interactions in the writing process.

Currently different methods of language teaching/learning, which encourage interaction, are introduced to promote interactive learning. One approach to language teaching in general and writing in particular is task-based language teaching. In task-based writing, writing is driven by a task and used in social interaction. As indicated by scholars like Nunan (1989), Willis (1996) and Bygate (2003) the aim of task-based writing is to improve student's writing ability based on purposeful communication which cannot be separated from social context. Social interaction as the process of task-based writing has some features that can stimulate the teaching/learning of writing. One important factor in using the task-based writing, in universities, is students' and instructors' perceptions of the writing tasks.

Therefore, with the current approach to task-based writing, a growing area of interest is instructors' and students' perceptions and practices of the writing tasks. Scholars like Nespar (1987), Freeman (1989), Richards and Nunan (1990), Kumaravadivelu (1991), Johnson (1992), Pajares (1992), Richards and Lockhart (1996) state that the way instructors and students perceive how writing should be taught/learnt influences their practices in the teaching and learning of language. This requires investigation of instructors' and students' language learning beliefs and their actions in the actual

setting where formal instruction occurs. Accordingly, the focuses of this study are students and instructors in Haramaya University.

Haramaya University is one of the higher institutions in Ethiopia. The department of English, in Haramaya University, offers different English language courses in the pre-service program. It has been offering several academic and general English skills improvement courses across the several faculties of the university. In addition, the department offers macro skill courses like speaking, listening, reading and writing to students who are majoring in English.

It might well be argued that students who are in teacher education, like Haramaya University, should differ from other undergraduates in their writing ability or in their approach/ or attitude to writing because they will be language role models for their students. Therefore, it is essential that they know about the writing process and the relationship between writing, knowledge, and learning. Their perceptions about how to learn to write are important to reflect on their writing. In light of this, the purpose of this study is to examine students' and instructors' perceptions and practices of tasks in an EFL writing context.

1.2. Statement of the problem

In examining pre-service EFL teacher education programs, we can recognize two major aspects. The first is the knowledge base or the information that we believe our students must know. The second aspect is the ways in which that knowledge and skills are delivered to our students.

Recently the field of EFL has begun to recognize the importance of exploring the cognitive and affective dimensions of how language teachers' thoughts, judgments, and decisions influence the nature of language instruction (Freeman, 1989; Richards and Nunan, 1990; Johnson, 1992). Examining teachers' beliefs is important in that it gives us insight into how language teachers make instructional decisions, choose instructional materials, and select certain instructional practices in line with students' interest. "Effective learning in the classroom depends on the teacher's ability..... to maintain the interest that students brought to the course in the first place" (Erickson, 1991:26). Whatever level of motivation students bring to the classroom will be transformed, for better or worse, by what happens in the classroom.

Researchers have also begun to recognize the set of assumptions and interpretations that students bring with them to the language classroom (Horwitz, 1987, 1999; Wenden 1987, 1991). Understanding students' contributions is essential for effective teaching and learning because they are likely to influence the teaching-learning process. The significance of investigating language learning perceptions has been related to (1) students' use of language learning strategy (Horwitz,1987; Kern,1995; Oxford,1990; Wenden,1987), (2) learners' anxiety (Horwitz, 1990), and (3) autonomous learning (Cotterall, 1995). According to Allwright (1984), some teachers seem to ignore students' positive contributions to make in language classes. Barkhuizen (1998) made similar comments by stating that students are almost never asked overtly and systematically about their learning experiences. This is highly related to teachers' perceptions about their students' role in language learning. Such belief affects students' participation in language learning and this may result in students' poor language command.

With regard to the teaching-learning of English as a foreign language in general and the writing skills in particular, studies in Ethiopia show that, many university students are not capable of using the English language effectively to carry out their academic activities successfully, and their writing ability is not satisfactory (Tadesse, 1990; Ayne Abeba, 1993; Italo, 1999). In addition, it is often said that the level of English is declining in our country. Schools, training institutions, colleges and universities are increasingly under criticisms from the public and the stake holders because of the deteriorating English language commands of students. As a result, teachers and researchers are worried about the decline of students' ability in using English. Geremew (1999), in his study on second year university students' writing requirements and their performances, found that students have low writing ability in relation to what is expected of them. Gebremedihin (1993) and Hailemichael (1993) state that many Addis Ababa University students lack the necessary language skills which could help them cope with the demands of college studies. This problem is invariably reflected on the other courses by exigency of their requirements that entail the continuous writing activity in examinations and assignments. Though most of the above studies were conducted in the early 1990's, still there are similar problems in the teaching-learning of the writing skills.

In addition to the results indicated in the above studies, I have observed that some students even after graduating from Colleges and Universities cannot express themselves properly in written English. The cause of this has not yet been well investigated. Probably one of the causes could be the way writing tasks are used in teaching writing and students' perception of the tasks. Perhaps, part of the problem

can be attributed to instructors' and students' misunderstanding of the very nature of task-based language teaching (TBLT).

Therefore, in order to raise the knowledge and skills of both instructors and students in using tasks properly, the language teaching classes need to be supported by appropriate task-based teaching materials.

Though appropriate task designing is essential for the writing class, it will never be a sufficient condition in itself to foster language learning. Therefore, the way tasks are perceived and used in a particular context in relation to other pedagogical considerations will always be significant. As a result knowledge of students' belief and how they learn writing is very important to know their feelings about the different approaches to the teaching of writing. And, effective teaching is not only about perceptions of certain teaching method but it is also about understanding and implementing principles of teaching-learning in that method.

Different researches, outside Ethiopia, were conducted by Horwitz, 1987; Kern, 1995; Oxford, 1990; Wenden, 1987 on teachers' perceptions about their students' roles in language learning and the roles of task-based pedagogy in enhancing language learning. The review of literature about task based teaching shows that research done outside Ethiopia focused on how task based language teaching is used in language teaching in general. To my knowledge, there are no studies which have been devoted to studying students' and instructors' perceptions and practices of tasks in teaching writing. Thus, this research aims to shed light on some heuristic

research questions with respect to Haramaya University EFL instructors and students.

The research Questions are:

1. What are students' perceptions of the writing tasks in English course material?
2. What are instructors' perceptions of the writing tasks in the course material?
3. Do instructors' and students' perceptions of tasks match with their practices?
4. How do students' and instructors' perceptions of the writing tasks influence the classroom practices?

1.3. Objectives of the study

The researcher believes that discrepancy between instructors' and students' perceptions of the writing tasks on the one hand and their classroom practices on the other can be harmful to the teaching-learning process. As stated by Kumaravadivelu (1991), effective teaching and learning develop from the similarity between instructors' and students' perceptions about a subject of discussion; otherwise, the teaching-learning practice results in poor learning outcomes. The general objective of this study, therefore, was to investigate students' and instructors' perceptions of the writing tasks and how they affect the classroom practices. This requires an

investigation into instructor's and student's perceptions in relation to developing students' writing skills.

The specific objectives are:

1. to investigate students' perceptions and practices of the writing tasks in the course material.
2. to examine instructors' perceptions and practices of the writing tasks in the course material.
3. to examine the relationship between students' and instructors' perceptions and practices of the tasks.
4. to find out if instructors' and students' perceptions of the tasks influence the teaching and learning of writing

1.4. Significance of the Study

The key to reflecting on the way we teach is to base our thinking on what we know about how students learn. Learning is the result of the constructive activities of the student. Teaching is effective when it supports those activities appropriate to achieving the learning objectives, thereby encouraging students to adopt appropriate methods of learning. Richards and Rodgers (2001: 228) suggest that 'tasks are believed to foster processes of negotiation, modification, rephrasing, and experimentation that are at the heart of second language learning.' This assumption

shows that it is important to study the role of perceptions in the teaching/learning of writing.

I, as a researcher, have never come across a research work devoted to study instructors' and students' perceptions and practices of writing tasks in Ethiopia. Therefore, it is believed that this research bridges the gap in relation to the roles of students' and instructors' perceptions and practices of tasks in the teaching and/or learning writing.

The results of this study are important to different bodies. Firstly, the result may benefit English language students to shape their perceptions of task-based language learning in an EFL writing context. Students may get insight into how to work with tasks in order to develop effective writing skills.

Secondly, English language instructors can also benefit from the study. Instructors are classroom practitioners who need to build their capacity of teaching by employing varieties of methods. Ellis (2000: 194) states that 'information about significant task variables, like perception, acquired through research can assist teachers in deciding what tasks to use and when'. In other words, findings of research into the study of tasks can provide teachers with insights that enable them to make language teaching more effective.

Thirdly, the results of the study may inform course designers and textbook writers about instructors' and students' perceptions and practices of the writing tasks. This can help the course designers and textbook writers to include some awareness

raising tips on how to use the course material effectively, which is important for both instructors and students.

1.5 Delimitation of the study

Although there are many foreign language environments in which teachers and students may find themselves, this study addresses only students and instructors of the department of English at Haramaya University. Haramaya University is chosen because the department of English claims of using task-based writing course material. Therefore, the focus of this study is students' and instructors' perceptions and practices of tasks in the writing course material.

1.6 Limitations of the Study

This study is believed to have certain limitations. Primarily, it is worth keeping in mind that the sample size of the study was limited to 12 instructors and 108 students of Haramaya University. During the data collection, the instructors as well as the students in each class were closely observed and recorded. Being observed or investigated could be a stressful situation. In this regard, the presence of the observer could cause a certain amount of limitation to the study. In addition, the instruments used to gather data were limited to raise only some features of task-based writing.

1.7 Organization of the dissertation

In this study chapter one deals with the background of the study. Chapter two describes the context of the study. Chapter three is devoted to literature review. Chapter four describes the research design and methodology. Chapter five focuses on the discussions of the findings, analysis and interpretation of the pilot and the main study. And finally, chapter six is devoted to conclusion, implications and recommendations of the study.

1.8 Definitions of terms used

- Trained students: students who were given awareness raising training about task-based writing during the research at Haramaya University.
- Untrained students: students who were not given awareness raising training about task-based writing during the research at Haramaya University.

Note: In this study the term **writing task** is used to mean **task-based writing**. Therefore, the terms are used interchangeably (with the same meaning) to avoid repetitions.

CHAPTER TWO

CONTEXT OF THE STUDY

INTRODUCTION

This chapter gives a brief description of Ethiopian education starting from traditional education to the present time. It focuses on some of the socio-political contexts that have influenced the development of Ethiopian education. Therefore, this chapter gives some idea about Ethiopian education system and the status of English in Ethiopia.

2.1 Traditional Education in Ethiopia: An overview.

Education in Ethiopia has a long history. Pankhurst (1974) states that Ethiopia has a long and rich tradition of indigenous education most notably associated with the Coptic Church. The church has been a powerful institution of education in the contemporary Ethiopia for over 1000 years. In traditional Ethiopia education was a function associated with the church in Ethiopia from its earliest days. Wealthy households employed clerics as tutors to their children. According to Girma (1967) however: "Regardless of his wealth or social status every Christian in Ethiopia has a confessor (father of the soul), who may be regarded as a part-time tutor, for a confessor is not only a counsellor on all matters pertaining to religion but also an instructor on the virtues of the good life." (Girma 1967 p 1)

Parallel with Church education, there was an important Islamic education system which had its own significant Koranic tradition. In most cases Church and mosque education employed similar pedagogy which was memorization of texts and recitations, and teachers were considered as the only sources of knowledge (Girma 1967; Bridges 1986). In this connection, Lulsseged (1969: 10) has the following to say.

In the traditional theological schools of Ethiopia, where Orthodox Christians and Muslim students learn in Geez and Arabic respectively, writing was given less attention since students were expected to recite long verses, poetry, and songs from various holy books. Due to the pedagogical focus on comprehending received information than [sic] producing written texts, the students learned to write by reading and restructuring written samples from holy books; by imitating the language rules from materials, and by reciting good essays to build up their language repertoire.

Though there was a wide range of practice of education at churches and mosques, which were part of a wider construction of traditional education, it did not contribute much to the development of students' writing skills because the students were mainly expected to recite and memorize expressions from holy books. Moreover, the education system contributed less to the growth and development of the nation as a whole. As a result, some scholars were convinced that the country should focus on secular education which according to them contributes to the growth and development of the country. But the proponents of traditional education were not flexible enough to incorporate secular education in the belief that foreign cultures spoil and destroy their religion, culture and tradition. Efforts towards introducing modern education were strongly discouraged because the proponents wanted to guard their faiths against the intrusion of foreign cultures. Their point of argument to refurbish the traditional system was that modern education disregards domestic

cultures. The change from traditional to modern education went through many upheavals. Because of the influences of the conservative religious leaders and the nobility, it was not easy for the rulers to divert from indigenous knowledge systems and religion oriented trend of education to introduce a secular system of education (Brihanu and Demeke, 1995).

Despite the resistance of the proponents of traditional education against the introduction of modern education, Emperor Menelik and his advisors began to understand that the traditional education system did not contribute much to the needs and aspiration of the majority of Ethiopians towards development (Lulsseged, 1969). This realization of the drawback of traditional education by the Emperor eventually gave rise to the need for modern education. Later, Emperor Menelik II opened doors to the progress and development possible through modern education.

2.2 Modern Education in Ethiopia: An overview

At the beginning of the twentieth century, the traditional education system's failure to meet the needs of people involved in statecraft, diplomacy and commerce led to the introduction of government-sponsored secular education. Emperor Menelik II had the conviction that Ethiopia needed educated people to develop and modernize the country.

The objectives of introducing modern education were to educate the young to ensure peace in the country, to reconstruct the country and to produce diplomats who can communicate in foreign languages (Pankhurst, 1976;

Birhanu and Demeke, 1995). Menilik's employment of western style education was to understand the prevailing political order, the need for modernization and the need for training interpreters for international communication (Marew, 2000).

It is now a century since modern education was introduced to Ethiopia. In October 1908, Menelik II School, the first public school to provide a Western style education was opened. And, in 1925 the government adopted a plan to expand secular education (MOE 2001).

The beginning of modern education in Ethiopia was characterized by teaching foreign languages. As a result, European languages like English, French and Italian were taught in the schools. In the decade before 1935, English was competing with French in schools as a language of instruction. For example, in Addis Ababa schools such as Menen, Teferi Mekonnen and Menilik used French as a medium of instruction (Pankhrust, 1974).

The development of modern Education was further accelerated and English language gained ground as a medium of instruction since 1930, after the coronation of Emperor Hailesilase (Pankhrust, 1976). Emperor Hailesilase (1930-1974) opened many elementary and secondary schools. For instance, primary schools in Gore, Diredawa, Jijiga, Nekemte, Asebe Teferi, Gonder, Adwa, and Mekele were founded between 1928-1935. The education system had six years of primary education, two years of junior secondary education and four years of senior secondary education (6+2+4) and four and/or five years of higher education structure. And the schools used English as their language of Instruction. During that time, most of the instructors were expatriates (Indians and British), and in order to learn from these people it was mandatory to be

literate in English (Lulsseged, 1969). As a result, the teaching of English at large and the writing skills in particular gained ground and the language was taught as a subject starting from grade one and was the medium of instruction for secondary and higher education (Wartenberg, 2001).

Though efforts were made to improve the teaching of English, the imperial education system was influenced by the European and American education system. Hence, one source of criticism for the imperial educational system was its curriculum which was hardly based on the need of the country. The curriculum was not geared to the economic, social and cultural setting of the country (Tekeste, 1990).

Owing to the above criticism the Derg regime, which overthrew the imperial system and came to power in 1974, developed a transitional curriculum. The objectives of the education were: *education for production, for scientific research, and for political consciousness*. Unlike its predecessors, the Derg regime's curriculum had a considerable inclination to meet the social, economic and educational changes (Tekeste, 1990).

The structure of education system encompassed formal and non-formal education. Non-formal education covered wide areas of training both for the primary school as well as for adults who were either dropouts or beginners. The formal education program had further been divided into kindergarten, general, technical-vocational and tertiary education programs. In spite of such changes in the structure of the education system in the country, it was not possible for the Derg regime to make education equitably accessible for all regions as desired. The quality of education

also declined for reasons like inadequate educational resources and uncontrolled spread of schools (Seyom, 1996; Amare, 1998).

The curriculum of the Derg regime was criticized for predominantly propagating the communist philosophy which did not contribute much to sustainable development of the country. The pre-1991 education in Ethiopia could generally be characterized as too theory-based and was entangled with problems of irrelevance, lack of quality and inefficiency (ETP, 1994; ETPI, 2002). In addition to these problems, insufficient facilities, insufficient training of teachers, shortages of books and inappropriate teaching methods contributed to the deterioration of the quality of education (ETP, 1994).

In 1994 a new education and training policy was launched by the transitional government of Ethiopia as a solution to the problems of Educational system in the country. The objective of the post-1991 education in Ethiopia is *education for development and democracy*.

...the education and training policy envisages bringing up citizens endowed with human outlook, country wide responsibility and democratic values having developed the necessary productive, creative and appreciative capacity in order to participate fruitfully in development and the utilization of resources and the environment at large (ETP, 1994:6)

Following the introduction of the New Education and Training Policy (ETP, 1994), the structure of Education in Ethiopia was designed to include pre-school, 8 years of primary, 4 years of secondary and 3 or 4 years of tertiary levels. The primary and

secondary levels are divided into first and second cycles. The primary education from grades 1-4, where students learn in a self-contained system, is the first cycle; and grades 5- 8, where students learn general primary education, is the second cycle. In the first cycle of secondary education, grades 9 and 10, students learn general secondary education; and in the second cycle of the secondary education, grades 11 and 12, students attend university preparatory education.

The recent structure of Education system in Ethiopia was designed to address problems of quality in education and inefficiency in the education system (MOE: 2000). In the design of the curricula the cardinal principles have also been determined to guide the development of the contents to connect theoretical knowledge with practical real life situation (ICDR 1994: 2).

2.3 Higher Education in Ethiopia

Higher Education in Ethiopia includes institutions offering undergraduate and postgraduate programs. The undergraduate programs run a three, four, five, or six year programs, and in the postgraduate programs (two years of) Masters and (three or four years of) PhD programs are offered.

The first University College was opened in Addis Ababa in 1950. The objective of opening the University College was to offer science and liberal arts courses at a certificate level. Later, agricultural and theological colleges were opened (Girma, 1964). For many years, the Higher education system mainly focused on producing administrative and managerial elites. Currently, Ethiopia is engaged in a highly ambitious effort to re-align higher education systems with national strategy for

economic growth and poverty reduction. Accordingly, higher education institutions in Ethiopia are entrusted not only with the task of producing capable and responsible citizens but they are also entrusted with the task of taking part in the problem solving activity in the challenges to development. It is believed that higher education can be a means for development when it is planned and organized based on the objective reality of a country.

The quest for growth and development necessitated educational reforms. The 1998 reform has targeted at all educational institutions and the academic programs. As a result, achievements over the past few years in terms of constructing schools and universities, and students' enrollment have been impressive (Teshome, 2003).

Until 1991, there were two universities and eight colleges in Ethiopia. Today, higher education embraces twenty four government universities, and twelve private tertiary institutions (MOE, 2010). The institutions are accountable to the Higher Education Institutions Boards under the Ministry of Education. It is stated in the new education and training policy that, "Higher Educational institutions are autonomous in their internal administration and in the designing and implementing of education and training programmes" (MOE, 1994:17).

Haramaya University is one of the twenty four governmental higher education institutions in Ethiopia. Haramaya University (formerly known as Alemaya University) was promoted from an Agriculture College to a University. The then Agricultural College was founded with the help of Oklahoma State University. It began functioning in 1954. The new campus was opened in January 1958 by Emperor Haile Selassie. In 1958, Alamaya agricultural college was promoted from a college within Addis Ababa University to an independent university.

For many years the university was limited only to an agricultural curriculum. In 1996 however, the university opened other faculties and departments. At the moment, the University offers different undergraduate and postgraduate programs. The programmes run in collaboration with different national and international universities. The tendency of sharing experiences in education is a long established event in Ethiopia. In connection with this Pankhurst (1974) describes a pattern established in the early nineteenth century, which continued to this day, in which foreign educators were encouraged to come and set up or contribute to the educational system in general and the teaching of English in particular in Ethiopia.

2.4 The Teaching of English in Ethiopia.

The teaching of English in Ethiopia started during the introduction of modern education. Since then English has been taught as a subject at primary, secondary and tertiary levels. In addition English has been used as a medium of instruction at secondary and tertiary education levels.

2.4.1 Methods of Teaching the English Language in Ethiopia

As in many other countries, teaching English as a foreign language (EFL) in Ethiopia has undergone different changes and faced challenges in terms of teaching approaches, methods and techniques. For many years it was believed that teaching a language means making students understand the basic structures and vocabulary of that language. Consequently teachers, materials writers and course designers tried to realize this belief. Widdowson (1990:54) states that the structural approach is based on “the belief that language learning comes about by teaching learners to know the forms of the language as medium and the meaning they incorporate; that they will learn how

to do things with this knowledge on their own.” Thus one can possibly say that the structural approach was commonly adopted in teaching English language in Ethiopia (Girma 1967, Alemayehu 1973).

Studies on teaching methods in Ethiopian secondary schools not only confirm the dominance of teacher centeredness where students were denied interactive language learning but they also point to the way in which this trend has been transmitted. Though the recent education and training policy of Ethiopia claims to be communicatively oriented, most teachers in Ethiopian secondary schools still seem to use the teacher-centered approach. Tassew (1993) observed the dominance of the lecture method in which teachers are considered knowledge suppliers and students as passive recipients. This tendency reflected not only the teachers’ experience in their own schools but also in the way they had been taught in the university. Therefore, what might come first to their mind when they are asked to teach could be the way they were taught. They tend to teach in the way they were taught, and the tendency of student teachers to reproduce their teachers’ teaching style resulted in what is known as ‘the teaching tradition’ (Tassew, 1993). This teaching tradition which does not allow innovation and interactions seems to have affected the quality of Education.

Though attempts were made to teach the English language in Ethiopia during different eras, there were/are problems related to quality of education. Dejene (1990) states that the quality of English language teaching in the country needs improvement as it has been characterized by traditional teaching methods and poor teacher training which neither promote the learners’ language learning nor develop their communicative competence in general. Though the study by Dejene was made

twenty-one years back, the problem still exists. Dereje cited in Wagari (2010) states that although the recent Education and Training Policy of Ethiopia claims to be communicatively oriented, most teachers still seem to use teacher-centered approach.

As can be seen from the above discussion, the teaching of English in Ethiopia has been dominated by teacher-centered teaching method for many years. As a result, one source of inadequate learning has been the teaching method in use.

The ministry of education has realized that recent developments in the English language teaching demand that teachers who were qualified some years ago be given in service training. As a result, the ministry designed different projects in which teachers have been introduced to recent teaching methods. For instance, in the Higher Diploma Program (HDP), teachers have been given in-service training on how they can use interactive teaching methods. In addition, the English Language Improvement Program (ELIP) project has been used to help primary and secondary school English language teachers develop their English language competences.

So far we have seen approaches to the teaching of English in Ethiopia. Next, the nature of English language teaching materials in Ethiopia is discussed.

2.4.3 The nature of English Language Teaching Materials in Ethiopia

The English language was adopted and included in the elementary school curriculum in 1947/48 with the provision of teaching materials from the British Council. English was used as a medium of instruction in grades seven and eight. It was also taught as

one of the major subjects starting from grade one. (Gebremedihin, 1993; Mekasha 2005 Tamene (2000:9) states that different text books were used as English language teaching series. For instance, during Hailesilase régime, ***New Method Readers*** and ***Practical English Grammar*** were used as text books at the elementary and junior secondary schools whereas books like ***The Prisoner of Zenda***, and ***Around the world in Eight Days*** were used at secondary school level. And for University (college) students, books written by Shakespeare and other literature books were used to teach English.

As shown above, all the teaching materials which reflect western culture were imported from outside. As a result, the education system was criticized as irrelevant to the needs of the country because Ethiopian students knew more about the history of Europe than that of their own country. Frequent revisions of the English language syllabus have been made at different times to address the problems of quality of education and the growing needs of learners of English in the country.

According to Bender et al (1976) cited in Tamene (2000) a new curriculum entitled "***Elementary Community School English***" in 1958/9 and in 1963/4 a new English Curriculum for secondary school were designed to meet the then new development in the education system. Brehanu (2000) states ***New Oxford English for Ethiopia*** (Book 1) was introduced to the elementary schools in 1966. Mendida (2001:23) mentions that the textbooks were adapted from *New Oxford English for Uganda*. Abebe (1997:7) states that before 1967, English teaching materials were imported from Britain, and the first English textbooks prepared in Ethiopia were introduced in 1966/7.

In 1974, during the socialist regime the Ministry of Education through the curriculum department undertook the task of developing a new curriculum with the aim of producing 'all-rounded', 'fully developed', and 'productive socialist citizens'. In 1980, the Ministry of Education prepared **English for New Ethiopia** series for grades 3-12. Because of the nature of the national exams, the textbooks focused on teaching grammar. Awol (1999:9) observed that national examinations such as *Ethiopian School Leaving Certificate Examinations* were more grammar-based than anything else. Teaching English was targeted mainly at preparing students for national exams rather than helping students develop skills in using the language for communicative purpose. As a result, the level of proficiency of students' English, almost at all stages of learning, has been found below the required level (Taddele, 1990; Haiemichael 1993),

Following the change of government in 1991, a syllabus revision was made in the late 1990s in the light of the new educational and training policy that Ethiopia introduced (MOE 2002). In 1991, the transitional government of Ethiopia passed a resolution that every nation and nationality in the country has the right to develop its culture and language. It was decided that all nations and nationalities have the right to use their languages as a medium of instruction at the primary level. Accordingly, the responsibility of preparing textbooks for primary schools (grades 1-8), other than books for teaching English, was given to regional educational bureaux. However the responsibility of preparing English textbooks for all levels was given to institutes of Curriculum and Educational Research (ICDR) the English panel, in the Ministry of Education (MOE). MOE prepared **English for Ethiopia** series for both primary and secondary schools. English for Ethiopia series differs from English for New Ethiopia series both in content and approach. For the general secondary education (grades 9

and 10) and preparatory education (grades 11 and 12) two textbooks for each grade were prepared. The units in each book were prepared around a topic/theme covering reading, vocabulary, grammar, listening, speaking and writing parts. Since the teaching of writing was included at the end of the units in the textbooks, it has been taught as a skill complementing other skills.

Recently, in 2010, a new curriculum for primary and secondary schools has been developed, and new text books have been introduced in schools. And the ministry of education believes that the introduction of the new texts plays important role in improving the quality of education in the country (MOE 2010).

In connection with the approach to language teaching, the circular from ICDR, MOE, to regional curriculum departments in September 1994 states that all languages should be taught according to the principles and techniques of the communicative language teaching. "With this approach, the learners will create an atmosphere of real-life situations and, form social interaction in the classroom, so as to solve their problems through communication." (ICDR 1994: 17)

So far we have seen how textbooks for elementary and secondary schools have been prepared. Tertiary level education Institutions, Universities and colleges, are autonomous to prepare teaching materials based on the institution's objective reality. The Transitional Government has also affirmed that: "*Teacher training institutions, including higher education, will function autonomously, with the necessary authority, responsibility and accountability*" (Transitional Government of Ethiopia 1994:21-22). Therefore, at tertiary level changes in programs have to be approved by the 'Academic Commission' and new programs are to be approved by Senate in the Universities and Colleges. They decide what they teach and how; they decide how much school

practice there should be compared with university based teaching; and they control assessment of teaching competence.

As discussed above, the methods of teaching English and the materials used for the teaching of English in Ethiopia targeted to ensure quality of education; though there are still problems in connection with the quality of teaching English. Next the status of English in Ethiopia is discussed.

2.5 The Status of English in Ethiopia

Ethiopia is a home of many African and International Organizations and hosts many international conferences which create the need for dependence on English language. English is used as a second official language in press, and business sectors in Ethiopia. It is also used as an alternative official language in the civil service sectors like civil aviation, banks, universities and colleges (Hilemichaele 1993; Italo 1999; Mekasha 2005). The opening of a large number of travel and tourist organizations, international class hotels and companies following the privatization policy of the country further necessitated the use of English for communication. Therefore, English is becoming an essential element and is playing a crucial role in the country's overall development and hence proficiency in it provides significant advantages and opportunities to Ethiopians (Cohen, 2005).

Course books and reference materials for secondary and tertiary education are written in English. There are now a big number of research journals, state and private newspapers, radio and television programs printed and produced in English. In

addition to this, the English language is used to prepare students for international examinations like TOEFL, IELTS and for national examinations like Ethiopian General Secondary Education Certificate Examination (EGSECE), Ethiopian Higher Education Entrance Certificate Examination (EHEECE).

Despite these emerging situations favoring a wide spread use of English in Ethiopia, there is still a tendency to consider English as a foreign and not yet a second language in the country (Awol, 1999). Even though the internet and international cable TV are available in the country, the only real source or place to learn the language is in the classroom. Students' use of the language is largely restricted to the classroom. Immediate goals for most students seem to meet the requirements of a course.

In general, the English language is used as a medium of instruction, for business, for development, collaboration and diplomacy in Ethiopia. The skills of the language are seen as vital means of communication to participate actively in the global economy and to have access to information and knowledge that provide the basis for both social and economic development. In short, there is much more need for the use of the language than ever before. Central to this increasing need are English teaching and English language teachers. There is an increasing demand in Ethiopia for qualified and competent English language teachers.

CHAPTER THREE

A REVIEW OF RELATED LITERATURE

3.1 Introduction

This chapter surveys the literature in relation to task-based language teaching, and beliefs and conceptions of the teaching-learning of writing. In the first part an attempt is made to review works related to perceptions and the role of perception in the teaching-learning of language. The second part deals with the review of the teaching-learning of writing. The third part focuses on the review of task-based language teaching.

With a major focus on developing learner's ability to use language appropriately in context, task-based language teaching (TBLT) contrasts sharply with established traditions that emphasize learner knowledge of form-focused learning. Anderson (1993) states that in addition to both teacher and learner resistance to change of form-focused to meaning-focused teaching, the difficulties of implementing a meaning-based program include teachers' lack of communicative competence in English, the lack of adequate teacher preparation generally, and the multiple and excessive demands placed upon teachers.

Nunan (1993) suggests that a mismatch between the teaching preferences of the teacher and the learning preferences of learners may be a source of difficulty. And most of the time the difference in preferences of the students and teachers can be attributed to their perceptions and beliefs about language learning and teaching. The

difference between learner beliefs and teacher beliefs does not necessarily imply a need to change but reform the instructional practices. Nonetheless, as Nunan (1993: 4) argues, “teachers should find out what their students think and feel about what they want to learn and how they want to learn”. In connection with this, the next discussion focuses on the meaning of perception and the role it has in the teaching-learning of language.

3.2 Perceptions and Beliefs

When dealing with factors that affect language learning/teaching, it can be difficult to distinguish between the constructs “belief” and “perception.” Indeed, these constructs seem to be used interchangeably in much of the literature (Mori et al. 2007; Schulz 2001; Tse 2000). Mori et al. (2007) refer to the many studies that have focused on learner strategies and their correlations with learner beliefs as “belief studies” that “have contributed to our better understanding of learner perceptions... the specificity of learner perceptions” which they define by way of giving an example: “task-specific beliefs” (p. 58). Therefore, for the purpose of this study “beliefs” and “perceptions” are synonymous. If for example, a person “believes” that something is ineffective, he or she “perceives” the thing to be ineffective.

The word *perception* comes from the Latin -, *perceptio*, meaning "receiving, collecting, action of taking possession, apprehension with the mind or senses." (Wikipedia Encyclopedia). Perception is a process by which a person interprets and organizes events to produce a meaningful experience of the world. Hence, it is an observer's

quality, state, capability, awareness or appreciation of objects, processes or situations in his environment (Brewer, 1999).

Beliefs are very often associated with self. In humanistic movement the self is considered to be the central aspect of personality. Pajares and Schunk (2002) state that in order for self-actualisation and growth to take place, an individual needs positive regard both from the self and from others. In language classrooms humanistic approaches contributed a shift toward the learner and his/her needs as a learner.

Like beliefs, perceptions also have the following functions: they (a) help people understand themselves and others and adapt to the world, (b) provide meaning, (c) help individuals to identify with another group and form groups and social systems, (d) provide structure, order, direction and shared values, and (e) reduce dissonance and confusion (Pajares, 1992). Other functions of perceptions refer to framing and defining tasks and facilitating the memory process (Nespor, 1987). Thus, perception indicates a reality in space or in time. Likewise, perception has a place in language learning; according to Nespor, (1987) a person without any perceptual ability would not be able to learn language.

3.2.1 The Role of Students' Perceptions in Language Learning

Beliefs about language learning refer to students' notions, perceived ideas, insights, concepts, opinions, representations, assumptions, or mini-theories of the nature of language or language learning (Horwitz, 1987; Hosenfeld, 1978; Wenden, 1987). It is generally agreed that individual language learners hold different beliefs about how

language is learned. Individual beliefs about language learning may consciously or unconsciously influence learners' approaches or behaviours in language learning.

Students' beliefs about language learning have been studied using various methods. In research into the link between students' beliefs and learning strategies, it was found that students' beliefs often underlie and guide the strategies they choose to employ in language learning (Wenden, 1987). Wenden further note that, "students who emphasized the importance of using the language would often utilize communication strategies," whereas "students who emphasized the importance of learning about the language tended to use cognitive strategies that helped them to better understand and remember specific items of language" (Wenden, 1987, p. 109). As such, beliefs about language learning have been found to be closely linked to the students' choice of learning strategies (Hosenfeld, 1978; Wenden, 1987; Yang, 1992, 1999). For example, students with strong beliefs about the importance of vocabulary in language learning would be likely to use strategies that support vocabulary learning such as memorizing words, making a list of new words in a notepad, or practicing new words with others.

Clark and Peterson (1986) argue that students' beliefs can be affected by the environment, their interest and ability in the subject they learn. Ridley (1997) states that, in many cases, lack of self confidence is associated not only with lack of ability but also with negative self-perceptions.

The interest in investigating factors affecting language learning processes arose from the recognitions that some learners approach the language learning task in more

successful ways than others (Rubin 1987, Ellis 1994: 469). When the cause of this variation was investigated, three interrelating factors were identified: external factors, internal factors and individual differences (Ellis 1994:193). The first of these factors refers to the social factors; the setting in which the learning takes place. The second one could be interpreted as a learner's existing knowledge and the internal mechanisms that guide the process of language learning. The third factor is most significant considering the present study, as it includes perceptions about language learning as one of the factors causing individual variation in learning processes and outcomes. Other variables that are included in individual learner differences are: age, sex, attitude, motivation, personality, aptitude and learning strategies (Ellis 1994: 471-472).

Researchers have, however, various opinions about the factors that should be included in individual learner differences (Abraham and Vann 1987, Wen and Johnson 1997). While some think that the relationship is an indirect one, others believe that there is a direct link between beliefs and success (Ellis 1994). Abraham and Vann (1987:96-97) define beliefs as "a philosophy of how language is learned". This philosophy is affected by variables in a learner's background (i.e. intelligence, personality, education, and cognitive style) and by environmental factors (i.e. formal/informal instruction and practice). Thus, Abraham and Vann propose that individual learner differences could be grouped into several subcategories (i.e. background factors, and actual beliefs) that have different effects on learning outcomes. In addition, they claim that the philosophy that learners possess at some level of their consciousness will affect the ultimate success (or failure) in language learning. More precisely, the perceptions that learners hold guide the approach they

adopt in language learning. This approach is then, in turn, expressed in learning which positively or negatively affect the students' success. Clark and Peterson (1986) state that teachers should not attribute students' success or failure only to the students themselves; the teachers share the blame or the merit for the students' failure or success.

Yang (1999) studied the relationship between college EFL (English as a Foreign Language) Taiwan students' beliefs about language learning and the use of their learning strategies. According to Yang (1999), factor analysis on BALLI items identified four factors that constituted to the learners' beliefs about language learning: self-efficacy and expectation about learning English, perceived value and nature of learning spoken English. The result of the study revealed that students' beliefs about language learning affects the way students learn the language.

3.2.2 The Role of Teachers' Perceptions in Language Teaching.

Teachers' established beliefs influence their perceptions and judgement. Their perceptions and judgements in turn influence their behaviours in class (Pajares, 1992). Thus, practice and progress in language learning and teaching re-construct teachers' perceptions. This indicates, perceptions influence actions and actions in turn modify perceptions. Hence, perceptions guide desires and shape actions by preparing individuals to act in a context. Teachers' perceptions of language learning influence their constructions of the teaching environment, even though learners are the focus of the teaching activities.

Marcher, cited in Brookhart and Freeman (1992), states that if any significant change is desired in the teaching profession, the change should include the perceptions of teachers. Fang, cited in Brophy and Good (1974), also shares the view that change in teachers' perceptions significantly influences the effectiveness of education. Still others believe that teachers' perceptions and theoretical beliefs affect not only the way they teach but also how they interact with their students. Brophy and Good (1974:52) state "Not only were instructional practices found to be consistent with teachers' theoretical beliefs, but the interactions between teachers and students were found to differ according to teacher's theoretical beliefs about writing instructions."

In addition, perceptions and beliefs affect behaviour and one's behaviour may also affect others' action. In relation to this, Clark and Peterson (1986), cited in Alamirew (2005), state;

Teacher behaviour affects students' behaviour which in turn affects teachers' behaviour and ultimately students' achievement. Alternatively, students' achievement may cause teachers to behave differently toward the student, which then affects students' behaviour and subsequent students' achievements (p. 257).

Richards and Lockhart (1996) state that "teachers' belief and values which serve as the background to much of the teachers' decision making and action are founded on their perceptions of content and process of teaching, and their understanding of the systems in which they work and their roles within it" (p. 30). Moreover, teachers' belief systems are derived from a number of different sources like their own experience as language learners, their experience of what works best, established practice, personality factors, educational based or research based principles, and

principles derived from an approach or method .These beliefs and values constitute what has been termed the “culture of teaching” (Richards and Lockhart 1996, 30-31).

In the above account, we have seen how perceptions are seen to affect the outcomes of language learning either directly or indirectly. Teachers’ perceptions affect their actions in the classroom and students can be affected by their teachers approach to language teaching. Cuban, cited in Brookhart and Freeman (1992), believes that the changes made so far are due to the changes in perceptions of teachers. Scholars have substantiated the idea that perceptions impact actions and actions in turn impact perceptions. Thus, perception and actions interact and shape each other in a context. Similarly, students’ perceptions can be related to their earlier experiences. Therefore, perceptions are experience-based and context-bound.

As stated above, perceptions of how certain language teaching and learning method contribute to the teaching and learning of writing have a role in using or rejecting that particular method. And the history of language teaching and learning has witnessed that different language teaching approaches were/are in use. Next an overview about the history of language teaching and learning is discussed.

3.3 Methods of Language Teaching and Learning: an overview

Language education includes the teaching and learning of a language. The need to learn languages is almost as old as human history. The history of teaching languages offers a long list of methods to teach and learn languages. Innovations in language teaching approaches and methods have brought about a number of different improvements. Methodological changes follow each other within short periods of time. Even though some of educational innovations end in failure (Adams, and Chen, 1981) positive effects can be expected from most of them. But it is true that new methods do not appear all of a sudden or disconnected from the world into which they are born. They overlap for some time with current methodological practices. This 'incubation' period is a real test for new ideas: some of them pass the test, others do not. Many discussions, arguments and counterarguments are exhibited in the process.

But what was considered a decisive gain against existing practices at a given moment, proved to be wrong a few years later, and a new theory or method replaces it in its turn. There are three principal views about the trends of the developments of language teaching methods and approaches: the structural view, which treats language as a system of structurally related elements to encode and decode meaning (Robert, 1964; Brumfit and Johnson 1979), the functional view, which sees language as a means to express or accomplish certain functions (Wilkins, 1976), and the interactive view, which sees language as a vehicle for the creation and maintenance of social relations (Long ,1988; Willis , 1996) .

The philosophy of language teaching in general and the writing skill in particular has changed over the years. From the time of behaviorists' to the humanists' approaches to the teaching of language, different principles have been used. According to Brown (1994), Brumfit and Johnson (2000), Howatt (1984), and Littlewood (1981) form focused approaches like Grammar-Translation Method (GT) and Audio-Lingual Method (ALM) predominantly advocate memorizing rules of the language. For instance, Grammar-Translation Method (GT) focuses on the transmission of structural rules and reading and memorizing rules. In the Audio-Lingual Method (ALM) the emphasis was on structure and form and language learning as habit formation. Accordingly, ALM aims at linguistic competence and accuracy. In ALM the teaching of speaking was primary while the writing skills were considered as secondary. Therefore writing was taught to facilitate the teaching of speaking, but not the writing skills.

The traditional way of teaching which is also called form-focused instruction advocates three stages of language teaching: presentation, practice and production (PPP). Presentation often focuses on a single point of grammar, or the realization of a function, usually presented explicitly in a context. This stage is assumed to develop an understanding of the language point in the learner. Presentation is followed by controlled practice, presumed to enable learners to use and automatize the newly grasped rule or pattern. At the production stage, often called the 'free stage', the learner is expected to reproduce the target language more spontaneously and flexibly, for example, in a communication task or a role-play activity. But as Willis (1996) points out, the irony is that the goal of the final P – free production – is often

not achieved. How can production be free if students are required to produce forms that have been specified in advance?

The traditional PPP is based on the assumption that students will learn what is taught in the same order in which it was taught, but there is no evidence that this happens (Willis 1996: 18). Therefore, the rationale that teaching a particular grammar point leads to learning does not carry much credibility. Instead, the current view posits that language learning is largely determined by learners' internal and external factors.

And there was a shift of focus in language teaching in the late 70's where teaching methods shifted from focus on form to meaning. For instance, unlike Grammar-Translation (GT) and Audio-Lingual Methods (ALM), in the Communicative Language Teaching approach (CLT) the emphasis is on meaning, error is part of language learning and fluency is primary. Moreover, CLT emphasizes interaction as both the means and the ultimate goal of learning a language.

In general, the teaching of language has undergone different changes in the teaching approaches: from form focused to meaning. As a result, the changes in the approaches to the teaching of language have influenced the teaching of writing. The next discussion focuses on the approaches to the teaching of writing.

3.3.1 Approaches to the Teaching of Writing

In recent years, writing instruction has become a field of increasing interest in higher learning institutions. There have been numerous approaches to the teaching of writing in the history of language teaching and these have led to several paradigm

shifts in the field. In connection with this, Raimes (1991) categorizes the teaching of writing into four periods. The first one is the period when form was emphasized. Raimes states that 1966-1976 was a period when the behaviourists' view of language teaching was dominant. Therefore students were expected to memorize structures of the language. The second period (1976-1986) was the time when the focus on the writer was the main interest in writing. The writer was free to write in his/her own ways to address the reader/audience. Therefore this was the time when the audience of the writer was given due consideration in the writing process. Here it was considered as a shift from form focussed to how students write (compose). The third period (1986-1996) was the time when focus was on content. During this time it was believed that the purpose of teaching ESL was to enable learners to successfully carry out their academic work. Accordingly, the content of other subjects were used to teach writing. The fourth period (1996 onwards) was the time when academic readers were the target of the writing. Here, teachers and learners' peers were considered as the target readers.

With regard to the approaches to the teaching of writing, scholars like Richards and Rodgers (2001), Silva (1990), Hairstone, (1982), Bamforth (1993), and Raimes (1991) discussed several approaches to the teaching of writing. Some of them are: the product approach, the process approach and the genre approach. Each approach is discussed as follows.

3.3.1.1 The Product Approach

The product approach to writing advocates the structural linguistics' view that language is a system of structurally related elements for the encoding of meaning, and a behaviourist view that language learning is 'basically a process of mechanical habit formation' (Richards and Rodgers, 2001). So input that provides important source for imitation becomes the major driving force of language learning. Consequently, the product approach sees writing as being primarily about linguistic knowledge, stressing the appropriate use of vocabulary, syntax and cohesive devices. Most of the time writing tasks encourage learners to imitate, copy and transform models provided by teachers or textbooks. Accordingly, the final product which reflects the writer's language knowledge is highly valued. In this perspective the teacher plays a primary role as an examiner (Zamel, 1987).

In the 1950s and early 1960, the audio-lingual method dominated second-language learning. This method emphasized speech and writing to achieve mastery of grammatical and syntactic forms. Hence teachers developed and used techniques to enable students to achieve this mastery. The controlled-to-free approach is sequential: students are first given sentence exercises, then paragraphs to copy or manipulate grammatically by changing questions to statements, present to past, or plural to singular. They might also change words to clauses or combine sentences. With these controlled compositions, it is relatively easy for students to write and yet avoid errors, which makes error correction easy. Students copy paragraphs and imitate model passages. They put scrambled sentences into paragraph order. They identify general and specific statements and choose to invent an appropriate topic sentence or insert or delete sentences. Moreover, they get training to pay attention to

organization while they also work on the necessary grammar and syntax. This approach links the purpose of writing to the forms that are needed to convey message.

Students are allowed to try some free composition after they have reached an intermediate level of proficiency (Raims, 1991). As such, this approach focuses on grammar, syntax, and mechanics. Thus it emphasizes accuracy rather than fluency or originality. A shift of balance from accuracy to fluency is a characteristic feature of process approach.

3.3.1.2 The Process Approach

In the late 1980s, an approach to writing which emphasized the process rather than the product began to be introduced into ESL classrooms (Hedge, 1988). That is, the teaching of writing moved away from a concentration on written product to an emphasis on the process of writing.

In this approach, students are trained to generate ideas for writing, think of the purpose and audience, and write multiple drafts in order to present written products that communicate their own ideas. Teachers who use this approach give students time to try ideas and feedback on the content of what they write in their drafts (Atkinson, 2003). As such, writing becomes a process of discovery for the students as they discover new ideas and new language forms to express them. Furthermore, learning to write is seen as a developmental process that helps students to write as professional authors do, choosing their own topics and genres, and writing from their own experiences or observations. A writing process approach requires that teachers give students greater responsibility for, and ownership of, their own learning.

Students make decisions about genre and choice of topics, and collaborate as they write.

In the process writing, students engage in pre-writing, planning, drafting, and post-writing activities. However, as the writing process is recursive in nature, they do not necessarily engage in these activities in that order. The Process Approach is different from Controlled Composition in that it focuses on writers and the process they undergo while composing written texts.

Furthermore, writing is thought to convey meaning and is a “complex, recursive, and creative process” (Silva, 1990). Rather than simply focusing on accuracy, the process approach aims at developing students’ composing process in a holistic fashion. This goal implies that students need to acquire experience in writing for several purposes, in various contexts, and addressing different audiences (Hairstone, 1982). In the process approach, students are free to write in their own ways. The idea is that students naturally learn to write by writing and that the more they write the better writers they become.

According to Badger and White (2000), the process approach has been criticized because it views the process as the same for all writers, regardless of what is being written and who is doing the writing, and because it gives insufficient importance to the purpose and social context of the piece of writing. Nevertheless, the process approach is widely accepted and utilized because it allows students to understand the steps involved in writing, and it recognizes that what learners bring to the writing classroom contributes to the development of the writing skill (Badger and White 2000).

Another version of the process writing is free-writing. It focuses on writing quantity rather than quality. Teachers who use this approach assign vast amounts of free writing on given topics with only minimal correction. The emphasis in this approach is on content and fluency rather than on accuracy and form. Once ideas are down on the paper, grammatical accuracy and organization follow. Thus, teachers may begin their classes by asking students to write freely on any topic without worrying about grammar and spelling for five or ten minutes. Teachers do not correct these pieces of free writing. They simply read them and may comment on the ideas the writer expressed. Alternatively, some students may volunteer to read their own writing aloud to the class. Berkenkotter, (1981) states that concern for “audience” and “content” are seen as important in this approach. Raimes (1991) indicates that there are parallels between a process writing pedagogy and communicative language teaching.

One of the most important outcomes of the movement to more communicative oriented language learning and teaching has been the enhancement of the role of the student in the language learning process. *The* communicative language teaching approach stresses the purpose of writing and the audience for it. Student writers are encouraged to behave like writers in real life and ask themselves the crucial questions about purpose and audience (such as why am I writing this? Who will read it?), might help the students to focus on their writing (Brumfit and Johnson, 1987).

Traditionally, the teacher alone has been the audience for student writing. But some feel that writers do their best when writing is truly a communicative act, with a writer

writing for a real reader. As such, the readership may be extended to classmates and others.

The social purposes of a communicative event exert a powerful influence on the textual choices a writer makes and, for this reason, the students should be made aware of the sets of schemata which determine both the content and the form of the texts they will be asked to produce. So preparation for the tasks will comprise exposure to authentic material plus a thorough discourse analysis of the different genres before they set out to develop their own texts.

3.3.1.3 The Genre Approach

The genre approach became popular along with the notion that student writers could benefit from studying different types of written texts. Nunan (1999) explains that different genres of writing are typified by a particular structure and by grammatical forms that reflect the communicative purpose of the genre. By investigating different genres, students can perceive the differences in structure and form and apply what they learn to their own writing. According to Badger and White (2000), there are similarities between the product approach and the genre approach, which, in some ways, can be seen as an extension of the product approach. Like the product approach, the genre approach views writing as predominantly linguistic. The genre approach, however, places a greater emphasis on the social context in which writing is produced. According to Bamforth (1993), cited in Nunan (2001):

Genre theory grounds writing in particular social context, and stresses the convention-bound nature of much discourse. Writing, therefore, involves conformity to certain established patterns, and the teacher's role is to induce learners into particular discourse communities and their respective text types. (p 94)

This approach perceives texts as attempts to communicate with readers. Hence communicative purposes determine the social contexts in which writing is used, and the type of text is characterized by both the grammatical items and the overall shape or structure of the discourse. Writing instruction in this perspective may be three-staged: modelling the target genre, analyzing the genre through teacher-student negotiation and constructing a final text (Hyland, 2002).

The genre approach has been criticized by many for undervaluing the processes needed to produce a text and seeing learners as largely passive (Badger and White 2000). However, supporters of the approach argue that the genre approach succeeds in showing students how different discourses require different structures. In addition, introducing authentic texts enhances student involvement and brings relevance to the writing process.

Swales (1986) advocates an approach which emphasizes less the cognitive relationship between the writer and his or her internal world and more the relationship between the writer, the writing environment, and the intended readership. It is an empowering activity which leads students to understand that judgment of good writing is not arbitrary, mysterious teacher behaviour, but something which they themselves can learn to do more and more effectively.

One of the criticisms against the process writing is that the psychological factors in writing are overemphasized and at the same time, the demands of the writers' environments, the contextual factors which define, shape, and ultimately judge a piece of writing are ignored.

Hillocks (1986) directs his criticism to the Process Approach, due to its exclusive focus on the writing process, and proposes a process/product combination as the best approach to writing instruction. Hillocks', as well as Dyer's (1996) criticism, addresses the focus on process and the lack of specification concerning task design and target audience proposed by the Process Approach. Both authors refute two of the principles of the process writing approach: (1) Writing ability is gained through mere practice, and (2) The writing process is a basic skill that generalizes [sic] to various contexts. Hillocks and Dyer believe that students need to be prepared for specific writing tasks that they will come across, and that "there are as many different writing processes as there are academic writing tasks" (Dyer, 1996). According to Horowitz (1986), what is lacking in process instruction is the concept of tasks specific to the needs of students.

In general, the above-mentioned approaches to the teaching of writing mainly differ in the focuses they put on writing and the ways writing should be taught. For many years it was believed that teaching a language meant making students understand the basic structures and vocabulary of that language. This belief has influenced teachers' and students' perceptions on how to teach and learn the writing skills. But recently an approach to language teaching is changed from form-focused to process which is more humanistic and natural approach to language teaching (Candlin, 1987). One of the humanistic approaches is task-based language teaching.

3.4 Task-Based Language Teaching (TBLT)

Task-based Language Teaching (TBLT) was originally developed by Prabhu in Bangalore project (1979-1984), southern India. It is based on the belief that students may learn more effectively when their minds are focused on the task, rather than on the language they are using (Willis, D. and Willis, J. 2001). In teaching EFL, teachers have been using tasks for many years. Traditionally, some teachers have used tasks as a follow-up to a series of structure/function or vocabulary based lessons; hence, in the past, task was a piece of translation often from a literary source (Skehan, and Foster, 1997).

In the traditional EFL teaching, tasks have been 'extension' activities as part of a graded and structured course. Some methodologists have simply incorporated tasks into traditional language-based approaches to teaching. Others, more radically, have treated tasks as units of teaching in their own right and have designed whole courses around them. These two ways of using tasks can be referred to respectively as *task supported language teaching* and *task-based language teaching*. In both cases, tasks have been employed to make language teaching more communicative. Recently, in task-based learning, tasks are central to the learning activity (Nunan, 1989). Task-based learning in EFL teaching has been exported to many countries around the world. And it is frequently promoted as an effective teaching method, superior to 'traditional' methods.

The rise of task-based language teaching (TBLT) has led to a variety of interpretations of what exactly constitutes a "task" (Willis, 1996; Long, 1985; Breen,

1987). Currently, much has been written about definitions of tasks and the role of tasks in second language acquisition. Definitions produced by the most influential researchers in the field of task-based approach to language teaching and learning are presented as follows:

3.4.1 Definitions of Task

In the literature, numerous definitions of tasks can be found. The following definitions are selected to indicate the changes in people's conception about tasks or task-based language teaching. The following is a brief summary of some of the definitions found in the literature.

According to Prabhu, (1987) task is an activity which requires learners to arrive at an outcome from given information through some process of thought, and which allows teachers to control and regulate that process, was regarded as a 'task'. Prabhu's definition of task for the purposes of the Bangalore project was fairly abstract and oriented towards cognition, process, and teacher-fronted pedagogy.

Long (1985), on his part, defines task as a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, filling out a form or buying a pair of shoes. In other words, task refers to the hundred and one things people do in everyday life, at work, at play and in-between.

Long's definition emphasizes authenticity which is a close reference to real life activities; Nunan (1999) identifies these tasks as 'target' or 'real world' tasks

Similarly, Crookes (1986) defines task as a piece of work or an activity, usually with a specified objective undertaken as part of an educational course or at work.

The definitions of (both target and pedagogic) task and task type used by Long and Crookes focus on something that is done, not something that is said. Long (1985) defines (target) task using its everyday, non-technical meaning.

In Breen's (1987) opinion a task is any structured language learning endeavour which has a particular objective, appropriate content, a specified working procedure. And also, it is range of work plans which have the overall purpose of facilitating language learning-from simple and brief exercise types, to more complex and lengthy activities such as group problem-solving or simulations and decision making. According to this definition, task includes all sorts of activities that can facilitate language learning.

Candlin (1987) defines task as one of a set of differentiated, sequenceable, problem-posing activities. It involves learners and teachers in some joint selection from a range of varied cognitive and communicative procedures applied to existing and new knowledge in the collective exploration and pursuance of foreseen or emergent goals within a social milieu. Candlin's definition, links tasks to educational goals which include the development of learners' awareness, responsibility, tolerance, self-realization and self confidence.

In Nunan's (1989) perspective a task is a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act on its own. In analytical terms, tasks will contain forms of input data which might be verbal (for example, a dialogue or reading passage) or non-verbal (for example, a picture sequence) and an activity which is in some way derived from the input and which sets out what learners are to do in relation to the input. The task will also have (implicitly or explicitly) a goal and roles for teachers and learners.

Nunan's definition focuses on meaning-making. He draws a distinction between pedagogical tasks and real world or target tasks. He suggests that learners will do many things in class that are not rehearsals for performance outside of the classroom. However, the tasks will facilitate the development of a learner's general language proficiency. They have a pedagogical or psycholinguistic rationale. Nunan (1999) indicated the difference between task and exercise. A task has linguistic and non-linguistic outcomes, while an exercise has a linguistic outcome. The success of doing a task is measured in both linguistics and non-linguistic terms while the success of doing an exercise will be decided in linguistic terms.

Tasks as defined by Skehan (1996) are activities which have meaning as their primary focus. Success in task is evaluated in terms of achievement of an outcome, and tasks generally bear some resemblance to real-life language use. Skehan's focus is on meaning or purpose with a product at the end.

Willis (1996) notes that tasks are always activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome. Willis' emphasis is on understanding and conveying meanings in order to complete the task successfully; and using the language meaningfully.

Recently, Bygate (2003) has defined a task as an activity which requires learners to use language, with emphasis on meaning, to attain an objective. Tasks are intended to be holistic which bring together different number of skills. Tasks help students to practise language through reading, listening, writing etc. Bygate's definition focuses on holistic, integrated skills of language teaching.

My definition of a task is read as follows: a task is a workplan that requires students to process language pragmatically to achieve an outcome. A task has objective, content and a working procedure. To this end, it requires them to give primary attention to meaning and to make use of their linguistic resources in the process of writing. In other words tasks invite the student to act as language user. Accordingly, the writing task facilitates meaningful interactions and offers the student ample opportunity to process meaningful input and produce meaningful output to achieve certain writing objective.

As shown above, different definitions of "task" abound in language-teaching literature. Some writers take the broad, inclusive view that a learning task is any activity that students engage in for the purpose of learning a language. Within this definition, a distinction may then be made between "communication tasks", in which

the learner's attention is focused on meaning, and. "enabling tasks", in which the main focus is on items of language.

Many writers and official syllabuses restrict the term "task" to activities in which the language is used for a communicative purpose. Tasks are then often contrasted with "exercises", which focus on learning the separate elements of language. This two-fold distinction has led to much uncertainty about which activities count as tasks.

While the definition of TBL has not been agreed upon, it can generally be said that TBL methodologies "share a common idea: giving learners to transact [sic], rather than items to learn, provides environment which best promotes the language learning process" (Foster, 1999:47).

My own way of resolving the doubt, whether task is an exercise or not, is to take the broad view that a task is any purposeful learning endeavour. Thus, a task comprises both linguistic and non-linguistic outcomes. Therefore, the concept of TBLT goes beyond knowledge of language and reflects the ability to use language appropriately in educational or professional language settings. Nunan (1989), in his explanation about learning tasks, mentions six components of task: goals, input, activities, teacher role, student role and settings.

Briefly, according to Nunan, *Goals* serve as a guideline in the overall process of task performance and provide a point of contact between the task and the task participant. Therefore goals the explicit statements used in directing task participants to work on a given activity, and imply what the results of a certain task activity will be. *Input*

refers to verbal or non-verbal information, which task participants have to deal with when performing a task. *Activities* involve the things participants will be doing in a given setting. *Setting* refers to a certain environment, in which a task is performed. In relation to classroom arrangements, the different ways in which learners might be grouped based on individual, pair, small group, and whole class mode. The *roles* indicate the actions and activities assigned to the teacher and the students. The roles for teacher and students are closely related to the successful implementation of the task.

3.4.2 Meaning of Task-Based Writing

A task-based writing is a work plan that requires students to process language in order to achieve an outcome that can be evaluated in terms of whether or not appropriate content has been used. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms (Ellis, 2003). In short, a task-based writing is organized around a set of real, purposeful tasks that students are expected to carry out.

According to constructivists, language learning requires students to build a personal interpretation of experience by selecting and transforming information, constructing hypotheses and making decisions. Therefore, learning is an active construction process relating different levels of knowledge at the same time.

Accordingly, writing as a skill combines cognitive and social elements together in the process of social interaction. It should require students not only to know how to write,

but also to know how to use writing in social context, a process of adjusting mental writing models to accommodate new experience in social and culture context. These requirements lead to task-based writing in English learning.

In task-based writing, writing is driven by a task and used in social interaction. It is believed that form and meaning eventually are subject to the requirement of purpose. The aim of task-based writing is to improve an individual's writing competence based on purposeful communication which cannot be separated from social context.

Social interaction as the process of task-based writing has some features that can stimulate learning and writing. These features are: authenticity, autonomy and collaboration. The theme of authenticity resembles real world communication. In writing, authenticity means writing in real communication context to real world readers. Autonomy stresses the active role of students, which means students take charge of their own learning, select their methods, and monitor and evaluate their progress and achievements.

So far we have seen the different definitions of task and task-based writing found in the literature. While these definitions look different, they all emphasize the fact that tasks involve communicative language use in which the students' attentions are focused on meaning. Next, I will discuss rationale for task based teaching.

3.4.3 Rationale for Task-Based Teaching

Scholars have approached task-based learning from different perspectives. Some have examined tasks from an interaction perspective, others from an output

perspective, others from a cognitive perspective, and still others from a socio-cultural perspective. This section will briefly summarize the main approaches to task-based learning along with their rationales.

The rationale behind task-based language teaching method is that the method fosters learning in a "natural" environment through discovery. It involves hypothesis making, interaction, and negotiation of meaning, which many linguists would say are important factors for learning a language. The rationale for TBLT is based on both Psycho-linguistic and socio-cultural situations of the teaching-learning processes.

3.4.3.1 The Psycholinguistic Rationale

The psycholinguistic rationale assumes that tasks trigger language learner's cognitive processes or mental computations (Skehan, 1998). Learner's capability of communication which influences language acquisition is dependent on his/ her interaction in the task process (Yule 1987). The psycho-linguistic rationale is based on models of second language acquisition: The Interaction Hypothesis by Long (1983, 1996), The Cognitive Approach by Skehan (1987), and The Communication Effectiveness Model by Yule (1987).

3.4.3.1.1 The Interaction Hypothesis

According to the interaction hypothesis, negotiation of meaning provides learners with opportunities for both the provision of comprehensible input and the production of modified output. These are both believed to be necessary for language development. In particular, Long (1983; 1996) argues that exchange of information gives learners the opportunity to receive feedback on the level of their comprehension in the second language. Long further argues that negotiation serves

to draw learners' attention to linguistic form as they attempt to produce the target language. This attention to linguistic form is believed to be necessary for second language learning because it creates a favourable context for the negotiation of meaning that 'serves as the means by which learners' 'data needs' can be effectively met' (Ellis, 2000: 199).

According to the Interaction Hypothesis, negotiation sequences have the potential to provide learners with opportunities to access linguistic data about what is acceptable and not acceptable in the target language. The opportunity to modify problematic output is the second way in which the Interaction Hypothesis claims negotiation can contribute to second language learning.

Long and Robinson (1998) argue that within the use of tasks, there needs to be a Focus-on-Form, such that, even though learners may be participating in interactions, with meaning as primary, there is some concern for form. Skehan (1989) states that the switch from a Negotiation of Meaning justification for the use of tasks to one linked instead to the concept of a Focus on Form is important since this latter term can function more naturally as an umbrella term for a number of contrasting approaches. Therefore, the concept of interaction in language learning in general and the writing skill in particular mainly focus on improving students' communicative competences. According to psycholinguistics interaction, negotiation of meaning concerns the way students encounter communicational difficulties while completing tasks, and how they do something about those difficulties. Writing is an interactive process by nature since it evolves out of the interplay between writer, text and reader.

3.4.3.1.2 Skehan's Cognitive Approach

Skehan (1998) distinguishes between three aspects of learner performance: fluency, accuracy and complexity. According to Skehan, fluency refers to the learner's capacity to communicate in real time, accuracy to the ability of the learner to use the target language according to its norms, and complexity to the learners' variables and dimensions of learning. This promotes fluency, accuracy or complexity in second language learners and the ability to use more elaborate and complex target language structures. Skehan argues that these three aspects of performance can be influenced by engaging learners in different types of production and communication. So, for example, if we want to promote fluency in the learner, we should get the learner be engaged in meaning-oriented tasks; conversely, if we want to promote accuracy or complexity in the learner, we should get him/her involved in more form-focused tasks. As discussed above, the psycholinguistic rationale focuses on students' internal factors. As a result, Vygotsky (1991) criticizes the psycholinguistics approach because it gives little or no attention to external factors which affect task performance.

3.4.3.2 The Socio-cultural Rationale

Unlike the perspectives described above, the socio-cultural theory proposes that learners collaboratively construct knowledge as a joint activity. Activities that learners engage in are co-constructed according to the learners' socio-cultural history and the locally determined goals of these activities. It has been argued that such co-construction of knowledge engages learners in cognitive processes that are implicated in second language learning. According to Vygotsky (1991) dialogic interaction is an important trigger for language learning.

Vygotsky (1991) argues that external, social activities in which the learner participates are the main source of mental/cognitive activities. When individuals interact with other people, their cognitive processes awaken. These processes, which occur on the inter-psychological (or social) plane, are believed to include both cognitive development and language development. Vygotsky (1991) further argues that this language development moves from the social plane to the individual's internal mental plane on the assumption that what originates in the social sphere will eventually be represented internally, within the individual. In other words, individual learners ultimately internalize language by participating in dialogue with others, and one way to achieve this in the language classroom is through the joint completion of tasks.

The socio-cultural position looks at how learners approach and perform the task rather than at the properties of the tasks. This is because research has shown that the same task can be performed differently by different learners (and sometimes by the same learners but on different occasions), depending on the learners' interpretation and approach to the task (Coughlan and Duff 1994; Swain and Lapkin 1998).

The socio-cultural rationale focuses on external factors like learners' experiences and knowledge. The central point in the socio-cultural rationale is, "learners are not mere programmed respondents to a given task, rather they respond to a task based on their prior knowledge and experiences" (Vygotsky, 1986). Vygotsky considers language as a social event, a shared social activity through which individuals develop their personality within a community. In his view, language is not the result of 'isolated' learning; it requires a social basis. Therefore, linguistic ability is built inside our mind to communicate with the outside world.

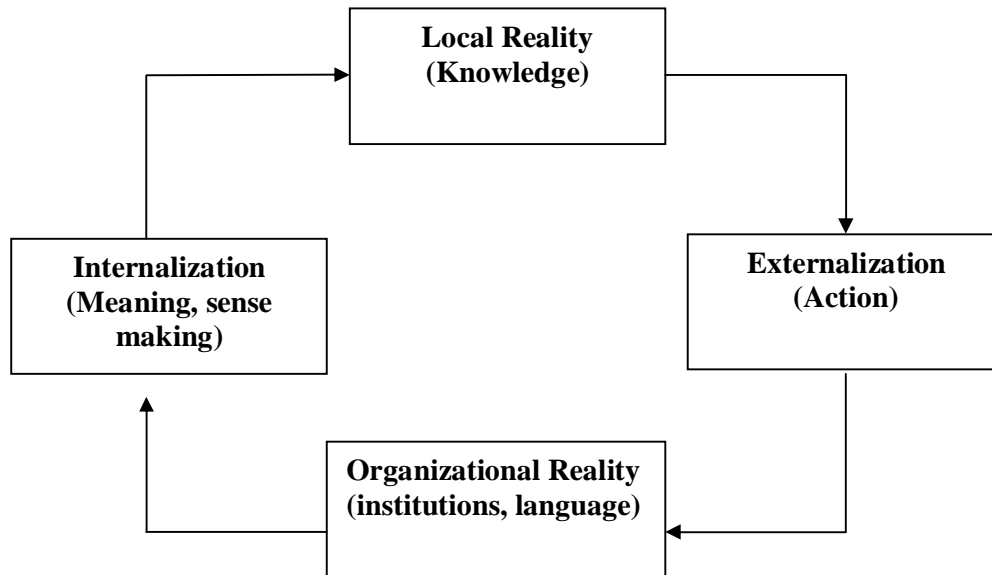


Figure 1: *The social construction of reality in organizations (Gjersvik, 1993)*

Socio-cultural theory emphasizes the dialogic processes (such as ‘scaffolding’) that arise in a task performance and how these shape language use and learning. Both theoretical approaches afford insights that are of value to task-based language pedagogy. The psycholinguistic approach provides information that is of importance for planning task-based teaching and learning. The socio-cultural approach illuminates the kinds of improvisation that teachers and learners need to engage in during task-based activity to promote communicative efficiency and second language learning.

Therefore, it can be argued that, students join colleges and universities with their personal beliefs and assumptions of language learning which they have acquired as part of their learning in their surrounding. These features evolve in connection with the affective, social and cognitive processes of language learning. Hence they are considered as prior experiences or knowledge of learning (Horwitz, 1985).

Recent explorations in task-based pedagogy have pointed out that learning outcome is the result of a fairly unpredictable interaction between the learner, the task, and the task situation. Thus, effective teaching and learning takes place when instructors' intention of the teaching point and learners' interpretation converge. Nunan (1990) writes that the effectiveness of a programme depends on the expectations of the learners, and if their subjective needs and perceptions related to the learning process are not taken into account, there can be a "mismatch" of ideas. From the instructors' perspective, then, achievement of success depends largely on the degree to which instructors' intentions and students' interpretation of a given task converge.

The narrower the gap between instructor intention and students' interpretation, the greater are the chances of achieving desired learning outcomes (Kumaravaliuevel, 1991). It is thus important that we understand potential sources contributing to the mismatch between instructor intention and student interpretation. The present study attempts to explore the student's and instructor's perceptions of tasks in an EFL writing course. It is argued that knowledge of potential sources of mismatch between instructor intention and students' interpretation will help us sensitize ourselves to interpretive density of language-learning tasks and help us facilitate desired learning outcomes in the classroom.

3.4.4 Theoretical Background of Task-Based Pedagogy

Task-based language teaching, based on the constructivist theory of learning and communicative language teaching methodology, has evolved in response to some limitations of the traditional PPP approach, represented by the procedure of

presentation, practice, and production (Ellis, 2003; Long and Crookes, 1991). Thus, it has the substantial implication that language learning is a process promoting communication and social interaction rather than a product acquired by practicing language items, and that learners learn the target language more effectively when they are naturally exposed to meaningful task-based activities.

It is theorized that students in typical classroom settings can engage in self-directed learning. More specifically it is posited that effective classroom learning is in reality a result of greater self-direction rather than dependence upon the instructor. If this is the case, students' perceptions of important learning tasks vis-à-vis instructors' perceptions of important teaching tasks should be helpful in linking self-direction to classroom learning.

Vygotsky (1986) states the theoretical basis that informs the selection of task-based language teaching originates from the teaching of a foreign language as a process of extending the socio-culturally determined schema so as to enhance the student's ability to interpret the phenomena of sense perception. In other words, central to the learning of a new language is the construction of a learned psychological schema which affects students' learning style (Willis, and Willis, 2001)

Skehan (1996) points out that: the contemporary view of language development is that learning is constrained by internal processes. Learners do not simply learn the language to which they are exposed, however carefully that the exposure may be orchestrated by the teacher. It is not simply a matter of converting input into output. What is needed, therefore, is an approach to second language learning and teaching that provides a context that activates these processes. Willis (1996) states that TBL is "PPP the right side up". Unlike the traditional PPP where we have presentation,

practice and production, in TBLT the order of practice is production, practice and presentation.

Task-based language teaching proposes the use of tasks as a central component in the language classroom because they provide better contexts for activating learner acquisition processes and promoting second language learning. TBLT is thus based on a theory of language learning rather than a theory of language structure. Richards and Rodgers (2001: 228) suggest that this is because 'tasks are believed to foster processes of negotiation, modification, rephrasing, and experimentation that are at the heart of second language learning.

The idea behind task-based learning is that the underlying language systems will develop while students focus on the process of performing the task. To facilitate the interactions of the students, tasks should be chosen and implemented so that particular pedagogic outcomes are expected. In TBLT, usually learning outcomes are the results of three main factors: the contribution of the individual learner, the task, and the situation in which the task is carried out (Murphy, 2003). This means that any pre-designed task will be changed by the way the learner interacts with it. The result may be that the outcome is not consistent with the objectives intended by the task designer, who may be a course book writer or a teacher.

Breen (in Murphy 2003) distinguishes between 'task-as-work plan' and the actual 'task in process' and suggests that the two may diverge. Kumaravadivelu (1991) argues that in the context of task-based pedagogy, learning outcome is the result of a fairly unpredictable interaction between the learner, the task, and the task situation.

Thus, achievement of success in task-based pedagogy depends largely on the degree to which teacher intention and learner interpretations of a given task converge.

3.4.5 Models of Task-Based Language Teaching

Different scholars in the field of task based language teaching have forwarded their models of task description and implimentation.

3.4.5.1 Nunan's model (1989)

Tasks contain some form of 'input' which may be verbal or nonverbal followed by an activity which is in some way derived from the input. This activity sets out what students need to do in relation to the input. And also the tasks have goals and roles for both teachers and learners.

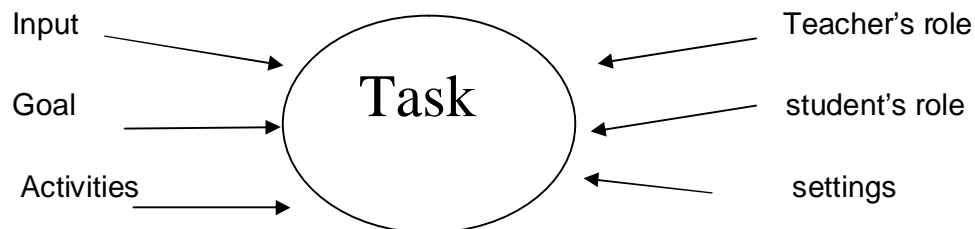


Figure 2: Components of task Nunan (1989)

From the above diagram, a task can be viewed as a piece of meaning focused work, involving learners in comprehending, producing and/or interacting in the target language.

But, Williams and Burden (1997) criticize that in Nunan's model of task based language teaching both activities and procedures indicate what the learner does with

the given input; thus the distinction between activities and procedures is not clearly indicated.

However Nunan states that three things characterize task activities: authenticity, the kinds of skills they promote and their focus on fluency or accuracy. Authenticity of an activity refers among other things to the real world tasks.

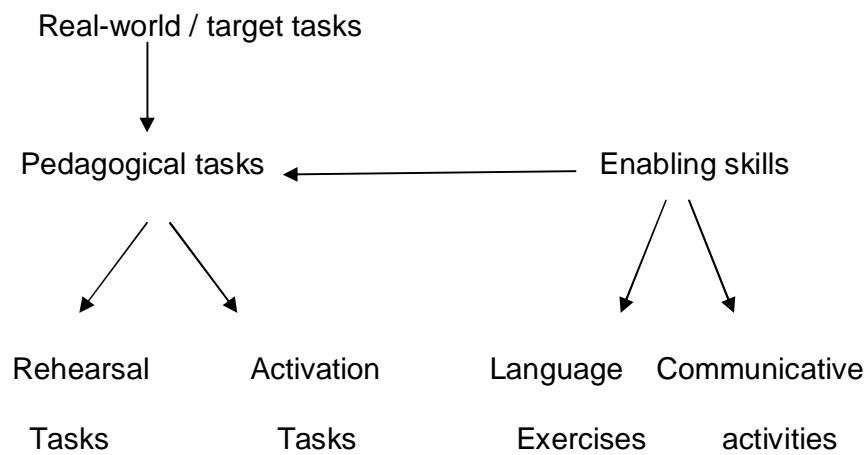


Figure 3: Nunan, (1999). Second Language Teaching and Learning.

Similar to Nunan’s (1989) task model, Littlewood (2004) classified tasks in to form and/or meaning focused continuum.

Focus on form ←		Focus on meaning →		
Non communicative learning	Pre-communication practice	Communicative language practice	Structured communication	Authentic communication
Focus on the structure of language, how they are formed and what they mean.	Practicing language with some attention to meaning but not	Practicing pre taught language in a context where it communicates	Using language to communicate in institutions to elicit pre- learnt	Using language to communicate in the institution where meaning is unpredictable.

Example: substitution exercises, 'discovery' and awareness-raising activities	communicating new messages to others. Example: question and answer practice	new information. Example: information-gap, personalized questions	language, but with some unpredictability. Example: structured role-play and problem solving.	Example: Creative role-play, problem solving ,and discussions
Exercises				
Enabling tasks ←-----→ Communicative Tasks				

Table 1: The Continuum from Focus on form to focus on meaning (Littlewood, 2004, p 322)

3.4.5.2 Breen's model (1987)

Breen (1987) states that learning tasks are not all constant throughout the learning process in the classroom as they go on changing and changing as the learners act upon them. He stresses that a learning task is dynamic and has three perspectives: task as work plan, task in process and tasks as learning out-comes. According to Breen(1987), a task is considered as workplan only when it is designed or prepared not acted up on by the students in the classroom. Soon the students start interacting and working with the task, the task in operation in the class becomes task in process. And finally, learning outcome is resulted through learners action and interaction on the task. Hence, Breen (1987) states that learning is usually the result of unpredictable interaction between the learner, the task and the situation.

3.4.5.3 Legutke and Thomas' model (1991)

In the above discussions, task models in one way or another are attached to the linguistic outcomes. But Legutke and Thomas (1991) consider task as an integral socio cultural milieu. Their model is known as 'theme-centered interaction model'. This model comprises three major elements: the individual, the group and the theme. The individual element represents both the learner and the teacher who are to take part in the task interaction and accomplishment. In the interaction process, both learners and teachers manifest their feelings, experiences, knowledge, skills and attitudes to the learning tasks.

3.4.5.4 Kumaravadivelu's model (1993)

Kumaravadivelu (1993) states that though in theory content and methodology seem to be different, there have been inconsistencies in the practical use of the concepts. Content according to Kumaravadivelu is a pre-specified linguistic item and methodology is a course of actions to be followed to achieve targets. He emphasizes the historical shift of focus of language teaching from content to method. For instance, in a pre-determined linguistic contents like grammar and lexical items both teachers and students are expected to work without deviation from the given content. This is an aspect of language centred approach. On the other hand, in the learner centered approach the teachers' role is to maximize the learning opportunity by using different methods.

Kumaravadivelu believes that almost all terminological and conceptual ambiguities in using the term task come from the interpretation of the term task in relation to different teaching methods irrespective of the underlying principles the teaching

methods are based on. His model attempts to clear up the confusion in using the term task in relation to linguistic content and classroom methodology. He believes that tasks are to be seen in line with the major classroom methodological procedures because they incorporate negotiation of meaning from learning-centered procedures, communicative activities (from learner-centered procedures), and structural exercises (from language-centered procedures). The learner centered procedure emphasises communicative activities based on the structure of the language which is language usage and communication in the language which is more about language use. This in other words means structural exercises are the subsets of communicative activities while the communicative activities are the subset of pedagogical tasks.

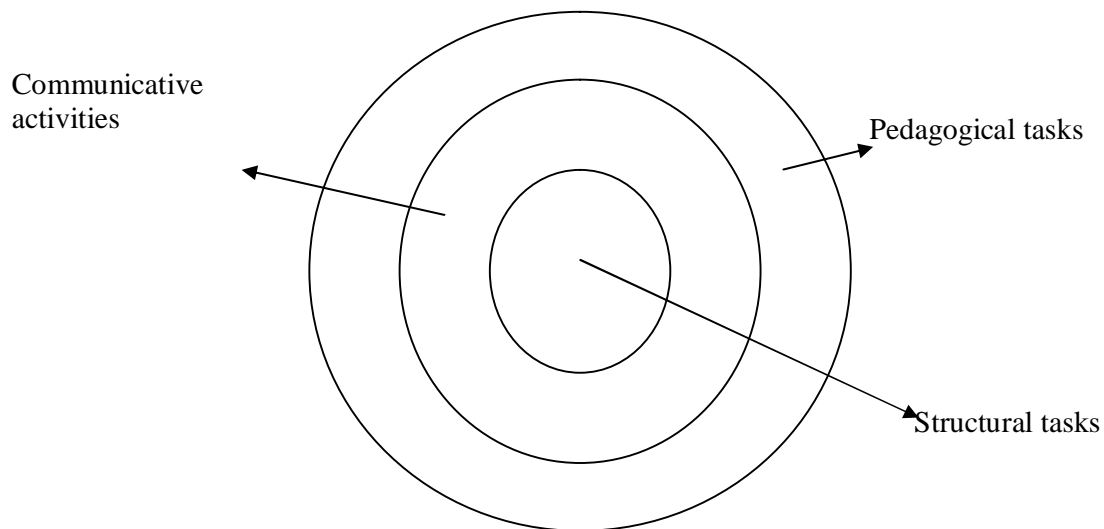


Figure 4: Kumaravadivelu's model (1993)

There has been a great deal of discussion about the best way to implement tasks in the language classroom. Arguably, the most influential person in defining the TBL task

cycle has been Willis. According to Willis (1996), there are three principal phases of task based language teaching: pre-task, while-task and post-task. These phases reflect the chronology of a task-based lesson.

The first phase is 'pre-task'; the purpose of the pre-task phase is to prepare students to perform the task. Skehan (1996) refers to two broad alternatives available to the teacher during the pre-task phase: “an emphasis on the general cognitive demands of the task, and/or an emphasis on linguistic factors; then engaging in activities which reduce cognitive load will release capacity for the learner to concentrate more on linguistic factors” (p. 25). Prabhu (1987) explains that the pre-task is conducted through interaction of the question-and-answer type. The teacher is expected to lead the class step-by-step to the expected outcome, to break down a step into smaller steps if the learners encountered difficulty and to offer one of more parallels to a step in the reasoning process to ensure that mixed ability learners could understand what was required.

The second phase, the 'while task' phase, centres around the task itself and affords various instructional options, including whether students are required to operate under time-pressure or not. The final phase is 'post-task' and involves procedures for follow-up on the task performance. The task phases are summarized bellow:

Phase	Purpose	Procedure
Pre-task	Establish target language Reduce cognitive load	Introduce the topic Identify topic language Giving task instructions

While-task	Mediate accuracy and fluency	Task choice Monitor the process
Post-task	Remind learners of the goal of tasks Reflection and consolidation	Encourage restructuring Form-meaning relationship

Table 2: Phases of Task adopted from Skehan (1996) and Willis (1996)

In conclusion, from the above discussions of task based language teaching models, it appear that the models contribut to reach at a coherent task framework. The models show that students' perceptions about task-based learning can be shaped and improved through scaffolding and mediation. Breen (1987), Legutke and Thomas (1991) state that students' improved perceptions about task-based learning results in better language learning practices.

Therefore, to make the task-based writing classes sucessfull, students should be given guidance on how they do task-based writing activities. And the framework should support teachers and students in such a way that tasks could be meaningfully implimented in a context. While the educational framework of TBLT has shown success in preparing language learners for effective target language use, questions remain to be answered regarding how instructors' and students' perceptions of the tasks affects EFL writing. The unifying theme of this study is the relationship between

perceptions of the writing-tasks and language use on the one hand, and practices of language use and writing skills development on the other.

3.4.6 Challenges in Using Task-Based Teaching

Despite its educational benefits in language learning contexts, a task in itself does not necessarily guarantee its successful implementation unless the teacher, the facilitator and controller of the task performance, understands how tasks actually work in the classroom. It also suggests that task based language teaching as an instructional method is more than just giving tasks to learners and evaluating their performance. More importantly, the teacher, who wants to try implementing task based language teaching successfully, is required to have sufficient knowledge about the instructional framework related to its plan and procedure. Researchers in the field of task based language learning state that it is important and interesting to study the level of acceptance, comfort, and willingness to engage (i.e., attitudes) by students, teachers, and others. Factors like perceptions and attitudes towards task-based teaching can be major step towards the implementation of TBLT methodological principles.

Few would question the pedagogical value of employing tasks as a vehicle for promoting communication and authentic language use in second language classrooms. Task-based instruction is not teacher-centered; instead, it requires individual responsibility and commitment on the part of students. If students are notably lacking in these qualities, task-based instruction may indeed be difficult to implement (Krahne 1987).

Task-based learning requires a high level of creativity and initiative on the part of the teacher. If the teachers are limited to more traditional roles or do not have time and resources to implement task-based teaching, teaching through task-based approach can be challenging. In task-based teaching emphasis is on meaning and process carries with it that grammar and discrete goals are relegated to a secondary place and a subsidiary role. In a similar way, cognitive factors in learning, traditionally associated with grammar and form, are given a minor part to play.

The nature of task-based learning prevents it from being measurable by some of the more restricted and traditional tests (Krahe 1987).

Early enthusiasm about TBA has been tempered somewhat and it is becoming increasingly clear that emphasis on meaning alone does not result in more effective language acquisition. As usual, a balance must be found between the role assigned to meaning and the necessary focus on linguistic form. The complexity of the language acquisition process demands a more realistic approach to the teaching-learning situation. Dissatisfaction with learning and its outcomes are and have been common among learners.

Chan, Lee, Seo, and Park (2008) in their study about attitudes and perspectives on the implementation of TBLT indicate that students who have been learning the language through a variety of traditional approaches but are subsequently introduced to task-based teaching tend to have negative attitudes toward TBLT; however, upon using and experiencing tasks, they may overcome their original judgments and react

more favourably towards TBLT practices. For instance, Hood, Elwood, and Falout cited in Chan E. et al reported that after using TBLT in their university EFL classes, Japanese students' showed more preference for TBLT over the traditional teaching methods (e.g., Grammar Translation and Audiolingual Method). Similarly, Suzuki and Collins showed that students found TBLT to be difficult, but fun as well as valuable for their language development. Furthermore, Zannirato reported that Ph.D. candidates in one Italian Literature department did not feel a need to improve their Italian and were reluctant to enroll in the task-based Italian course.

Another point worth mentioning is about teachers who have not been given adequate training or support in TBLT and are therefore inclined to hold generally negative attitudes towards it. As Feryok (2004) states, a group of Malaysian secondary math and science teachers, who were not trained in TBLT methods, were required to use a TBLT approach. This requirement led them to lose their sense of control and to give task materials to students with no sense of how to use them; and not surprisingly, negative views toward TBLT from teachers and students ensued. Willis (1996) explains how teachers adopting TBL "involve examining existing beliefs and trying to look at learning and teaching in a realistic light." She further specifies that "...for the teacher who has just introduced and set up a task-based cycle for the first time, the biggest challenge of all is possessing the strength of mind to stand back with confidence and to let learners get on with their own learning" (Willis 1996:148). Another important consideration according to Willis is that new teachers generally have more positive outlooks on TBLT, while established teachers tend to hold negative views toward switching to a TBLT.

In spite of many challenges to implementing task based teaching in EFL contexts, there remains a strong rationale for pursuing task based methodology, especially when instruction envisions students moving on to use English for education. That is, in EFL settings, most students outside the classroom lack daily exposure and inclusion in purposeful exchanges in the English medium. These EFL students are far more dependent upon whatever guided communicative practice they can get in the classroom. It is mainly in the classroom that they can learn, “when and how to say what to whom” in English (Larsen-Freeman 2000, 121). However, regardless of the above problems, proponents of the task based teaching argue that EFL students are in need of task based methodology in order to gain confidence in using English.

3.4.7 Conceptual Framework.

The conceptual framework of this study is based on the rationale of TBLT. In this connection, task is described both as a psycholinguistic phenomenon (Long, 1996; Skehan, 1987; Yule, 1987) and socio cultural phenomenon (Kumaravadevul, 1991).

Although numerous research findings have established the enormous potential impact of Task-based teaching on learning, it is unlikely that such results will take place on a large scale unless both teachers and students agree and practice task based instructions. To agree or disagree to a phenomenon can be a matter of belief or perception.

Perceptions of an individual are affected by experiences, knowledge and context. As a result, knowledgeable and experienced people are likely to influence their

environment for change. In the same way, if students and teachers are exposed to certain learning/teaching situation, they are likely to act or react to the situation based on their experiences and knowledge. That way they accept or reject the method of learning/teaching. Most often, what students and teachers accept as an appropriate method of teaching is based on their belief, their belief is based upon their perceptions, what they perceive depends upon what they look for, what they look for depends upon what they think, what they think depends upon what they perceive, what they perceive determines what they believe, and their belief determines what they accept as appropriate or inappropriate. Therefore, in a similar analogy, the interplay between perceptions of task and action lead to improved outcome(s) in the teaching learning processes. Following the above brief description of theoretical concepts, the context of students' and instructors' perceptions of academic writing tasks in an EFL context is presented as follows.

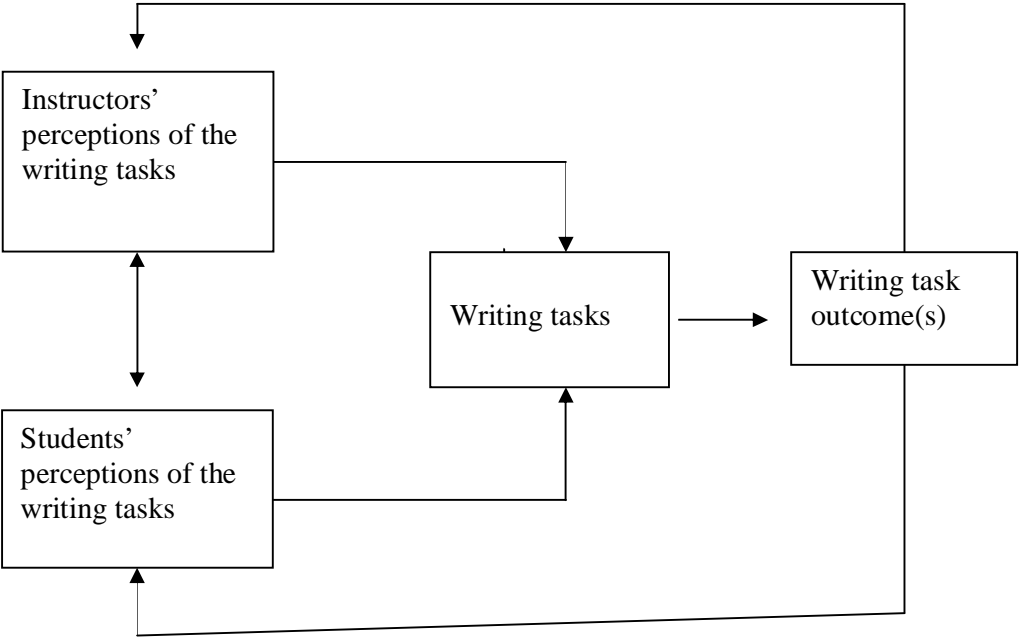


Figure 5: Conceptual frame work

The above model is developed based on Breen's (1987), Kumaravadivelu's (1993), and Legutke and Thomas' (1991) models of task-based language teaching. And this model serves as a framework for summarizing the study's findings, and will be used to illustrate analysis of the data in the latter chapter.

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction

In an attempt to investigate EFL instructors' and students' perceptions and practices of the writing tasks at Haramaya University, the present study examines three related domains: Perceptions, practice and task-based writing. This chapter explicates the methodological approach- the methodological concepts and how they were enacted. Therefore, the theoretical values that underpin the research methods will be described in this chapter.

First, the research design is discussed. Secondly, the research setting and approaches to sampling of the participants are sketched. Thirdly, data collection instruments and data analysis and interpretation procedures are described.

4.2 The research design

Whether task-based language teaching is seen to be appropriate, effective, or rejected as inappropriate, is based mainly on instructors' and students' perceptions of task-based language teaching/learning. In the light of this, the objective of this study was to investigate instructors' and students' perceptions of the writing tasks, and the impact of these upon their practices.

This research employs the case study method. An educational case study is an empirical enquiry within a localised boundary of space and time, into interesting

aspects of a case, in its natural context. Yin (2003) states, a case study is an inquiry that investigates a contemporary phenomenon within its real life context. Sharma (2000) cited in Yin (2003) states that the objective of a case study is to find facts about psychological or educational problems and diagnostic purposes. Similarly, Young (1965) mentions that in a case study mode a researcher carries out intensive investigation of specific behaviours of a unit of study- an individual, an institution, a community, or a group.

A case study can be of many types depending on the objectives and the focus of the study. Stake (1994) categorized the principal types of case study under intrinsic, instrumental, and collective types. The intrinsic case study is used when the case itself is of interest; that is when an abstract construct or a general phenomenon is not the goal of study, but only an intrinsic interest. The instrumental case study, on the other hand, provides an insight into an issue of a theory. The purpose of collective case study is to see varied cases jointly. The case study focuses on supportive roles that different cases play in conducting research.

This study sought to explore students' and instructors perceptions and practices of the writing tasks. It focuses on examining perceptions and practices in context. The context in which the writing skill is developed is a factor for the students' and instructors' perceptions of writing tasks. It was learnt from the results of the pilot study that almost all students did not know what task-based writing means. As a result, some of the students were given awareness raising training on how to do task-based writing so that they can tell the difference between their earlier and latter practices of writing. Therefore, the design of the study is collective case study.

4.3 Subjects

The subjects of the study were EFL instructors and students of Haramaya University. The study focused particularly on English major students of Education faculty. They were chosen in the belief that these students are expected to be English language teachers and are expected to acquire good level of writing skills. Thus assessing their perceptions of the writing tasks would be appropriate to know the effectiveness of the writing instructions in the University.

During the study, there were one hundred and eight English major students in the department; ninety two males and sixteen females. The students were assigned to two sections, each section having fifty four students. The students in one of the two sections were randomly assigned to take awareness raising training on task-based writing. All the one hundred and eight students, fifty four trained students and the other fifty four untrained students, participated in filling the questionnaire, and twelve students, six trained students and the other six untrained students, were chosen in a simple random sampling method for an interview.

In addition to students, instructors were also subjects of this study. There were twenty three instructors of which two males and one female had B.ED, thirteen males and five females had MA, two males had PhD. From the twenty three instructors, twelve instructors, who offered and were offering the writing courses for the undergraduate students, filled in the questionnaire and four instructors who were offering the course during the data collection period participated in the interview.

4.4 Instruments of data collection

In order to obtain adequate information for this study, data were collected through multiple techniques including questionnaires, interviews, and observations. The data collection instruments were used to collect data for the pilot study which was meant to test the range and appropriateness of the instruments of investigation chosen for the study. After the pilot study, the necessary improvements were made to some items of data collection instruments and then the instruments were used in the main study.

4.4.1 Questionnaire

The questionnaire was designed based on TBLT literature, partly adapted and modified from Nunan's (2004) checklist for communicative tasks, some of the questionnaire items were adapted from the lists of Common Misconceptions about Task-Based Instruction by Ellis (2003) and Horwitz's BALLI (1988). To investigate learner beliefs, Horwitz (1988) developed an instrument called the Beliefs About Language Learning Inventory (BALLI). This instrument served to survey students' views on a variety of issues regarding language learning and teaching (Kern, 1995; Yang, 1993). The BALLI has been an influential instrument and many studies have been conducted either directly applying the items or slightly modifying them to better adapt to different cultural contexts. Using the BALLI questionnaire, beliefs have been studied in relation to learner strategies (Yang 1999), and cultural and situational differences (Horwitz 1988). The extent to which instructors and learners see communicative components in instructional practices is essential for classroom language learning. As Horwitz (1988) suggests, classroom realities that contradict learner expectations about learning may disappoint them and thus interfere with the

attainment of desired learning outcomes. The questionnaires were designed to identify instructors' and students' perceptions and practices of the writing tasks.

The instrument, a four-page questionnaire, for EFL instructors and a three page questionnaire for EFL students were prepared to examine their respective perceptions of the writing tasks in the course material. The instructors' questionnaire is composed of 5 point Likert scale having two sections. The first section contains demographic questions in order to gain information about the instructors' gender, age, and teaching experience. The second section A (items 1-34) deals with instructors' perceptions of the writing tasks and section B focuses on instructors' practice (see appendix 1). In the second section A, instructors were asked to answer each question using a five-point Likert scale ranging from 'strongly disagree' to 'strongly agree' and in section B for 'classroom practice' the instructors were asked to answer each question using 'Always' to 'Never' (see appendix 1) . Under the students' questionnaire, the first section deals with students' prior experiences in learning writing by task based method and the second section A (items 1-30) focuses on the students' perceptions of the writing tasks (see appendix II). Section B deals with students' practices and the students were asked to answer the questions using 'Always' to 'Never' scales (see appendix II).

4.4.2 Interview

Interview can mostly be seen as a discussion between an interviewer and respondent(s), which sets out to provide data for the former. Interview is any person to person interaction between two or more individuals with a specific purpose in mind [Kumar, 1999:109]. Interviews vary in type from structured, which is organized in

advance by the interviewer, to unstructured, in which the respondents discuss freely without much interruption of the interviewer, thus in most cases no decision of changing the course of discussion is made by the interviewer. Both the structured and unstructured forms have advantages and disadvantages. For instance, the structured interview is advantageous to collect topic related information, but it has limitations in allowing flexibility to the interviewee. Unstructured interview on the other hand provokes flexibility and self organizations of respondents. Dyer (1995) states that unstructured interview some times may result in drifting out of the topic and poor time management as the interviewee keeps on talking about things that come to his/her mind. Dyer has also a third category, semi-structured interview, which combines structured and unstructured forms.

In this study semi-structured interview was employed (see appendices III and IV). There were two forms of interview. The first one was an interview made during the lesson observations, a lesson follow up interview. The purpose of this interview was to see what the students and instructors tell about the lesson converges. The second type of interview focused on task- based writing in general. Data for the second interview were tape-recorded, transcribed, and coded.

4.4.3 Observation

Lesson observation was important because it supplemented the interview and questionnaire methods in cross checking if what the respondents say and do converge. Action can be best understood when it is observed in the context in which it occurs (Bogdan and Biklen, 1992). Accordingly, the methods for data collection preferred in this study comprised classroom observations and follow-up interviews.

The methods and procedures of data collection increased opportunity to interact with the participants in a natural, unobtrusive and non-threatening manner. These tools enabled the researcher to know clearly what is going on and how things are proceeding so as to understand and explain why things occur as they do.

A total of twelve hours classroom observations were made. And during the observations lesson transcriptions and field notes were collected. The researcher acted as non-participant observer in the study, sitting at the back of the classroom taking notes on the verbal and behavioural exchanges between the instructor and the students as well as among the students themselves. These field notes mainly consisted of a written record of what happened in the classroom. Following each observation, unstructured interviews, both with the individual students and the instructor, were held in order to probe the issues arising from the classroom observation. It also helped to monitor changes in action. For six weeks, two days of lesson observation per week was made. To increase the reliability of observational evidence the lessons observed were videotaped. The lesson observations were important to see if what the instructors and students responded to the questionnaire and what they did in the classroom converged.

In general, during data collection, both quantitative and qualitative data collection instruments were used, and information from the data were triangulated so as to increase the reliability of the study.

4.4.4 Description of the Observation Guideline

The purpose of observing the writing lessons was to find out the general procedures and practices adopted by both instructors and students. The observation guideline (see Appendix V) has three main phases: the pre-task phase, the while-task phase and the post-task phase as suggested by Willis (1996). The purpose of the pre-task phase is to prepare students to perform the task in ways that promote learning. Lee (2000) describes the importance of 'framing' the task to be performed and suggests that one way of doing this is to provide an advance organizer of what the students will be required to do and the nature of the outcome they will arrive at. The while-task phase is the time when students are engaged in the writing activities where the teachers are expected to facilitate students' learning. And the post-task phase offers a number of options: (1) to provide an opportunity to repeat performance of the task, (2) to encourage reflection on how the task was performed, and (3) to encourage attention to form, in particular to those forms that proved problematic to the students when they performed the task. Based on this, an observation checklist (see Appendix V) was prepared to see how the instructors and students practice the writing tasks in the classroom.

4.5 Description of data collection procedures

The literature review covered in chapter three has provided the theoretical basis on which the methods of data collection of this research are based. Thus, a two phase process is followed: phase one (pilot study) and phase two (main study). Phase one was intended to test out the practicality of the various data collection instruments and to decide the procedure for their administration while phase two involved the actual

use of the instrument that proved to be useful during the try out stage. Thus phase two is a refined form of the pilot study (phase one). In both the pilot study and the main study the following data collection procedures were followed.

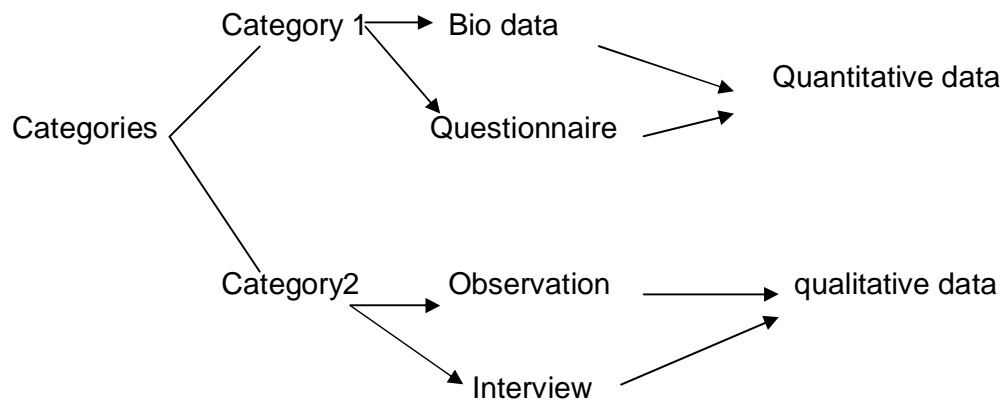


Figure 6: Description of data collection procedures

Questionnaire data were collected from both trained and untrained students on the same day one after the other. The same procedure was followed for interview questions. And students, who were selected for interview, were asked the interview questions one after the other on the same day. But instructors were asked on different days from that of the students. Accordingly, all the selected students and instructors filled in and returned all the questionnaire papers and responded to the interview questions.

4.6 Methods of Data Analysis

Data were gathered to explore how EFL instructors and students perceive task-based writing and how they practice it in classroom. The data gathered through

questionnaire, classroom observation and interview were analyzed using the following procedures.

The data analysis process consisted of both qualitative and quantitative methods. The quantitative data were analysed using Likert-type item analysis. In the Likert-scale, numerical values to responses and the numerical representation (the coding) of the items were made in the following two ways:- The favourable items (statements which directly address the task-based language teaching principles) were coded as: 'Strongly Agree'(SA) =5; 'Agree' (A)= 4; 'Undecided'(U) =3; 'Disagree'(D) =2 and 'Strongly Disagree' (SD)=1. The unfavourable items (do not address the task-based language teaching principles) were coded in the reverse manner as: 'Strongly Agree' =1; 'Agree' = 2; 'Undecided' =3; 'Disagree' =4 and 'Strongly Disagree' =5.

Similarly, the items of the questionnaire for 'classroom practice' were coded as:- 'Always'(A) =5; 'Often'(O) =4; 'Sometimes'(ST) =3; 'Rarely'(R)=2 and 'Never'(N) =1 for favourable items; and the reverse 'Always'(A) =1; 'Often'(O) =2; 'Sometimes'(ST) =3; 'Rarely'(R)=4 and 'Never'(N) =5 for unfavourable statements.

The data gathered using questionnaires were tallied, tabulated, and analyzed using statistical techniques. Descriptive statistics such as mean, percentage, variance, standard deviation and coefficient of correlation were used for expounding the different features of instructors' and students' perceptions and practices of the writing task. Tabular descriptions of items or variables in the study were made. These helped the researcher to classify the questionnaire items, into their respective

categories. To make the discussion easier, the questionnaire items were categorized in to four (4) thematic units as follow:-

1. Perceptions concerning the effects of writing task on improving the teaching-learning of writing.
2. Perceptions of the relevance of the writing tasks.
3. Perceptions concerning students' and instructors' roles in the writing tasks.
4. Perceptions concerning the effects of the writing tasks on confidence.

After classifying the categories, the number of times (frequency) the respondents answered for an item in each category were recorded in a table. Correlation between the mean rating of instructors' and students' perceptions and practices of the writing tasks were calculated using the Spearman Correlation Coefficient. To show the relationships between the variables, particularly of psychological traits like perception, the factor analysis procedures was implemented. SPSS (Statistical Package for Social Sciences) was used to analyze the data.

The qualitative data gathering instruments were prepared to obtain information on how and why instructors' and students' perceptions of the writing tasks affects their classroom practices. Thus it is helpful to see if what they tell and do converge. After the data were collected, then the data obtained from classroom observation were first categorized and interpreted. The information obtained from interview was transcribed, analysed, interpreted and coded. And finally, the results of observation, interview and questionnaire were triangulated.

So far the discussions of the research design, the subjects of the study, instruments of data collection and methods of data analysis were made. Next, discussion of the result of the pilot and the main study are made.

CHAPTER FIVE

ANALYSIS AND DISCUSSION OF THE RESULTS OF THE PILOT STUDY AND THE MAIN STUDY

Introduction

This chapter focuses on the discussions and results of the pilot and the main studies were made. First a brief discussion of the results of the pilot study is made. Then the results of the main study are made at length.

5.1 The pilot study

The purpose of conducting the pilot study was to try out the research instruments, sampling, analysis techniques and procedures that could be used for the main study. It also served as a way of collecting preliminary data and evaluating the feasibility of the major study (Gilbert, 2001). During the pilot study, it was possible to implement all data collection instruments. The findings of the pilot study were similar to the main study. Therefore, to avoid redundancy in discussions of the results of the pilot study and the main study, summary of the results of the pilot study is provided in this chapter.

5.1.1 The results of the pilot study

As indicated earlier, the pilot study had two main objectives: to try out the research methods and to use the results of the pilot study as a stepping stone to indicate directions of the main study.

A pilot-test of the research was conducted from March- June 2009 at Haramaya University. Six of the twenty three instructors and fifty four of one hundred eight students were taken as sample for the study. Three methods of data collection instruments (questionnaire, interview and class observation) were used. And instructors and students responded to their respective questions.

The questionnaires were intended to gather data on instructors' and students' perceptions and practices of task-based writing. A thirty-two item task-based writing perceptions questionnaire and a ten item task-based writing practice questionnaire were administered to instructors and students. Most of the questionnaire items, which were prepared for students and instructors, were designed to collect similar data. For instance, an item presented to students in terms of "I enjoy doing the writing tasks in the course material" was modified to "They enjoy working in task-based writing" in the instructors' questionnaire. This helped the researcher to compare if the responses of students and instructors matched or mismatched.

In addition to questionnaire, interview and class observations were made. The results of the pilot study showed that instructors had know-how about task-based writing but they were hesitant to impliment task-based teaching in the writing classes. But 89% of the students could not tell about task-based writing and lacked orientation about task-based writing.

5.1.2 Lessons learnt from the pilot study.

The objectives of the study were to investigate students' perceptions and practices of the writing tasks, to examine instructors' perceptions and practices of the writing tasks, to examine the relationship between students' and instructors' perceptions and practices and to investigate if instructors' and students' perceptions of the tasks influence the teaching and learning of writing.

After the pilot study, it was found that some of the questionnaire items lacked clarity. Though the purpose of the study was to study students' and instructors' perceptions and practices of writing task in a context, some of the statements in the questionnaires, were stated to examine the broad concepts of task. Therefore, it was necessary to make improvements in some of the research instruments and procedures before conducting the main study. Accordingly, the statements in table 3 below in the questionnaire were improved.

Table 3: pre-pilot and post-pilot versions of selected items

Earlier statement	Improved statement
Students judge their writing progress on the basis of their day to day performance	I Judge my writing progress on the basis of my day to day performance
Tasks are exercises to be completed in the classroom	It is very important for me to finish the writing tasks which I am given in the classroom.
TBLT provides a relaxed atmosphere	Having freedom to explore topics in

to promote the target language use.	class helps me think more about the writing task
Tasks help students to gain confidence in their ability to write.	I gained confidence in my ability to write because of the writing tasks in the course material.
I believe TBLT enhances my language learning	I believe the writing tasks in the course material enhance my writing skills
Opportunities to use the language should be provided by my classmates	Success in learning writing depends on tasks that my classmates and I do in the classroom
My language learning success depends on what I do in the classroom	My success in learning writing depends more on what I do in the classroom.
Tasks are appropriate to develop writing skills.	The writing tasks in the course material are appropriate to develop the writing skills.
Task based language teaching helps me learn culturally appropriate language.	The writing tasks in the course material are appropriate to develop the skills of writing in a context.
The ability to exchange ideas in spontaneous context requires skills far beyond knowledge of linguistic	The writing tasks require skills far beyond knowledge of linguistic structures.

structures.	
Students do best when they are taught as a whole class by their instructors.	I do best when I am taught as a whole class by my instructors.
Students disregard their classmates' comments during feedback session.	I disregard comments given to me by my classmates during the writing feedback sessions.

In addition to the modifications made to questionnaires, the statements for the interview and the class observation guide lines were modified and tried out.

Another lesson learnt from the pilot study was students' inability in writing and lack of awareness about task-based learning led them not to indicate the differences between different learning methods. This in turn made it difficult to know students' perceptions of task-based writing. During the pilot-test almost all of the student respondents indicated that they were not familiar with task-based language learning. Therefore, the researcher gave them awareness raising training about task-based writing. The reason for giving training emerged from the need to examine students' perceptions and practices of task-based writing.

There were two sections of students. One of the two sections was chosen, using simple random sampling (lottery draw method), and given the training. The training guideline was prepared (see Appendix VIII), and the students were trained

for three weeks before they started their actual writing classes. The cases were studied from September – November 2010.

5.1.3 Descriptions of awareness raising training

Even though external guidance and support can help students to develop writing skills, self-questioning and self-monitoring are believed to better assist students to plan, monitor, and evaluate their writing processes.

The purpose of the training was to raise students' awareness about the writing processes and served as scaffolding — to draw their attention to task-based writing. Accordingly, the training focused on students' awareness raising on some features of task-based writing like authenticity, focus on the reader, and writing context. The students were also trained to consider the three phases (pre-task, while task and post task) activities. In the pre-task phase they were required to plan or frame the task specifically, writing purpose and writing context. They had three sessions that focused on achieving this goal. The students wrote writing plans on chosen topics like human life, education for life and gender biases in which students were asked to consider the writing purpose. I asked students to visualize their readers and imagine the questions that readers might ask about the specific topics; then I asked them to exchange papers and write down their questions from the imagined reader's perspective. This seemed to be interesting to them and all of them were quite engaged in their group discussion; some were excited about getting the reader's expectations right and addressing the readers' concerns in their writing plan.

In the while task phase the students were engaged in producing a piece of writing. And finally during the post task the students were commenting and reflecting on each others' writing. At this stage they were required to rewrite their pieces.

After attending the first session of the task-based writing training, students reported some of their feelings and perceptions of the writing experience. One of the participant students drew a hasty conclusion after this first warm-up session: "There is nothing special in foreign language teaching style in English writing."

At the beginning of the training, I was so eager to introduce to the students how tasks in the writing classes can be approached, but they had returned my enthusiasm with some discouraging remarks. I was upset; I felt a sense of failure and disappointment at that moment because some students did not have the patience to see what the training was really like. They seemed to have only a superficial understanding of the first lesson of "writing process". Of course, I tried to step back and not let my emotions interfere with my research process. Seeing the training from the objective perspective as a researcher, I expected that some students might benefit from the training.

During the training, I constantly reminded myself of the fact that task-based writing is an on-going activity which needs quite an amount of time and effort to improve. The three-weeks training could not solve the problem, but I hoped it could provide them with some ways to overcome difficulties, to facilitate students' understanding and using the task-based writing, and to empower students to monitor their own learning

so they could improve their writing. The training was conducted with a focus on strategies and applications of task-based writing.

In general, before the training, for the majority of the students accomplishing writing tasks has been based on one fixed model: linear and monologic. In the training, the writing process was deliberately recursive and dialogic. Some students regard writing as self-expression only, which had little to do with readers. Through the training activities they learned to consider readers' perspectives so they could approach a topic from a balanced viewpoint. I feel that training for task-based writing accomplished its purpose for four reasons: 1) some of the students were aware of the context of writing; 2) the students learned specific strategies to apply to their writing; 3) the training activities provided ways and directions for students to follow and handle writing tasks; 4) students slightly developed confidence in English writing. Therefore, the results of the training show that it is not impossible to make our mission possible in teaching.

During the pilot study it was found that unlike the students, the instructors were aware of the importance of task-based language teaching. Therefore, it was unnecessary to train instructors to examine their perceptions and practices of task-based writing.

As shown above, the experience gained from the pilot study was invaluable. As a result, the researcher was able to amend the weakness observed in the pilot study. It was also possible to test the amended tools that were used later in the main study. An attempt was made to summarize the results of the pilot study and the findings of the main study as follows.

5.2 The Main Study

Introduction

In this chapter, descriptions of the main study and the findings are discussed at length. The analysis of the study is followed by the discussions of the results. The first part of the discussion focuses on the analysis and discussion of the results of the questionnaire. Accordingly, analysis and discussions of the instructors' responses about task-based writing perceptions and practices are followed by students' responses. In the analysis, descriptive statistics like mean, percentage, correlation and factor analysis were used. The second part deals with the results of the interview and the third part is discussion of the results of class observation. And finally, the results of the questionnaire, interview and classroom observations were triangulated and discussed.

5.2.1 Analysis and results of the Questionnaires

As stated above, the specific objectives of the study were: to examine instructors' perceptions of tasks, to examine students' perceptions of tasks, to examine the relationship between students' and instructors' perceptions of tasks and to investigate if students' and instructors' perceptions of tasks influence the teaching of writing. Accordingly, in order to collect information for the study, questionnaires for instructors and students were developed. The items in the questionnaires, of both instructors and students, were subcategorized by their theme into four groups. The

questionnaire items in each category were adapted from Beliefs About Language Learning Inventory (BALLI) and Foreign Language Attitude Survey (FLAS).

These are:

1. Perceptions concerning effects of writing task on improving the teaching-learning of writing.
2. Perceptions of the relevance of the writing tasks.
3. Perceptions concerning students' and instructors' roles in the writing tasks.
4. Perceptions concerning the effects of the writing tasks on confidence.

In addition to perceptions questionnaire, questionnaire related to students' and instructors' classroom writing practice were also prepared and used. The results of the instructors' questionnaire and students' questionnaire were analyzed as follows.

Section one

5.2.1.1 Questionnaire for Instructors

The purpose of the questionnaire was mainly to obtain information about instructors' perceptions of task-based writing. The questionnaire includes two sections: section one is about demographic information and section two is about perceptions and understanding of the writing tasks. Here, understanding entails the ability to articulate the principles of task-based teaching and an awareness of the implications for classroom practice. The questionnaire, which has 34 items, was further

categorized into four sub-categories. And analysis and discussions of the questionnaire results were made based on the categories as follows.

Category 1. Instructors' Perceptions of the Effects of Writing Tasks on improving the Teaching of Writing

An attempt was made to get data on instructors' perceptions about the effects of writing tasks on the teaching of writing. The purpose of the questionnaire items in this category is to elicit data on what the instructors perceive about the effect of the writing tasks in improving the teaching of writing. The results are indicated in table 4 below.

Table 4: Perceptions concerning the Effects of Writing Tasks on improving the Teaching of Writing

Item No	Statement		Strongly agree		Undecided	Disagree	Strongly disagree	Mean			
			F	%							
1	The writing tasks in the course material are communicative goal directed; thus they enhance students learning.	F	2	16.7	6	50	4	33.3	-	-	3.83
2	The writing tasks in the course material engage students to put a primary focus on meaning.	F	2	16.7	4	33.3	4	33.3	2	16.7	3.50

3	Students are expected to come up with clearly defined outcomes at the end of their writings	F %	3 25	5 41.7	4 33.3	- -	- -	3.58
8	The writing tasks promote learners' ability in an academic writing.	F %	2 16.7	6 50	2 16.7	2 16.7	- -	3.66
12	The writing tasks help students to develop skills far beyond knowledge of linguistic structures.	F %	4 33.3	4 33.3	4 33.3	- -	- -	4.00
14*	Writing-tasks in the course material are beyond the students' ability.	F %	2 16.7	4 33.3	- -	4 33.3	2 16.7	3.00
17	It is really difficult to assess the outcomes of the tasks	F %	6 50	4 33.3	- -	2 16.7	- -	4.16
18	The writing tasks promote the development of integrated skills in the classroom.	F %	- -	2 16.7	4 33.3	4 33.3	2 16.7	2.50
25*	Pattern practices are more appropriate to provide students	F	-	4	4	-	4	3.33

	meaningful context to use the target language for writing.	F -	33.3	33.3	-	33.3	
		% -					
26*	The end result of the writing task has to be assessed by what the students have done rather than how they have done it.	F -	4	4	2	2	3.16
		% -	33.3	33.3	16.7	16.7	
27*	The out comes of a writing tasks are to be measured by how the students have done the tasks than what they have done.	F -	4	4	-	4	3.33
		% -	33.3	33.3	-	33.3	

*= Unfavourable statements and their corresponding scale values

As shown in table 4 above, item 8 was designed to generate data on the relation between the writing tasks and their effect on improving students' writing ability. In response, more than half of the instructors (66.7%) agreed that the writing-tasks in the course material promote learners' academic writing (item 8). Task-based language teaching bases its foundation principle on meaning, not on form. Similarly, half of the instructors (50%) agreed that the primary focus of the writing tasks in the course material is meaning (item-2). Willis (1996) states that task based teaching considers language just as a tool for communication. Similarly, instructors' responses show that in task-based writing language is primarily a means of making meaning.

Instructors' expectations of the final product of writing are likely to affect their students' focus on the writing activity. With regarded to the outcomes of the writing tasks, most of the instructors (75%) agreed that there is a clearly defined outcome for

tasks (item 3). It is useful to distinguish between the 'outcome' and the 'aim' of a task. 'Outcome' refers to what the learners arrive at when they have completed the task. 'Aim' refers to the pedagogic purpose of the task, which is to elicit meaning-focused language. Indeed, it has been argued that it is not task features themselves but rather learner interpretation of task features which determine interactional outcomes (Breen 1987). But a few instructors (33.3%) agreed to the statement which says 'the outcomes of a task are to be measured by the number of correct answers students produce (item 26). It is true that students can involve in the task process and interpret a task in different ways. As Hosenfeld (1976) pointed out, learners are adroit at redefining activities to suit their own purposes.

Though the majority of the instructors seem to have understanding about theory of task based language teaching in general and the writing tasks in particular, (33.3%) of the instructors agreed that pattern practice provides a meaningful context to use the target language for writing. In addition, (33.3%) of the instructors believed that an accomplishment of a task has to be evaluated more by the process in which the students did the task than the end result of the task (item 27). But it should be noted that, in the teaching learning process, what the students do in the task is as important as how they do the task. A task seeks to engage students in using language pragmatically rather than displaying language. As Kumaravadivelu (1991: 99) puts it, tasks 'indicate' the content but 'the actual language to be negotiated in the classroom is left to the teacher and the learner'. In general, the responses obtained from the instructors' questionnaire show instructors' understanding of the theoretical principles of task-based language teaching.

Category 2. Perceptions of the Relevance of the Writing Tasks

The second category focuses on instructors' perceptions about the importance of the writing tasks in improving students' writing ability. The results of the questionnaire in this category are presented in the following table.

Table 5 Perceptions of the Relevance of the Writing Tasks

Item No	Statement	F	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean
4	The writing tasks help the students to use the target language outside the classroom.	F	-	4	2	4	2	2.66
		%	-	33.3	16.7	33.3	16.7	
5	The writing tasks in the course material are appropriate for the students to develop their writing skills.	F	-	2	4	2	4	2.33
		%	-	16.7	33.3	16.7	33.3	
7	The writing tasks help students to plan their writing, since writing tasks are implemented in phases (stages)	F	2	6	2	-	2	3.50
		%	16.7	50	16.7	-	16.7	
9	The writing tasks improve learners' interaction skills.	F	-	6	2	4	-	2.83
		%	-	50	16.7	33.3	-	
11	The writing tasks help students to	F	-	4	2	6	-	2.83

	focus on real world activities.	%	-	33.3	16.7	50	-	
15	It is essential to use task based teaching in the writing classes.	F %	2 16.7	4 33.3	- -	2 16.7	4 33.3	2.83
23*	It is difficult to use the writing tasks in the classroom	F %	2 16.7	2 16.7	2 16.7	4 33.3	2 16.7	3.16
24*	It is more important for students to learn rules of the language than its use in the writing classes	F %	- -	3 25	2 16.7	3 25	4 33.3	3.66
30*	It is very important for students to finish the writing tasks which they are assigned in the classroom.	F %	- -	2 16.7	2 16.7	4 33.3	4 33.3	3.83

*= Unfavourable statements and their corresponding scale values

As can be seen in table 5 above, 50% of the instructors indicated that it is essential to use tasks in their writing classes (item 15) because the tasks help the students to use the target language outside the classroom (item 4). On the other hand, 33.3% agreed that it is difficult to use tasks in the class. Willis (1996) indicates that task based teaching as a method is challenging when the teacher and/or the students do not have orientations about the method; as a result, students' and /or teachers'

participations will be limited. Similarly, about (33.3%) of the instructors agreed that it is very important for students to finish the writing tasks which they are assigned in the classroom (item 30). 58.3% of the instructors disagreed to the statement “It is more important for students to learn rules of the language than its use in the writing classes” (item 24). Ellis (2003) and Long (1991) state that, in task based language teaching, there is naturally less concern for use of grammatical accuracy. That is to say, working more on grammatical accuracy inhibits students learning. Though one of the philosophies of task based teaching is enhancing students’ interaction, many instructors 50% agreed that the writing tasks in the course material improve students’ pair or group interaction skills (item 9). Interaction is a pivotal element of the task-based teaching which is student-centred.

In general, the above discussion shows that instructors have favourable perceptions about the relevance of task-based writing in improving students’ writing ability. Next perceptions about instructors’ and students’ roles during the writing tasks are discussed.

Category 3. Perceptions concerning Students’ and Instructors’ Roles in the Writing Tasks.

The results of the questionnaire in this category deals with indicating the instructors’ perceptions of the roles that students and instructors play during the writing activity. The results are presented in the following table.

Table 6 Perceptions concerning Students' and Instructors' Roles in the Writing Tasks

Item No	Statement		Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean
6	The writing tasks are based on the student-centred instructional approach.	F	-	4	4	2	2	2.83
		%	-	33.3	33.3	16.7	16.7	
10*	Success in teaching writing depends more on what the instructor teaches.	F	2	-	6	4	-	3.00
		%	16.7	-	50	33.3	-	
19*	The writing tasks put much burden on instructor	F	4	2	2	2	2	2.63
		%	33.3	16.7	16.7	16.7	16.7	
21	The writing tasks are appropriate to increase students' participation.	F	-	4	2	4	2	2.66
		%	-	33.3	16.3	33.3	16.5	
28*	Most students do not have interest to participate in the writing activity	F	2	4	-	4	2	3.00
		%	16.7	33.3	-	33.3	16.7	
29*	If instructors do not explain an activity thoroughly first, the students will waste their time	F	4	4	2	-	2	2.33
		%	33.3	33.3	16.7	-	16.7	
31*	Keeping the students focused on their writing depends more on the material	F	2	2	2	4	2	3.16

	than on the instructor.	%	16.7	16.7	16.7	33.3	16.7	
34	Students as negotiator between the self, the learning process and the object of learning can learn independently.	F	-	3	2	4	3	2.41
		%		25	16.7	33.3	25	

*= Unfavourable statements and their corresponding scale values

As shown in table 6 above, a few instructors (33.3%) indicated that success in students learning does not depend only on what the instructors teach (item 10). But contrary to their response to item (10), many (66.6%) of the instructors agreed that it is appropriate for the instructors to explain an activity thoroughly first, so that the students can effectively use their time (item 29). The paradox is if the instructors use much of the time for explanation, students are left with little time to use in the classroom.

One of the central focuses in task-based writing is students' participations and contributions in the writing classes. But 50% of the instructors indicated that most students do not participate in the writing activity (item 28). In principle, effective learning is a result of greater self direction rather than dependence up on the instructor. But about 50% of the instructors agreed that the writing tasks put much burden on them (item 19). Task-based instruction should not be teacher-centred; therefore, it requires commitment on the part of the instructors to help students to participate in the class discussions. If students are notably lacking in these qualities of taking part in the discussions, task-based instruction may indeed be difficult to

implement (Krahne 1987). In general, most of the instructors favoured more the role of the instructors in teaching than students' role in learning.

Category 4. Perceptions concerning the Effects of the Writing Tasks on Confidence

The questionnaire items in this category revealed instructors perceptions of the effects of the writing tasks on students' confidences in practicing the writing. The results are presented as follows.

Table 7 Perceptions concerning the Effects of the Writing Tasks on Confidence

Item No	Statement		Strongly agree	agree	Undecided	Disagree	Strongly disagree	Mean
13	The writing tasks help students to develop self confidence in writing	F %	- -	4 33.3	2 16.7	6 50	- -	2.83
16	The writing tasks foster a relaxed atmosphere to facilitate the target language use.	F %	4 33.3	- -	4 33.3	4 33.3	- -	3.33
20	Students are not expected to come up with the same answer for a writing task, but some students are uncertain about this.	F %	6 50	4 33.3	- -	2 16.7	- -	4.16

22	Students have experience on how to deal with task-based writing which actually helps them develop confidence in their writing.	F	-	2	6	-	4	2.50
		%	-	16.7	50	-	33.3	
32	Students are confident to work with task-based writing activities.	F	-	4	2	4	2	2.66
		%	-	33.3	16.7	33.3	16.7	
33*	Training students to develop confidences and take responsibility for their own learning is futile since learners are not used to task-based learning approach.	F	-	-	3	4	5	4.16
		%	-	-	25	33.3	41.7	

*= Unfavourable statements and their corresponding scale values

In working with task-based writing activities effectively, experiences of task based teaching/learning are important. With regard to this, the results in table 7 above show that 33.3% of the instructors indicated that students do not have experiences on how to work with task-based writing (item 22). And many (50%) instructors agreed that students do not have confidence to work with task based learning (item 32). But still 50% of the instructors are not sure whether the writing tasks help students to develop confidences in their writing ability or not (item 22).

Contrary to what is discussed above, a few instructors (33.3%) agreed that students are confident to work with task-based writing activities (item 32). But some (50%) of the instructors disagreed that the students are confident to work with task-based writing activities (item 32). About 75% of the instructors agreed that if students are trained on how to work with task-based writing, they can develop confidence and take responsibility for their own learning (item 33). This shows that the instructors lacked confidence in their students' ability to handle the writing tasks.

Section two

5.2.1.2 Questionnaire for Students.

During the study, there were one hundred and eight students. They were assigned to two sections (classrooms). As discussed earlier, the results of the pilot study revealed that almost all students had no experience of task-based learning. Therefore, students, who were in one of the two sections, were given short term awareness raising training about task-based writing (see Appendix viii). Then, analysis and discussions of the results of students' questionnaire were made based on the responses obtained from the trained and untrained students. Accordingly, the results are discussed as follows.

5.2.1.2.1 Results of the untrained students

The untrained students are those who did not participate in the awareness raising training about task-based writing which was given at Haramaya University for this research purpose. The students were said to have little or no know-how about task-

based writing concepts. The purpose of the questionnaire was to reveal the students' perceptions about task-based writing. The analysis and the results of the students' responses are made as follows.

Category 1. Perceptions concerning Writing Tasks effects on improving the Learning of Writing

Category one of the students' questionnaires focused on revealing students' perceptions of the effects of the writing tasks in helping them improve their own writing abilities. Accordingly, the results obtained from students are presented in the following table.

Table 8 Perceptions concerning Writing Tasks effects on improving the Learning of Writing

Item No	Statement		Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Mean
1	I believe the writing tasks in the course material enhance my writing skills	F %	6 11.1	7 12.9	20 37	10 18.5	11 20.3	2.75
4	In working with the writing tasks in the course material, I am expected to focus on meaning than form of the language.	F %	6 11.1	7 12.9	20 37	10 18.5	11 20.3	2.75

8	The writing tasks in the course material are appropriate to develop knowledge and skill of the language.	F %	9 16.6	7 12.9	18 35.2	9 16.6	11 20.3	2.88
9*	The tasks in the course material are beyond my level therefore the instructor should provide me other opportunities to improve my writing.	F %	5 9.2	5 9.2	11 20.3	18 33.3	15 27.7	3.61
10	Success in doing a writing task is measured by both how it has been done and what has been done	F %	6 11.1	5 9.2	28 51.8	11 20.3	4 7.4	2.96
11*	Success in learning writing depends on tasks that I can do in the classroom	F %	5 9.2	12 22.2	29 53.7	6 11.1	2 3.7	2.77
12	Success in learning writing depends on tasks that my classmates and I do in the classroom	F %	8 14.8	9 16.6	7 12.9	15 27.7	15 27.7	2.62
15	A task in the course material can have different solutions; this helps me to see the task in different perspectives.	F %	5 9.2	8 14.8	10 18.5	12 22.2	19 35.2	2.40

*= Unfavourable statements and their corresponding scale values

The responses in table 8 above show that a few (24%) of the student respondents agreed that in working with the writing tasks they are expected to focus more on meaning than form of the language (item 4). According to Bygate, Skehan, and

Swain (2001), a task is an activity which requires learners to use language, with emphasis on meaning. On the other hand, 20.3% of the students agreed that success in doing a writing task is measured by both how it has been done and what has been done (item 10). But, the majority of the students (57.7%) disagreed that the writing task in the course material can have different answers (item 15). But Richards and Rodgers (2001: 228) suggest that ‘tasks are believed to foster processes of negotiation, modification, rephrasing, and experimentation in second language learning.’ Accordingly, the opportunity to modify the solution(s) to a task is the way in which interaction contributes to language learning. Regarding the role of task in facilitating learning, about 37% of the students did not decide whether or not tasks help them to improve their writing (item 1). This shows that the students are not sure whether or not the writing tasks help them improve their writing ability.

Category 2. Perceptions of the Relevance of the Writing Tasks

In category two, the questionnaire items were designed to investigate students’ perceptions of the focuses and relevance of the writing tasks in improving their own writing ability. The results are shown in the following table.

Table 9 Perceptions of the Relevance of the Writing Tasks

Item No			Strongly agree	agree	Undecided	Disagree	Strongly disagree	Mean
3*	I think I need to know well about the language rules before I deal with the	F	7	20	10	9	8	2.83

	writing tasks in the course material.	%	12.9	37.0	18.5	16.6	14.8	
16	The writing tasks in the course material help me think more about my writing because they are related to real world situation.	F	7	9	18	9	11	2.87
		%	12.9	16.6	33.3	16.6	20.3	
17	The writing tasks in the course material are appropriate to develop writing skills	F	9	12	11	12	10	2.96
		%	16.6	22.2	20.3	22.2	18.6	
19	When I work to solve difficult tasks in pairs, it helps me think more about my writing.	F	8	12	2	16	16	2.62
		%	14.8	22.2	3.7	29.6	29.6	
21	Having time to think about a task helps me think more about my writing.	F	4	6	10	20	14	2.35
		%	7.4	11.1	18.6	37.0	25.9	
22*	I don't think I can add something new to my earlier knowledge of writing because I do not know most of the tasks in the course material.	F	14	11	9	11	9	2.81
		%	25.9	20.3	16.7	20.3	16.7	
23	Most of the writing tasks in the course material are familiar to me; therefore, I am focused on my writing.	F	5	7	24	8	10	2.79
		%	9.2	12.9	44.4	14.8	18.5	
25	I enjoy doing meaning focused task based writing better than form focused writing	F	9	8	15	11	11	2.87
		%	16.6	14.8	27.7	20.3	20.3	

29	Knowledge of the rules of a language does not guarantee the ability to write in that language.	F	3	5	12	19	15	2.29
		%	5.5	9.2	22.2	35.1	27.7	

*= Unfavourable statements and their corresponding scale values

As shown in table 9 above, 49.9% of the students agreed that they need to know well about the rules of the language before they deal with the writing tasks (item 3). This indicates that the students perceive the language forms should be taught before they engage in the actual writing activity. In connection with the relevance of the writing tasks, 40.8 % of the students disagreed that the writing tasks in the course material are appropriate to develop their writing (item 17). Moreover, many (62.9%) of the students disagreed that having time to think about a task helps them think more about their writing (item 21). It is shown (see appendix vii) that the writing course material gives opportunity to students to work most of the activities by themselves. If students do not have experience of autonomous learning and are not ready to take responsibility for their own learning, they tend to depend more on their instructor.

Regarding the applicability of the tasks in solving a real world problem, about 36.9% of the students agreed that the writing tasks in the course material do not focus on the real world problems (item 16). The students seem to limit the contributions of the writing task to the classroom consumption purpose. On the other hand, about 40.6% of the students disagreed that they enjoy learning in task-based writing (item 25).

Category 3. Perceptions concerning Students' and Instructors' Roles in the Writing Tasks.

In category three, the questionnaire items focus on examining students' perceptions about their and their instructors' roles in using the writing tasks in the classroom. The results are presented in the following table.

Table 10 Perceptions concerning Students' and Instructors' Roles in the Writing

Item No	Statement		Strongly agree	agree	Undecided	Disagree	Strongly disagree	Mean
2	The writing tasks in the course material give more room for students to practice writing than instructor's discussion.	F %	6 11.1	7 12.9	9 16.6	18 33.3	14 25.9	2.51
6*	The task-based writing encourages instructor-centered discussions	F %	14 25.9	18 33.3	9 16.6	6 11.1	7 12.9	2.51
7	Task oriented writing enhances my interaction in the writing classes.	F %	8 14.8	9 16.6	13 24	12 22.2	12 22.2	2.79
13*	Success in learning writing depends on what the instructor does in the classroom.	F %	11 20.3	15 27.7	9 16.6	10 18.5	9 16.6	2.81
14	I think the tasks in the course material promote independent learning.	F %	6 11.1	9 16.6	15 27.7	13 24	11 20.3	2.74

20	The writing tasks in the course material are appropriate to work with other students in the classroom.	F	12	13	6	14	9	2.92
		%	22.2	24	11.1	25.9	16.6	
30*	Students do best when we are taught as a whole class by our instructors.	F	8	13	13	12	8	2.98
		%	14.8	24.0	24.0	22.2	14.8	

*= Unfavourable statements and their corresponding scale values

Students can contribute a lot to their learning if they are familiar with the method of learning. In table 10 above, the students responses in connection with task familiarity show, many (59.2%) of the students agreed that they do not know how to work with the writing tasks in the course material (item 2). And about 48 % of the respondents agreed that success in learning to write depends on what the instructor does in the classroom (item 13). But some scholars state that learning is not so much a matter of taking in and possessing of knowledge but rather of the taking part in activities (Ellis, 2003, p. 176).

About 24% of the students disagreed that much time is given to the instructors than the students (item 6). Unquestionably, instructor's involvement in the teaching process, unless it distracts students learning, is essential for initiating learning activities, setting standards, assessing performances, and providing some forms of feedback. Stevick (1996) writes "the more the teacher talks and explains the less internal work the learner is likely to do". Contrary to the principles of task based

learning, about 44.3% of the students do not agree that the writing tasks promote independent learning (item 14).

Category 4. Perceptions concerning the Effects of the Writing Tasks on Confidence

The questionnaire items in category four were prepared to explore students' perceptions of the effects of the writing tasks on their confidence of writing ability.

The results of the responses are discussed as follows.

Table 11 Perceptions concerning the Effects of the Writing Tasks on Confidence

Item No	Statement		Strongly agree	agree	Undecided	Disagree	Strongly disagree	Mean
5	The writing tasks help me to plan for my writing.	F	8	10	-	11	24	2.46
		%	14.8	18.5	-	20.3	44.4	
18	Having freedom to explore topics in class helps me think more about the writing task	F	9	13	10	9	14	2.94
		%	16.6	24	18.5	16.6	25.9	
24	The writing tasks in the course material provide me room to decide	F	8	9	20	10	7	3.01

	on how to arrive at the outcomes of the task	%	14.8	16.6	37	18.5	12.9	
26	I gained confidence in my ability to write because of the tasks in the course material.	F %	8 14.8	9 16.6	18 33.3	9 16.6	10 18.5	2.92
27	My earlier experiences about tasks helped me to write better.	F %	6 11.1	7 12.9	5 9.2	22 40.7	14 25.9	2.42
28*	I am confused about what and how to do the tasks in the course material.	F %	14 25.9	10 18.5	9 16.6	11 20.3	10 18.5	2.85

*= Unfavourable statements and their corresponding scale values

Students' contribution to their own writing starts from participating in the pre-writing (planning) stage. In relation to this, the results of students' response in table 11 above show that a few (33.3%) of the students agreed that the writing tasks helped them to plan for their writing (item 5). And 42.5% of the students disagreed that having freedom to explore topics in class helped them think more about the writing task (item 18). But the literature about task based-teaching shows that task-based writing promotes students' ability to frame and modify topics for the writing tasks.

Concerning the effects of the writing tasks on developing the students' confidence in their writing abilities, 35.1% of the students disagreed and 33.3% of the respondents did not decide that they gained confidence in their ability to write (item 26). Moreover, many (72.1%) of the students agree that they have problems in deciding what and how to do the writing tasks in the course material (item 28) because they do not have experience of task-based learning.

5.2. 1.2. 2 Results of the trained students

The trained students are those who participate in the awareness raising training, about task-based writing, given at Haramaya University for this research purpose. The purpose of the questionnaire was to reveal the students' perceptions about task-based writing. The analysis and the results of the students' responses are made as follows.

Category 1. Perceptions concerning Writing Tasks effects on improving the Learning of Writing

Category one of the students' questionnaires focused on examining students' perceptions of the effects of the writing tasks in helping them improve their own writing abilities. Accordingly, the results obtained from students are presented in the following table.

Table 12 Perceptions concerning Writing Tasks effects on improving the Learning of Writing.

Item No	Statement		Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Mean
1	I believe the writing tasks in the course material enhance my writing skills	F %	11 20.3	13 16.6	14 25.9	9 24	7 12.9	3.75
4	In working on the writing tasks in the course material, I have to focus on meaning than form of the language.	F %	10 18.5	10 18.5	18 33.3	9 16.6	7 12.9	3.12
8	The writing tasks in the course material are appropriate to develop knowledge and skill of the language.	F %	7 12.9	8 14.8	16 29.6	11 20.3	12 22.2	2.75
9*	The tasks in the course material are beyond my level therefore the instructor should provide me other opportunities to improve my writing.	F %	7 12.9	20 37.0	10 18.5	9 16.6	8 14.8	2.83
10	Success in doing a writing task is measured by both how it has been done and what has been done	F %	10 18.5	7 12.9	17 31.4	9 16.6	11 20.3	2.92
11*	Success in learning writing depends on tasks that I can do alone in the classroom	F %	5 9.2	12 22.2	24 44.4	8 14.8	5 9.2	2.92
12	Success in learning writing depends on	F	8	9	7	11	19	2.53

	tasks that my classmates and I do in the classroom	%	14.8	16.6	12.9	20.3	35.1	
15	A task in the course material can have different solutions; this helps me to see the task in different perspectives.	F	9	11	7	8	19	2.68
		%	16.6	20.3	12.9	14.8	35.1	

*= Unfavourable statements and their corresponding scale values

The responses in table 12 show that less than half (37%) of the student respondents agreed that in working with the writing tasks they are expected to focus on meaning than form of the language (item 4). According to Bygate, Skehan, and Swain (2001), a task is an activity which requires learners to use language, with emphasis on meaning. On the other hand, 31.4% of the students agreed that success in doing a writing task is measured by both how it has been done and what has been done (item 10). But, some of the students (49.9%) disagreed that the writing task in the course material can have different answers (item 15). Regarding the role of task in facilitating learning, about 25.9% of the students did not decide whether or not tasks help them to improve their writing (item 1). In general, compared to the results of the untrained students (see page 111), the trained students have improved perceptions of the effects of the writing tasks in improving their writing ability.

Category 2. Perceptions of the Relevance of the Writing Tasks

In category two, the questionnaire items were designed to investigate students' perceptions of the focuses and relevance of the writing tasks in improving their own writing ability. The results are shown in the following table.

Table 13 Perceptions of the Relevance of the Writing Tasks

Item No	Statement		Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Mean
3*	I think I need to know well about the language rules before I deal with the writing tasks in the course material.	F %	7 12.9	13 24	14 25.9	9 16.6	11 20.3	3.07
16	The writing tasks in the course material help me think more about my writing because they are related to real world situation.	F %	9 16.6	12 22.2	11 20.3	12 22.2	10 18.6	2.96
17	The writing tasks in the course material are appropriate to develop writing skills	F %	14 25.9	15 27.7	6 11.1	9 16.6	10 18.5	3.25
19	When I work to solve difficult tasks in pairs, it helps me think more about my writing.	F %	12 22.2	8 14.8	5 9.2	13 24.0	16 29.6	2.75
21	Having time to think about a task helps me think more about my writing.	F %	16 29.6	18 33.3	10 18.5	5 9.2	5 9.2	3.66
22*	I don't think I can add something new to my earlier knowledge of writing because I do not know most of the	F %	10 18.5	12 22.2	15 27.7	8 14.8	9 16.6	2.88

	tasks in the course material.							
23	Most of the writing tasks in the course material are familiar to me; therefore, I am focused on my writing.	F	12	13	9	11	9	3.12
		%	22.2	24.0	16.6	20.3	16.6	
25	I enjoy doing meaning focused task based writing better than form focused writing	F	8	10	24	6	6	2.81
		%	14.8	18.5	44.4	11.1	11.1	
29	Knowledge of the rules of a language does not guarantee the ability to write in that language.	F	16	14	12	9	3	3.59
		%	29.6	25.9	22.2	16.6	5.5	

*= Unfavourable statements and their corresponding scale values

As shown in table 13, 36.9% of the students agreed that they need to know well the rules of the language before they deal with the writing tasks (item 3). This indicates that the majority of the trained students, unlike the untrained students (see page 113), do not give priority to language form in the writing task process. In connection with the relevance of the writing tasks, 53.6 % of the students agreed that the writing tasks in the course material are appropriate to develop their writing (item 17). Moreover, many (62%) of the students agreed that having time to think about a task helps them think more about their writing (item 21). The result of item 21 seems to show that students valued the effect of time in writing.

Regarding the applicability of the tasks in solving a real world problem, about 38.8% of the students agreed that the writing tasks in the course material focus on the real world problems (item 16). In addition, about 33.3% of the students agreed that they

enjoy learning in task-based writing (item 25). In general, compared to the untrained students, the trained students have shown favourable perceptions towards the relevance of the writing tasks in supporting them to improve their writing ability.

Category 3. Perceptions concerning Students’ and Instructors’ Roles in the Writing Tasks.

In category three, the questionnaire items focus on examining students’ perceptions about their and their instructors’ roles in using the writing tasks in the classroom. The results are presented in the following table.

Table 14 Perceptions concerning Students’ and Instructors’ Roles in the Writing Tasks.

Item No	Statement		Strongly agree	agree	Undecided	Disagree	Strongly disagree	Mean
2	The writing tasks in the course material give more room for students to practice writing than instructor’s discussion.	F %	8 14.8	10 18.5	12 22.2	17 31.4	7 12.9	2.90
6*	The task-based writing encourages instructor-centered discussions	F %	3 5.5	9 16.6	11 20.3	14 25.9	16 29.6	3.55

7	Task oriented writing enhances my interaction in the writing classes.	F	8	9	13	11	13	2.77
		%	14.8	16.6	24.0	20.3	24.0	
13*	Success in learning writing depends on what the instructor does in the classroom.	F	7	13	14	9	15	3.07
		%	12.9	24	25.9	16.6	16.6	
14	I think the tasks in the course material promote independent learning.	F	9	10	15	10	10	2.96
		%	16.6	18.5	27.7	18.5	18.5	
20	The writing tasks in the course material are appropriate to work with other students in the classroom.	F	8	10	12	14	10	2.87
		%	14.8	18.5	22.2	25.9	18.5	
30*	Students do best when we are taught as a whole class by our instructors.	F	8	10	10	13	13	3.24
		%	14.8	18.	18.	24.0	24.0	

*= Unfavourable statements and their corresponding scale values

Students' familiarity towards certain teaching method is a factor in enhancing or hindering their learning in general and their writing ability in particular. In table 14 above, the students' responses in connection with task familiarity shows, 44.3% of the students agreed that they do not know how to work with the writing tasks in the course material (item 2). Few (36.9 %) of the respondents agreed that success in learning to write depends on what the instructor does in the classroom (item 13). But

some scholars state that writing is not only about listening and possessing knowledge about it, but also it is about taking part in the writing activities (Ellis, 2003, p. 176).

About 55.5% of the students disagree that much time is given to the instructors than the students (item 6). Unquestionably, instructor's involvement in the teaching process, unless it distracts students learning, is essential for initiating learning activities, setting standards, assessing performances, and providing some forms of feedback. Stevick (1996) writes "the more the teacher talks and explains the less internal work the learner is likely to do". Contrary to the principles of task based learning, about 37% of the students do not agree that the writing tasks promote independent learning; but 35.1% of the students agree that the writing tasks promote independent learning (item 14). To conclude, compared to the untrained students (see pages 115 and 116), the trained students appreciated their roles more than their instructors' roles in improving their writing ability.

Category 4. Perceptions concerning the Effects of the Writing Tasks on Confidence

The questionnaire items in category four were prepared to explore students' perceptions of the effects of the writing tasks on their confidence of writing ability.

The results of the responses are discussed as follows.

Table 15 Perceptions concerning the Effects of the Writing Tasks on Confidence

Item No	Statement		Strongly agree	agree	Undecided	Disagree	Strongly disagree	Mean
5	The writing tasks help me to plan for my writing.	F %	9 16.6	10 18.5	12 22.2	17 31.4	7 12.9	2.90
18	Having freedom to explore topics in class helps me think more about the writing task	F %	16 29.6	14 25.9	11 20.3	8 14.8	4 7.4	3.55
24	The writing tasks in the course material provide me room to decide on how to arrive at the outcomes of the task	F %	10 18.5	10 18.5	19 35.1	8 14.8	7 12.9	3.14
26	I gained confidence in my ability to write because of the tasks in the course material.	F %	14 25.9	9 16.6	12 22.2	9 16.6	10 18.5	3.14
27	My earlier experiences about tasks helped me to write better.	F %	6 11.1	6 11.1	6 11.1	21 38.8	15 27.7	2.38
28*	I am confused about what and how to do the tasks in the course material.	F %	9 16.6	10 18.5	22 40.7	7 12.9	6 11.1	2.03

*= Unfavourable statements and their corresponding scale values

Writing is a practical activity where students are expected to demonstrate their writing skills. The first step in the writing process is planning. In relation to this, the results of students' response in table 15 above show that 35.1% of the students agreed that the writing tasks helped them to plan for their writing (item 5). But few 22.2% of the students disagreed that having freedom to explore topics in class helped them think more about the writing task (item 18). In connection with this, Richards and Rodgers (2001) suggest that 'tasks are believed to foster processes of negotiation, modification, rephrasing, and experimentation in second language learning.' Accordingly, the opportunity to modify the solution(s) to a task is the way in which interaction contributes to language learning.

Regarding the effects of the writing tasks on developing the students' confidence in their writing abilities, 42.5% of the students agreed and few (22.2%) of the respondents did not decide that they gained confidence in their ability to write (item 26). In addition, few (25.1%) of the students agreed that they faced problem to decide what and how to do the writing tasks in the course material (item 28). In general, the students indicated that they can develop confidence in their writing if they are introduced to the process of the writing tasks and engaged in the writing activity.

So far, we discussed students' and instructors' perceptions of the writing tasks. The next discussion focuses on instructors' and students' practices of the writing tasks.

Section Three

Questionnaire about Task-based writing practices

One of the objectives of the study was to investigate students' and instructors' practices of the writing tasks. Accordingly, the analysis and discussions of the results of the questionnaires are made as follows.

5.2.1.3 Analysis of instructors' responses to Classroom Practice

The purpose of the questionnaire was mainly to examine and obtain information about what the instructors are to say about their classroom practices of task-based writing.

Table 16 below presents the results of instructors' responses to aspects of frequencies of their classroom practices regarding task-based teaching. The questionnaire consists of 12 items. Similar to the questionnaire for perception, the coding of the data for favourable (positive) items i.e. for task-based activities representing scales 5, 4, 3, 2, 1- Always(A), Often(O), Sometimes(ST), Rarely(R), and Never(N) respectively. But, for unfavourable (negative) items representing scales 1, 2, 3, 4, 5- Always (A), Often (O), Sometimes (ST), Rarely(R), and Never (N) respectively.

Table 16 Frequency, Percentage and Mean of Responses for Classroom Practice

Scale value			5	4	3	2	1	Mean
			1*	2*	3*	4*	5*	
No	Statements		A	O	ST	R	N	
1	Introduce the new language item in context and demonstrate the use and meaning of the new language	f	4	4	4	-	-	4.00
		%	33.3	33.3	33.3	-	-	
2	Involve students in planning the task they are going to do.	f	-	2	4	4	2	2.50
		%	-	16.7	33.3	33.3	16.7	
3*	Before engaging students in doing the writing exercises, I Explain new grammatical terminologies or forms and patterns (rules).	f	4	5	3	-	-	1.91
		%	33.3	41.7	25	-	-	
4*	I let the students do the writing exercises in the course material after new words and phrases are discussed.	f	4	4	2	2	-	2.16
		%	33.3	33.3	16.7	16.7	-	
5*	Use instructor- led classroom discussion.	f	3	5	2	2	-	2.25
		%	25	41.7	16.7	16.7		
6*	Impart knowledge through activities such as explanation, writing and giving examples.	f	1	2	4	4	1	2.83
		%	8.35	16.7	33.3	33.3	8.35	

7	Encourage and involve students to find the contextual meaning of the new language items.	f	5	4	3	-	-	1.83
		%	41.7	33.3	25	-	-	
8	Involve students in pair and group works.	f	2	1	4	4	1	2.91
		%	16.7	8.35	33.3	33.3	8.35	
9	Help students to correct their error in pair and group discussion.	f	2	2	3	3	2	2.91
		%	16.7	16.7	25	25	16.7	
10*	Correct students' error in controlled practice activities like question and answer.	f	2	4	5	1		2.41
		%	16.7	33.3	41.7	8.35		
11*	Evaluate students in paper and pencil test (in terms or semesters).	f	4	4	2	2	-	2.16
		%	33.3	33.3	16.7	16.7	-	
12	Evaluate students' progress on the basis of their day to day communicative performance	f	2	1	4	3	2	2.83
		%	16.7	8.35	33.3	25	16.7	

*= Unfavourable statements and their corresponding scale values

As can be seen from the above table, 33.3% and 41.7 % of the respondents indicated that they practiced “explanation of new grammatical terms, forms and rules” ‘always’ and ‘often’ respectively (Item 3). And the response for item 4 shows that 33.3 % ‘always’, and 33.3% ‘often’ practice explanation of new words or phrases. This means, about 66.6 % of the respondents believed that they use ‘explanation of new words or phrases’ ‘always’ and ‘often’. Similarly, 25% and 41.7% of the

respondents indicated that they practiced 'always' and 'often' respectively use instructor- led classroom discussion (item 5.) Contrary to the principles of TBLT, 8.35% and 16.7% of the instructors agreed that they practice 'always' and 'often' encourage and involve students in finding the contextual meaning of the new language items (item 7). This implies that the majority of the class discussions were done through information transmission/ instructors-centered approach to teaching.

The responses to items 10 and 11 about error correction and mode of assessment are stated as follows. 25% and 33.3% of the instructors indicated that they correct students' error in controlled practice activities (item 10) 'nearly always' and 'often' respectively. And, 16.7% and 41.7% of the respondents indicated that they evaluate students' language performance using paper and pencil tests- on semesters or terms 'always' and 'often' respectively (item 11). But, 16.7% and 8.35% of the instructors affirmed that they evaluate students' progress on the basis of their day to day communicative performance (item 12) 'always' and 'often' respectively. This implies that most of the instructors did not practice continues assessment.

Generally, the data obtained from the instructors in connection with their classroom practice shows that contrary to their perceptions and beliefs about task-based language teaching, most instructors tend to favour using instructors fronted or the traditional ways of EFL teaching. Though it is said in theory that instructors' perceptions "construct" their practices which in turn lead to whatever progress both the students and the instructors achieve, the result of this study reveals that this is true only in favourable conditions where the instructors developed confidence to implement the teaching method. Practice and progress in task-based learning and

teaching will re-construct instructors' perceptions of EFL development in a context when students' and instructors' perceptions match. The progress to be achieved is, to a certain extent, determined by instructors' perceptions and practices, which however do not mean that students do not have the right to construct their own learning environment.

5.2.1.4 Analysis of students' response to Classroom Practice (untrained students)

The purpose of the questionnaire was mainly to examine and obtain information about what the untrained students' were to say about their classroom practices of task-based writing.

Table 17 below presents the results of students' responses to items asked to reveal aspects of frequencies of their EFL classroom practices with regard to task-based writing. In this connection, the students' questionnaire consists of equal number of statements to that of the instructors' questionnaire (12 items). The coding of the data follows the pattern discussed under 4.4.1 above.

Table 17 Frequency, Percentage and Mean of Responses for Classroom Practice

Scale value			5	4	3	2	1	Mean
			1*	2*	3*	4*	5*	
No	Statements		A	O	ST	R	N	
1	I am involved in telling the meanings of the new language items in context to demonstrate the use of the new language	F %	4 7.4	6 11.1	10 18.5	18 33.3	16 29.6	2.33
2	I plan for the task I am going to do	F %	6 11.1	7 12.9	9 16.6	15 27.7	17 31.4	2.48
3*	I give much time for grammatical and patterns (rules) discussions.	F %	19 35.1	8 14.8	7 12.9	10 18.5	8 14.8	2.96
4*	I search for the meanings of the new words in dictionary to do the exercises in the course material.	F %	11 20.3	11 20.3	15 27.7	9 16.6	8 14.8	2.85
5*	I focus more on accuracy during the writing tasks.	F %	7 12.9	8 14.8	16 29.6	11 20.3	12 22.2	2.75
6	I learn more through self-engaged learning than I learn through instructor explanations and discussions.	F %	11 20.3	9 18.5	5 9.2	13 24.0	16 29.6	3.83
7	I try out the contextual meaning of the new language items.	F	5	5	12	16	15	2.37

		%	9.2	9.2	22.2	29.6	27.7	
8	I participate in pair and group works.	F	11	10	14	12	7	3.11
		%	20.3	18.5	25.9	22.3	12.9	
9	I correct errors in pair and group discussion.	F	1	3	11	19	20	2.00
		%	1.8	5.5	20.3	35.1	37	
10*	I focus on correcting errors in controlled practice activities.	F	16	14	11	9	4	2.46
		%	29.6	25.9	20.3	16.6	7.4	
11*	I disregard my classmates' comments during feedback session.	F	20	19	9	4	2	2.09
		%	37.0	35.1	16.6	7.4	3.7	
12	I judge my progress on the basis of my day to day performance	F	4	6	8	16	20	2.22
		%	7.4	11.1	14.8	29.6	37.0	

*= Unfavourable statements and their corresponding scale values

As shown in the above table, 18.5%, 33.3% and 29.6% of the students respondents indicated that they involve themselves in finding contextual meaning of the language item they are using in their writing (items 1) 'some times', rarely' and 'never' respectively. Similarly, about 16.6%, 27.7% and 31.4% of the students agreed that they plan for the tasks they are to do (item 2) 'some times', rarely' and 'never' respectively. The results of items 1 and 2 indicate that most of the students depend

on their instructors in finding the meanings of new words in the writing exercises, thus much of the class discussions are dominated by the instructors.

Regarding their writing, 22.2%, 20.3% and 29.6% of the students indicated that they focus more on accuracy than fluency (item 5), 'always', 'often' and 'some times' respectively. Similarly, 29.6%, 25.9% and 20.3% of the students focus on correcting errors in controlled practice activities (Items 10) 'always', 'often' and 'some times' respectively. This shows that most of the students give much of their time to learn about the forms of the language.

In response to questions asked to assess their efforts for cooperative learning, 20.3%, 18.5% and 25.9% of the students indicated that they participate in pair and group works 'always', 'often' and 'some times' respectively' (item 8). And 37%, 35.1% and 16.6% of the students agreed that they disregard their classmates' comments during the writing classes (item 11) 'always', 'often' and 'some times' respectively. This shows that students lack confidences and are hesitant about their classmates' ability to contribute for learning.

To conclude, data generated from the students' classroom practice generally revealed that they depend more on their instructors' contributions in their learning; and they preferred instructors-fronted discussions.

5.2.1.5 Analysis of students' Response to Classroom Practice (trained students)

The purpose of the questionnaire was mainly to examine and obtain information about what the trained students' were to say about their classroom practices of task-based writing.

Table 18: Frequency, Percentage and Mean of Responses for Classroom Practice

Scale value			5	4	3	2	1	Mean
			1*	2*	3*	4*	5*	
No	Statements		A	O	ST	R	N	
1	I am involved in telling the meanings of the new language items in context to demonstrate the use of the new language	f	18	15	9	5	5	3.68
		%	33.3	27.7	16.6	9.2	9.2	
2	I plan for the task I am going to do	f	15	13	11	9	8	3.33
		%	27.7	24.0	20.3	16.6	14.8	
3*	I give much time for grammatical and patterns (rules) discussions.	f	10	11	13	11	9	2.66
		%	18.5	20.3	24	20.3	16.6	
4*	I search for the meanings of the new words in dictionary to do the writing exercises in the course material.	f	13	16	13	7	5	2.57
		%	24.0	29.6	24.0	12.9	9.2	
5*	I focus more on accuracy during the writing tasks.	f	9	10	9	15	11	3.16

		%	16.6	18.5	16.6	27.7	20.3	
6	I learn more through self-engaged learning than I learn through instructor explanations and discussions	f	18	13	19	4	0	2.70
		%	33.3	24.0	35.2	7.4	0	
7	I try out the contextual meaning of the new language items.	f	15	11	10	9	9	3.31
		%	27.	20.4	18.5	16.6	16.6	
8	I participate in pair and group works.	f	14	12	12	9	7	3.31
		%	25.9	22.2	22.2	16.6	12.9	
9	I correct errors in pair and group discussion.	f	14	12	10	11	9	3.31
		%	25.9	22.2	22.2	20.4	16.6	
10*	I focus on correcting errors in controlled practice activities.	f	14	18	9	6	7	2.51
		%	25.9	33.5	16.6	11.1	12.9	
11*	I disregard my classmates' comments during feedback session.	f	16	15	11	10	2	2.38
		%	29.6	27.7	20.3	18.5	3.7	
12	I judge my progress on the basis of my day to day performance	f	7	8	7	13	19	2.46
		%	12.9	14.8	12.9	24.0	35.1	

*= Unfavourable statements and their corresponding scale values

In the above table, 16.6%, 9.2% and 9.2% of the student respondents indicated that they involve themselves in finding contextual meaning of the language item they were using in their writing (items 1) 'some times', rarely' and 'never' respectively. Similarly, about 20.3%, 16.6% and 14.8% of the students agreed that they plan for the tasks they are to do (item 2) 'some times', rarely' and 'never' respectively. The results indicate that most of the students participate in planning for their writing.

Regarding students' writing, 16.6%, 18.5% and 16.6% of the students indicated that they focus more on accuracy than fluency (item 5) 'always', 'often' and 'some times' respectively. And, 25.9%, 33.5% and 16.6% of the students focus on correcting errors in controlled practice activities (Items 10) 'always', 'often' and 'some times' respectively. This shows that compared to the untrained students, the trained students give less time to learn about the forms of the language.

Regarding students efforts for cooperative learning, 25.9%, 22.2% and 22.2% of the students indicated that they participate in pair and group works 'nearly always', 'often' and 'some times' respectively' (item 8). And 29.6%, 27.7% and 20.3% of the students agreed that they disregard their classmates' comments during the writing classes (item 11) 'always', 'often' and 'some times'. This result shows compared to the untrained students, the trained students have shown improved confidence in their classmates' contribution to learning.

To conclude, the finding obtained from the trained students' response to questions on classroom practice generally revealed that they slightly developed confidence in their

writing ability and inclined to depend more on their own contribution in learning writing. Moreover, they showed an interest in taking part in cooperative learning.

So far, we discussed the results of students' and instructors' perceptions and practices using the likert-scales. Next the relationship between the results of students' and instructors' perceptions and practices are discussed using statistical descriptions.

5.2.2 Correlation

Correlation coefficient is usually used to find the relation between different variables. Either Pearson or Spearman rank order correlation can be applied depending on the type of data. In this study Spearman rank order correlation was preferred to Pearson correlation because the data is non- parametric. Moreover the responses given to each questionnaire item was ranked between 1 to 5 in accordance with the magnitude of the response. Then the average mean values, the standard deviations and variances of the variable under the study were analyzed and discussed. The results, of both perceptions and practices, obtained from the instructors' questionnaire are correlated with the results of the students and are discussed as follows.

5.2.2.1 Summary of instructors' and students' perceptions

The following tables show the results of summaries of instructors' and students' perceptions of task-based writing. The discussions of the summaries are presented

based on the classifications (categories) of perceptions made earlier. The summary of each category is presented as follows.

Table 19: Summary of Perceptions concerning the effects of writing task on improving the teaching-learning of writing.

Respondents	Mean	Standard deviation	Variance	Remarks
Instructors	3.61	0.8215	0.058	
Untrained students	2.84	0.5172	0.155	
Trained students	2.85	0.5186	0.153	

Table 19 shows that the result and relationships between instructors' and students' perceptions of the effects of writing tasks on improving students' writing. As shown in the above table, the mean average perception rate for instructors is higher than the average mean scores of the trained and untrained students. And the average mean score of the trained students is slightly greater than that of the untrained students. The variation between instructors and students (trained and untrained) shows a big difference in general but there is small difference between the trained and untrained students. This could be because of the time factor. It is short time since the trained students started practicing in task-based writing properly. The students might take some time to internalize and change their perceptions about task-based writing. In general, instructors have better understanding about the contributions of the writing tasks in improving students' writing ability.

Table 20: Perceptions of the relevance of the writing tasks.

Respondents	Mean	Standard deviation	Variance	
Instructors	3.07	0.5432	0.136	
Untrained students	2.73	0.5117	0.255	
Trained students	3.09	0.5523	0.121	

Table 20 compares instructors' and students' perceptions of the relevance of the writing tasks. As shown in the table, the mean average of the perceptions of the instructors and the trained students is almost similar and is higher than the average mean of the untrained students. The variation of the results of instructors' and the trained students' responses from the mean is almost the same. This implies that unlike the untrained students, the instructors and the trained students have favourable perceptions about the importance of the writing tasks in helping students to improve their writing.

Table 21: Summary of Perceptions concerning students' and instructors' roles in the writing tasks.

Respondents	Mean	Standard deviation	Variance
Instructors	2.90	0.5313	0.261
Untrained students	2.75	0.5122	0.254
Trained students	2.90	0.5313	0.261

Table 21 shows the average mean for instructors and trained students is the same. The variation from the mean is the same for instructors and trained students. This shows that both groups have similar perceptions of students' and instructors' roles in the writing classes. The results indicate that the instructors' and trained students' perceptions of their roles in the writing classes converge. Whereas the perceptions of the untrained students are different from the perceptions of both instructors and trained students. Therefore, the results above reveal that the training given to the students has likely brought about changes in the students' perceptions.

Table 22: Summary of Perceptions concerning the effects of the writing tasks on confidence.

Respondents	Mean	STD.D	Variance	Remarks
Instructors	3.27	0.6123	0.111	
untrained students	2.70	0.5020	0.234	
Trained students	2.92	0.5513	0.257	

In table 22, the results of the average means for instructors', untrained students' and trained students' perceptions concerning the effect of the writing task on confidence show differences among the respondents. The difference is relatively big between instructors and the untrained students. This indicates that the untrained students' and instructors' perceptions about the effect of the writing tasks on confidence mismatches. The likely effect of this mismatch in perceptions can reflect on the classroom practice.

5.2.2.2 Correlation of instructors' and students' classroom practice

Table 23: Summary of classroom practice

Respondents	Mean	STD.D	Variance	Remarks
Instructors	2.56	0.5004	0.242	
untrained students	2.68	0.5013	0.251	
Trained students	2.88	0.5289	0.235	

Table 23 shows the average mean value of the trained students is higher than the mean values of instructors and untrained students. This indicates that the trained students' improved perceptions contributed to their relatively better classroom practices.

Table 24: Summary of Coefficient of correlation between instructors' perceptions and practice

Variables	N	Mean	STD.D	r	r ²	P
perceptions of the writing tasks	12	3.17	0.6117	0.414	0.17	0.181
Practices of the writing tasks	12	2.56	0.5004			

Table 24 shows that $r = 0.41$, P-value is 0.18. The result indicates that the relationship between instructors' perceptions and practices is positive and weak. There is no significant relationship between instructors' Perception and practice since

the p value is greater than 0.05. Therefore, instructors' perceptions and practices of the writing tasks mismatch.

Table 25: Summary of Coefficient of correlation between perceptions and practices (untrained students)

Variables	N	Mean	STD.D	r	r²	P
perceptions of the writing tasks	54	2.80	0.5107	0.91	0.82	0.03
Practices of the writing tasks	54	2.68	0.5013			

Table 25 shows that $r = 0.91$ and P-value is 0.03. This means that the relationship is strong and statistically significant ($p < 0.05$). It shows that there is little difference between what they think and do about the writing task. Therefore, there is significant relationship between the students' perceptions and practices.

Table 26: Summary of Coefficient of correlation between perceptions and practices (trained students)

Variables	N	Mean	STD.D	r	r²	P
perceptions of the writing tasks	54	2.95	0.5383	0.89	0.79	0.01
Practices of the writing tasks	54	2.88	0.5289			

Table 26 shows that $r = 0.89$ and P-value is 0.01. This means that the relationship is positive and statistically significant ($p < 0.05$). It shows that there is a positive relationship between their perceptions and practices.

5.2.3 Factor analysis

Table 27: Correlation matrix

	IP	USP	TSP	IPr	USPr	TSPr
IP	1.000	-0.484	*0.517	*-0.538	-0.472	*0.502
USP	-0.484	1.000	-0.101	*0.543	*0.684	-0.413
TSP	*0.517	-0.101	1.000	-0.211	-0.235	*0.642
IPr	*-0.538	*0.543	-0.211	1.000	*0.621	-0.375
USPr	-0.472	*0.684	-0.235	*0.621	1.000	-0.413
TSPr	*0.502	-0.413	*0.642	-0.375	-0.413	1.000

*significant at 0.05 level

Key

Instructors' perceptions =	IP
Untrained students' perceptions =	USP
Trained students' perceptions =	TSP
Instructors' practices =	IPr
Untrained students' practices =	USPr
Trained students' Practices=	TSPr

From the correlation matrix we can see that the relationships among the different categories are positive and statistically significant. For instance, the results of IP and TSP, IP and TSPr, USP and IPr, USP and USPr, TSP and TSPr, USPr and IPr are

positive statistically significant ($P < 0.05$). This indicates how perceptions and practices interact and shape each other in a context. On the other hand, the result of IP and IPr are negative but statistically significant ($p < 0.05$). The result in the factor analysis shows that the mismatch between instructors' perceptions and practices.

So far the results of the questionnaire about instructors' and students' perceptions and practices of the writing tasks were discussed. The results show, the perceptions and practices of the students match, but the instructors' perceptions and practices mismatch. Next, the results of the interview will be discussed.

5.2.4 Results of the Interviews

The first part of the discussion focuses on the instructors' views obtained through interview. This will be followed by the students' interviews. All names reported are pseudonyms and all quotation(s) are verbatim unless indicated otherwise. The interviewee's pseudonym and the date the interview took place follow the excerpts taken from the interview data.

5.2.4.1 Instructors' Interview

From twenty three (23) instructors of the department of English at Haramaya University, four instructors were asked Perceptions related questions. The interview questions include information about instructors' impressions of the writing tasks, the relation between learning and writing tasks, instructors' and students' roles in the writing tasks and the effects of the writing tasks on students' confidence in writing.

In the teaching/learning of writing, the methods used to teach/ learn writing can enhance or hinder students' writing ability. One of the things to consider in using any teaching method is students' or instructors' familiarity to the method in use. With regard to this, the instructors were asked about their students' familiarity to the task-based writing. The instructors had the impression that students were unable to cope with the demands of task based learning. The reason, according to the instructors, is that students lacked experience in task-based learning. In connection with this the instructors had to say the following.

.... I have encountered problems such as students' inability of writing and lack of confidence in their own contribution in improving their writing. This in one way or another hindered them to work with tasks in the course material because most students do not know how to work with the tasks. What is important here is that most students do not know what is expected of them at the end of the writing task. (Mr. Y 3/11/2010)

As a result, the instructors tended to maximize their roles in teaching writing. This is another source of problem, as mentioned by the instructors, in the writing classes. The instructors went on saying that, they are viewed as knowledge holders by their students. When they do not display their knowledge in lectures or if they organize and implement a great deal of group work in class, they may be regarded as "not doing the instructor's job"; and therefore can be criticized by the students. One of the instructors said:

-----Students do not exactly know their roles and contribution in task-based teaching. To me the instructor is expected to facilitate condition for teaching not working the whole part of the activity (task). But some students feel that the instructor is there to provide them with all the answers to the questions (Mr. Y 3/ 11/2010).

The instructor is viewed as a person of high prestige, deserving great respect. It may thus be uncomfortable for students to interact with them as co-participants in class decision-making and the writing activities.

Since writing is the interaction between the writer and reader, students in the writing classes are expected to participate in the writing processes. If students are willing to participate and contribute in the writing classes, they can tell how much their writing is improved. One of the instructors said: "I think most of the writing tasks lead to learning but the problem is students are not aware enough of how to work on tasks" (Mr. K 2/11/2010).

The instructors response to the question whether or not the writing tasks positively affect students to develop confidence in their writing indicates that most students are inefficient to work with the writing tasks. One of the instructors said the following:

..... Since students are unable to write well, the writing activities are something no more than grammatical exercises for them. The students are model and rules observers rather than creators in their writing. The Writing classes are instructor-dominated. Therefore, "I do not think that the writing classes promote students' ability and confidence in writing."..... (Mr. K, 2/11/2010)

During the interviews, instructors talked about what writing skills they anticipated to develop in their students. According to the interviewed instructors, students were expected to write, at least a paragraph, about things around them. "I think the students should be able to use their own words to write about what is happening around them." (Mr. K 2/11/2010).

The above quotation illustrates not only Mr. K's beliefs about what students should do, but also his awareness that students will not always learn what instructors want them to learn.

Similar to Mr. K, instructor G expected her students to bring basic writing skills to the course. "The students should be able to write acceptable sentences – that is very important because without that ability to write sentences they will not be able to write well –" (Mrs. G 3/11/2010).

Apart from expecting acceptable sentences from their students, the instructors wanted them to communicate to and interact with other students in their writing classes. One of the instructors said:

"I think they should first of all be able to write and communicate, have that ability to edit and rewrite their own sentences ---- and that way they can learn to give and take comments, in which they develop willingness to work with other students." (Mrs. J 3/11/2010).

The above excerpt shows that the instructor seems to indicate requirements in the writing classes. She emphasised that students should play an active role and they should do a lot on their own in the writing classes. This in other words means students should take responsibility for their learning. According to the instructors' view, students can take active role in the writing classes if they are willing in accepting collaborative learning.

In general, the interview data in the above discussion revealed that instructors expected their students to join the university with the ability to write well. But, the

instructors concluded that, their students lacked that ability; and complained about their students' inability of writing. Thus, instructors' perceptions of their students' writing ability and the writing tasks seems to be factors for instructors to follow instructor-fronted discussions in the writing classes. This tendency of blaming students for their inability in writing will not bring change in improving their writing ability. In connection with this, students' interview results are discussed as follows.

5.2.4.2 Students' interview

The instrument to collect information was a semi-structured interview. Twelve students, six from the trained group and another six from untrained group, were invited to take part in the interview. The results of the interview discussions are made as follows.

5.2.4.2.1 Untrained students

An interview, with six students who were selected for focused group discussions, was conducted to find out about their perceptions and practices of the writing tasks.

The interview result shows that almost all students did not experience task-based learning in their high school education and are new to task based writing. Moreover, most respondents' indicated that the English language classroom instruction they had experienced in senior high school was form-focused. I asked one of the students if he could tell me anything about tasks. He said:

“ ... To be honest I don't know what tasks are but I guess they are exercises to be done. I don't have experience about task based learning because in high school the course materials are prepared only to make us ready for the University entrance exam. ... I am most of the time confused on how to work with tasks thus I prefer the instructor to show me how to work the tasks (St. Q 4/11/2010).

The student indicated that he experienced task-based writing in the university for the first time. As a result he faced problems to assume a role in his writing class. Therefore, he expected that his instructor can help him a lot during the writing lessons.

The concept of good writing class emphasizes students' active involvements in the writing process. Regarding their roles in the writing tasks most students seem to have no clear idea. They are highly dependent on what their instructor teaches them. Therefore, they value more their instructors contributions in giving sample writings and feedback to the writing exercises than their own contributions. One of the students said:

”Do you know, I feel that the instructor is in the class to show me how to do tasks and at the end give me answers to the tasks. So, the role of the instructor in my learning is very crucial. But, in the University, instructors tell us that they are in the class only to facilitate our learning. But I do not agree, because guiding or facilitating is not enough and the instructor has to go further even to the extent of giving us sample writings. And then I have to follow him/her.....after all I do not see any difference in language learning method between the high school and university writing classes.” (St. B 4/11/2010)

In the review of related literature, scholars like Nunan (1989) indicated that tasks enhance students learning. But students' responses to the question whether the writing tasks enhance their writing or not indicate that they do not know whether or not their writing skills are improved because of the tasks. And some students indicated that they felt that the tasks inhibit their writing because the processes of

doing tasks are complicated. One of the students said: "I really don't know whether or not tasks enhance my learning because I don't know the roles of task in my learning. I cannot specifically tell whether my learning is enhanced because of task or other factors." (St. F 4/11/2010)

When students were asked about their experiences of the writing tasks, they tended to answer this question in relation to the writing exercises they did in high school. They insisted on saying that they were denied the opportunity to practice writing through task; and writing with task based approach is a new phenomenon. Thus the students' responses ranged from "practicing on how to work with tasks" to "still trying to develop their writing skills through tasks." But some students seem to be confused about how to identify the method of learning writing from the writing skill. "Most of the time I am confused which to do first 'the task' or 'my writing'_. "(St R, 4/11/2010)

Regarding the contributions of the writing tasks towards students' self confidence in their writing, most respondents feel that the current (task based) method of learning is different from what they had experienced in their high school education. Therefore, they feel that they have to adjust themselves to the method. In connection to this, one of the respondents said:

"I am new to student-centered, task based and interactive learning methods. The newness of such methods cause stresses to me, which may in turn disappoint my teacher educators. I think in task-based teaching, weak students lack confidence and usually hesitate to work on the writing tasks because they feel that they cannot do any task by themselves without their instructors' support. "(St Z, 4/11/2010)

In general, the students' responses to the interview questions show that most students lacked experiences on task based learning. Hence, few students felt that they had to adjust their learning styles to the current method in order to develop confidence in their writing.

5.2.4.2.2 Trained Students

Like the untrained students, the trained students were asked to answer similar questions. One of the students told me about his writing experience and task in general as follows:

“ ... really, I did not have experience about task based learning when I was in high school but now after taking some orientation about task based writing in this university I somehow learnt that tasks are packages of exercises and activities in row. (St. P 5/11/2010).

The above quotation shows that the student somehow has understanding about the meaning of task.

Some students have indicated that they have shown improved perceptions on what they should do about their writing than what they used to do. Regarding her writing experience and feeling about her writing, one of the students said the following:

“ I did not want to show my writing to my classmates let alone to the instructor because I did not want to be identified having poor writing ability at university level. Moreover I thought that my instructors will be disappointed on me because of my ability in writing. But my act reminded me a proverb 'a patient need to tell his/her problems to the doctor in order to get an appropriate treatments'. Therefore, I decided to be honest first with myself, then with my classmates and instructors so that I may improve my writing. Now I am willing to engage in and contribute to the writing tasks with my classmates and students. That way I hope I can improve my writing..... 'If there is a will there is a way.' (St W, 4/11/2010)

Students were also asked to say if they know their instructor's role in the writing class. Accordingly, one of the students said:

"I agree that the roles of instructors in the classroom are facilitating and making us ready for the lesson, but you know since our writing background is not good, we tend to depend more on what the instructors say. I personally like if the instructors in any way help us to be self-dependet in our writing because most of the time writing is an individual skill. as to me we students should take much of the class time to practice writing but this does not mean that instructors do not have contibutions in developing our writing. In general what I wanted to say is that in our writing classes balance beteween instructors and students role taking should be maintained. (St. A 5/11/2010)

This excerpt shows that the student agreed that the students should take active roles in the writing process. Moreover, the student seem to understand that what the instructor can do in the writing class is limited, and students should do a lot on their own.

Another student expressed his feelings about whether or not he benefits from task-based writing as follows:

".....though it is short time since I started learning in task-based writing, I guess tasks enhance my learning because I was struggling to produce pieces of writings by my self during the training sessions. If I continue like that I think I can develop confidences in my writing ability. Therefore, what is good for me is to learn with hope that I will be a good writer one day." (St. E 5/11/2010)

In general, the responses to the interview questions above show that almost all students had no experiences of task-based writing during their high school education as a result they worried about how to work with the writing tasks. And they lacked interest and were ineffective in their writing. But after taking training on how to work with task-based writing, some students showed interest to involve in the writing

activities in the class and they developed confidence in their writing. This shows, training can bring about change in perceptions; and an improved perception about task- based writing results in better practice in the writing classes.

5.2.5 Classroom Observation

Studying problems pertinent to perceptions requires direct and naturalistic classroom observations in order to see the relations between perceptions and actions in the classroom. Therefore, classroom observation, where the researcher took lesson observation notes, was made for a total of twelve classroom hours.

The classroom observations were made based on the observation guide line (appendix V) which was prepared to investigate students' and instructors' practices of the writing tasks in the classroom. The observations were made in both the trained and untrained students' classes. Both sections were taught by the same instructor. Similar contents of the writing courses were observed in both groups. Though it was important and appropriate to observe the two groups in their respective classes, it was found appropriate to avoid repetitions of discussions made by the instructor and writing the contents of the courses observed in the two sections. Therefore, during data analysis, after the descriptions of the classroom procedures followed by the instructor and the writing course contents, follow up interviews with the instructor and some selected students from both groups were made. For the convenience of the discussions, the results of three class observations for each group and a total of six class observations were made. The observation results are discussed as follows.

Observation A

During my first classroom observation, the instructor and students were practicing the basics of text. The basics of the text are standards of textuality like cohesion and coherence. *Cohesion* and *coherence* are text-centred notions, designating operations directed at the text materials. Cohesion concerns the ways in which the components of the surface text are mutually connected within a sequence (topic sentence, supporting sentences and concluding sentences). Coherence on the other hand concerns the ways in which the components of the textual world, i.e. the concepts and relations which underlie the surface text are mutually accessible and relevant. The unit objectives in the course material are stated as:

With the help of various learning tasks, you will be given the opportunity to:

- Identify textual elements that are necessary to build a text;
- Practice organizing topical materials in a text;
- Make a text as coherent as the situation demands;
- Identify various options of textual structures.

Under this topic the skills in focus stated in the text book are:

- ✓ Making a text coherent
- ✓ Presenting topic with a topic sentence
- ✓ Developing a topic in to a text with support materials
- ✓ Adopting appropriate text structure
- ✓ Producing well-organized text

The first part of the discussion was recognizing textuality. The three basic domains of textuality are texture, structure, and context. The term 'texture' covers the various devices used in establishing continuity of sense and thus

making a sequence of sentences operational (i.e. both cohesive and coherent). Another source from which texts derive their cohesion and acquire the necessary coherence is structure. Structure assists writers in their attempt to perceive specific compositional plans in what otherwise would only be a disconnected sequence of sentences. Structure and texture thus work together, with the former providing the outline, and the latter fleshing out the details in a context. Textuality in general focuses on the clarity of a written document in the writing classes. In the course material it is indicated that the tasks aim at helping the students to identify the components or elements that together bring about textuality.

Class observation

Pre-task

The instructor revised the main points of the previous class discussions. It was about writing a text. The revision focused on the structure of a paragraph: topic sentence, supporting sentences and concluding sentences. After revision, the instructor introduced the unit objectives and the contents of the unit. During the revision, the instructor tried to make a link between the previous class discussion topics and the new topic. More importantly, the instructor highlighted important points in terms of awareness tips about descriptions of textuality. The instructor described a 'text' as a weaving or a network of analytic, conceptual, logical, and theoretical relations that is woven with the threads of language. Then the instructor gave opportunity to the students to ask questions if any. But there were no questions asked by the students.

Next, the instructor told the students to do Task 1 based on the information given in text box 1.

During the task

The students were given a task to analyze a text. It is read as follows:

Task 1. Analyzing

Read the following short, but self-contained texts. As you read them, try to answer these questions:

- 1. What do all the sentences in the text all together try to discuss?*
- 2. Is there any link or connection between or among the sentences in each text?
How does that work?*
- 3. Is there any visible patterns in the way ideas or point are arranged in each text?*
- 4. How do you describe the physical appearance/ structure of each text?*
- 5. Are there any specific conventions (rules) the writers have adhered to linguistic features?*

Text Box 1

Gold, a precious metal, is prized for two important characteristics. First of all, gold has a lustrous beauty that is resistant to corrosion. Therefore, it is suitable for jewellery, coins, and ornamental purposes. Gold never needs to be polished and will remain beautiful forever. For example, a Macedonian coin remains as untarnished today as it was minted twenty-three centuries ago. Another important characteristic of gold is in astronauts' suits. Astronauts wear gold-plated heat shields for protection outside spaceship. In general, gold is treasured not only for its beauty but also for its utility.

Apparently, the students were engaged in doing the first exercise of the task. Some of the students were writing their answers in their exercise book. But others were confused about how to do the task. The instructor tried to guide them in briefing how to work; however, some students were unable to complete the task.

Post task

The instructor told the students to exchange their exercise books and comment on their partners' work based on the analysis given on page 16 of the writing course material. Students who tried to answer the question were checking their partner's answers. But some students did not do. As a result the instructor discussed the language elements that the students should use in their writing. After finishing the first task, the instructor gave similar task for the students to analyse and identify the elements of a text like *topic, topic sentences, supporting sentences and discourse markers*.

Follow-up Interviews

Question: What did you expect your students to do?

❖ Instructor's expectations

The instructor expected the students to analyse and practice the elements of a text like *topic, topic sentences, supporting sentences and discourse markers*.

Question: What did you learn today?

❖ Students' interpretation of the task (from the untrained section)

After the lesson some students told me what they had done in the writing class. For them the task was demanding both in terms of knowledge and time because it required them to comprehend and state the parts of the paragraph: topic sentence,

supporting sentences and concluding sentences. Most of the untrained students were not successful in doing the activity.

❖ Students' interpretation of the task (from the trained section)

When the students were asked to say what they did in that lesson, some of them told me that they learned identifying parts of a paragraph: topic sentence, supporting sentences and concluding sentences. And this helped them to learn how to organize and write a paragraph.

Observation B

Class observation

In my second day classroom observation the class was engaged in practicing coherence. Coherence is more about logical and ordered writing. Therefore, effective transitions or discourse markers should show the reader the connections between sentences, paragraphs, and ideas. In dealing with the idea of coherence, the students were expected to join fragment sentences into a single coherent text. One of the ways of teaching about coherence was involving students in activities like fill in the blanks exercises in the text. The students were expected to create meaningful connections of sentences in a paragraph.

Pre-task

The instructor revised the previous class discussions about elements of a text like topic, topic sentences and supporting sentences. Then, the instructor elicited information about discourse markers.

During task

The following activity was given to the students to practice coherence.

Activity 3. *Select from the discourse marker alternatives given for each blank space to show the kind of relationships that exist between the preceding and the following topic materials.*

My two daughters are _____ (as, so) different _____ (as, so) night and day in looks, personalities, and character traits. _____, (the older one, the former), Ikram, has brown hair, hazel eyes, and an olive complexion, while Sara, the younger is a blue eyed, blonde with a fair complexion. Ikram is most comfortable in boots and jeans; Sara is always dressed in the latest fashion. Ikram seldom wears any make-up; _____ (on the other hand, in other words), Sara will not go out the door without her make up on and her hair carefully done. Ikram loves sports _____ (but, and) has enjoyed playing baseball and basketball most of her life, _____ (whereas, thus) Sara enjoys playing the piano and dancing Ikram is vary organized and keeps her room neat and _____ (therefore, while,) Sara is just the opposite- thoroughly disorganized, with a room in which only she can find anything. _____ (when; As far as) money is concerned, Ikram saves and Sara spends. Life is _____ (certainly, contrary to) never dull with young women as dissimilar as these two around the house.

Compared to the previous exercise, this activity was easy for the students to answer. All students were participating in answering the questions. Since the students were given the necessary input to use, it was not difficult for them to pick words and fill in the blank spaces. Therefore, in the above activity, the input carriers are the

grammatical questions and the output media is writing which advocates language-centeredness.

Post task

The instructor made the students exchange their exercise books and give corrections and comments to their classmates' writing. Twenty of the students did and the rest did not. After a while the instructor gave general comments on the students writing. Finally, the students were made to rewrite using the corrections and comments they got.

Follow-up Interviews

Question: What did you expect your students to do?

- ❖ Instructor's expectations

The instructor expected the students to select and use appropriate discourse markers to complete the paragraph.

Question: What did you learn today?

- ❖ Students' interpretation of the task (from the untrained section)

The students told me that they were expected to choose appropriate words to complete the sentences. The students could not tell me the meaning of discourse marker; and whether the words in the above table are discourse markers or not.

- ❖ Students' interpretation of the task (from the trained section)

The purpose of the task was to help us use transition words in writing. Almost all students attempted to meet their instructor's expectation. Some of the students felt that the exercise was easy because it was a choice from the given connectors to complete the paragraph and they practiced it according to questions under task1 activity 3. But some of the students felt that the task did not help them well to organize and write a text, rather it focused on the mechanical aspects of writing which is filling in the blank by selecting discourse markers.

Observation C

Class observation

During my third day observation, the class was working on self-managed practice tasks. This task had a number of benefits for students related to the general use of self managed learning. These include increased motivation, improvement in self-concept and mastery of basic skills, more student-centered learning and engagement in the learning process, and more active processing, resulting in higher-order thinking skills. Moreover Students also gain confidence in directing their own learning.

The writing task focuses on how to arrange jumbled sentences into a coherent text.

Pre task

The instructor revised the previous class discussions which was about discourses markers and introduced a topic under the self managed practice task: It was about jumbled sentences. In the jumbled sentences the students were given disorganized sentences. The students were asked to arranging the jumbled sentences in to a coherent text.

During the task

The exercise is read as follows:

Self-managed practice tasks

The following sentences are meant to explain the first day experience of Iftu at Haramaya University.

Instruction: Making use of the ideas presented in each sentence, reconstruct explanations by maintaining the basics of textuality.

Emiran College is in the center of the town.

Emiran College spread over 26 hectares of ground in heart of the town.

Emiran College was granted 12 million dollars by international donors for its construction.

Emiran College has a modern cafeteria, lecture halls, seminar rooms, workshops, a gymnasium, a swimming-pool.

Emiran College has enough staff members.

Emiran College is very close to shopping centers.

Emiran College allows easy transportation access.

Post task

In addition to arranging the jumbled sentences the students were asked to use appropriate discourse markers in their writings. And finally, in order to understand the exercise better or discover more about it, the students revised the discourse markers.

Follow-up Interviews

Question: What did you expect your students to do?

- ❖ Instructors expectations

The instructor expected the students to produce a coherent text based on the given sentences.

Question: What did you learn today?

❖ Students' interpretations (from the untrained section)

We rearranged sentences to create a paragraph. Some of the students told me that it was a challenging task. They believed that they had to come up with only one correct answer and that for most of them was almost impossible.

❖ Students' interpretation (from the trained section)

Some of the students told me that, the task was more about creating coherent paragraph. In doing the task, though “we were given the same sentences, we came up with different structure of a text.” Some of the students argued that the reason to produce different text was attributed to their experiences and ability to compose.

In the third, self managed practice, however, since the sentences were written as outline, the discussion lacked the basic requirements of textuality presented earlier.

The aim of the observation, in general, was to see the relations between perceptions and actions of both instructor and students in the classroom. Accordingly, the results of the observation show that in some of the tasks the students needed more explanations and supports from their instructors which actually left less time for the students to writing. Moreover in some activities like textuality, instructors and students expectations and practices did not converge.

In brief, this section focused on discussing instructors and students practices of tasks-based writing. This is an important aspect to consider when reviewing studies about instructors' and students' perceptions. The assumption in this study was in investigating perceptions it is essential to look at instructors' and students' own contexts and experiences, the social practices of the classroom, and their understanding of the culture of the classroom (Breen. 1996). Accordingly, the results of the discussions reveal that perceptions and practices can be affected by knowledge or writing skills, experiences and context. So far instructors' and students' perceptions and practices of task-based writing were analyzed. The interpretations and discussions of the results are made as follows.

5.2.5 Discussions of the Results

The analyses of instructors' and students' questionnaires, interviews and class observations have resulted in to two themes: perceptions of the writing tasks and implementation of the writing task. The themes are discussed as follows.

According to the data obtained from instructors' questionnaire in category one, the instructors believe that tasks enhance students writing. However, they tend to shift to teach writing through an instructor-centred where forms of the language are over emphasised. This shows that the instructors are ambivalent in using task-based writing. Therefore, instructor's perceptions of task-based teaching do not inform their classroom practice.

The result shows that instructors do not change their teaching methods as soon as they are provided with task-based material. It is because instructors do not act in a vacuum; many of them have built up wide teaching experience and solid beliefs on language education. Moreover, they teach in a specific educational, cultural and political context that may strongly limit the pedagogical space in which they move. As a result, the instructors are strongly inclined to change the task-based method and mould it so as to fit their own personal blend of methodological beliefs. In short, the instructors appear to have the knowledge and understanding about the principles of task based teaching. However, their classroom practices have been noted to have mismatched with the principles of task based teaching. They seem to have accepted the mismatch as normal. But a mismatch in instructors' perceptions and practices has adverse impact on the students learning.

The results of students' questionnaire, interview and classroom observations show that the students did not have experiences in task-based writing. Accordingly, the untrained students could not tell whether or not task based writing enhanced their writing. Moreover, some students found tasks to be difficult. This, in other words, can be a source of failure to develop their writing. Students who are used to a more traditional approach, like the structural approach, may find it difficult to come to terms with the apparent randomness of task based learning. On the other hand, compared to the untrained students, the trained students showed favourable perceptions towards task-based writing. The differences in perceptions between the trained and untrained students could be attributed to the awareness raising training given to some of them.

In the second category (Perceptions of the relevance of the writing tasks) the

instructors agreed that task-based writing is relevant to improve students writing ability because unlike the traditional way of teaching which focuses on instructor-centered, it favours students' interactions in the writing classes. But in the interview questions the instructors indicated that many of the students are unable to write because of their poor background in writing and poor orientations on how to work with task-based writing. The instructors also indicated that had it not been for their students poor writing ability, they would have used task-based writing in the class. Arguably, previous learning experience during high school with its overemphasis on language rules might have influenced the students. Good and Brophy (1990: 409) note that task relevance is the learner's perception of how instruction is related to their personal needs or goals. Those instrumental needs are served when the content of the lesson matches what the students themselves believe they need. Some students may prefer traditional types of learning with a desire for accuracy and a clear sense of progression.

Students' understanding of the concepts about task-based learning is also a factor to accept or reject its relevance in the writing classes. Before the training, in response to one of the interview questions some students said that 'task' means 'exercise'. They seem to have restricted the term "task" to exercises in which the language is used for a writing purpose. Tasks are then often contrasted with "exercises", which focus on learning the distinct elements of language and the students are more interested to master the form of the language than its use. Hence, the students give much importance to form focused learning. This tendency of relying on form can perhaps be attributed to the students' background experiences in learning. Most of the students seem to have come from the classroom orientations where more emphasis in learning is given to discrete language items.

In the third category (Perceptions concerning students' and instructors' roles in the writing tasks), instructors indicated that the roles of instructors in the writing classes have to be limited to guiding and facilitating students' learning. But results of the class observations show that instructors used much of the class time. As a result most of the students did not believe that much happened if they put a lot of effort into the writing classes. This indicates that the instructor's role is knowledge passer, the student's role is to accept, which again is against task based teaching principles. The instructors suggested that in order for the students to be effectively involved in the writing activities, the students need to bring to class the basic writing skills on which they build and develop higher level writing skills required at the tertiary education.

The observation and interview results show that the untrained students seem to expect their instructors to provide them with detailed information about their writing. This leads to the common perception of students as 'spoon-fed learners'. The very idea of negotiation for meaning would go against the principle if one could rightly assume that a student expects to sit silently and accept knowledge. This indicates that students highly value their instructor's roles in the class but they don't seem to appreciate their own contribution to improve their writing. On the other hand, the trained students developed positive self perception. As a result, they reflected on their writing. And they valued their roles and contributions to improve their writing.

In the fourth category (Perceptions concerning the effects of the writing tasks on confidence), instructors agreed that writing tasks, if used properly, can develop students' confidences in writing. But, they indicated that their students lacked confidence in writing because of their poor writing background. Though their writing

background is a factor, the cause for their lack of confidence and interest in their writing in the university could perhaps be their lack of orientation about task based language teaching.

Similarly, the results of the students' questionnaire and interview reveal that some students were confused and lacked confidence in their writing because of their inability to cope with the current demands of task based instruction. Therefore, in order to help students develop autonomous learning, the instructors should orient and encourage their students to become skilled and able writers. Moreover, instructors can facilitate more able students to help the less able ones. More able students have a greater capacity of doing tasks for the following reasons. Firstly, higher ability students may be able to carry out a wider range of tasks on different topics. Secondly, they may need less time on pre-task presentation and drilling of language items and may be able to complete assigned tasks more quickly, thereby creating more time for additional tasks.

In general, the instructors believe that task-based writing enhances students' writing ability but instructors' classroom practice does not reflect this. They seem to have shifted to other forms like instructor-centered teaching. Such a conflict between perceptions and practice has negative effect in the teaching of writing. Similarly, the results of the study show that the lack of orientations about task-based writing led some of the students to depend on instructor-centered learning. In improving students' writing skills, amount of supports given to them in the task-based writing classes are factors to enhance or hinder students' writing abilities. In connection with this conclusion, recommendations and implications of the study are made in the next chapter.

CHAPTER SIX

CONCLUSION, RECOMMENDATIONS AND IMPLICATIONS

6.1 Introduction

The objectives of this study were to investigate student's perceptions of the writing tasks in the course material, to examine instructors' perceptions of the writing tasks, to examine the relationship between students' and instructors' perceptions of the tasks, and to investigate if students' and instructors' perceptions of the tasks influence the teaching-learning of writing

As discussed above, the themes that emerged from the questionnaire, interviews and observation show that English as Foreign Language (EFL) instructors and students face certain problems in teaching and learning writing. In the review of related literature of this study, it is indicated that there are enormous challenges to produce "a coherent, fluent, extended piece of writing" in one's second language. Similarly, the results of this study show that acquiring the writing skill seems to be more laborious and demanding because of students' limited background knowledge of writing and the method in use for the teaching writing.

6.2 Conclusion

The conclusion of the study focuses on answers to the questions raised under the statement of the problem. Accordingly, each question is discussed as follows:

What are students' perceptions of the writing tasks?

Most students indicated that they were new to task based learning. And students' perceptions of the effectiveness of their learning practices in their former high school education affected the ways in which task based learning is conceptualized. For some students "task" means "exercise", but it was pointed out earlier in this study that task is an umbrella term under which exercise is a component. Because of students' preconceived perception of task, instructors were considered by the students as the ultimate supplier of the correct answers to the tasks. This perception disagrees with task based principles. Therefore, the students felt that they did not have to try very hard or persist in coming up with an answer during the exercise. In general, an incomplete understanding of the task-based learning method, which the students developed, has a negative effect on implementing task-based instruction. As a result, the misconceptions about the nature of the writing tasks appear to be barriers to the implementation of task-based writings.

Many aspects of task assume that students are capable of making decisions, choices and asking questions; it is reasonable to assume that students should challenge and question teachers to make the experience worthwhile but that is not always the case. The instructors indicated that any offer of negotiation from an instructor to the student can be seen by the students as a sign of weakness. Some untrained students even believed that they can not learn unless they are 'taught'. As a result, students take less roles compared to their instructors, in their learning.

In addition, the result of the study reveals that some untrained students could not tell the contribution of writing tasks in improving their writing ability. The students lacked confidence in their writing abilities for two reasons: first, their poor background in writing which is substantive and second, their inability to cope with the current demands of task-based instruction which is methodological.

On the other hand the trained students indicated that task-based writing can help them improve their writing ability. The result shows that if students are given the necessary scaffolding on how they should approach task-based learning, they can improve their perceptions of task-based writing. Because awareness and understanding are the first step to change.

In general, effective uses of task-based writing relate to the extent to which students' perceptions about task-based writing and their actual practices converge. Thus, the trained students have shown favourable perceptions towards task-based writing and appreciated their roles in improving their own writing. But the untrained students do not value the contributions of task-based writing.

What are instructors' perceptions of the writing tasks?

Ideally, almost all instructors agreed on the importance of task-based writing in improving the students' writing abilities. Accordingly, the instructors indicated in their responses to the questionnaire that task-based writing was relevant to enhance students' writing. Moreover, many of the instructors agreed that most of the tasks in the course material were appropriate to teach writing. But they tended to conclude

that most students were unable to participate in the writing task because of their inability to write. In addition, the instructors were complaining that students were not willing to take responsibility for their writing. However, an interesting experience drawn from the instructors' perceptions is a context dilemma. Instructors should not consider students' writing inability only as a constraint but also as opportunity. Accordingly, they should help students to cope up with the demands of task-based writing.

It would be a mistake to assume that problems associated with task-based writing cited by instructors and students as fundamental weaknesses of tasks. In fact the weakness lie on the instructors' and students' approaches to implement task based teaching. In some cases instructors tried to make the students suitable to the method they are using rather than making the method suitable to the students. This means, the instructors focus on imposing their teaching philosophy on the students rather than focusing on how to help students improve their writing. The literature about the history of language teaching shows that any language teaching method in use can be effective only if it is adapted to a given teaching/learning situation (context).

Its important to notice here that task as an instructional method is more than just giving activities to students and evaluating their performance. More importantly, the instructor, who wants to implement writing tasks successfully, is required to have sufficient knowledge and commitment to practice the tasks.

Do instructors' and students' perceptions of tasks inform their practice?

The result of this study shows that most of the instructors were ambivalent in using and practicing task-based writing in the class. The paradoxical disparities that exist between what instructors believe and profess and what they actually practise in the EFL classroom resulted in poor performance of task-based writing. Many of the instructors were strongly inclined to change the task-based method and make it fit their own personal blend of methodological beliefs which actually is instructors-centered teaching.

The overall findings of this study reveal that despite an understanding of task based teaching concepts, many instructors developed fear of adopting tasks as an instructional method. One of the instructors' reasons to avoid implementing task based teaching was their students' inability. As stated above most instructors in the study believed that their students' low writing ability was a barrier to the implementation of the task based writing. Though the students' inability is a factor, there is a possibility to argue that such views may also be prompted by instructors' dilemma and misconceptions in making the students aware about task-based writing concepts. And the mismatch between instructors' perceptions and practices of task-based writing can partly be attributed to the need of instructors to continue with their own preferred teaching method.

The results about students' perceptions and practices show that students did not have experiences about task-based learning. Thus, the untrained students were in favour of instructor-fronted learning. Moreover, the students preferred deductive (top-

down) approach to the learning of writing where the grammatical rules for writing are explained through instructor-directed discussions. This tendency of depending more on instructor did not help them much to improve their writing and to develop confidence in their writing ability. On the other hand, the trained students showed favourable perceptions to task-based writing. As a result, they have shown interests to take responsibility for their writing and they gradually developed confidences in their writing. This indicates that if students are given the necessary support in their writing classes, they can bring changes in their writing abilities. Therefore, though supporting students to develop favourable perceptions towards task-based writing is a challenge, it is essential and attainable.

The researcher believes that it is dangerous to assume that task based teaching/ learning is a perfect one-size-fit all kinds of students and can just be applied to every corner of the world. Problems can stem from instructors' perceptions and/or students' perceptions of task based writing. Therefore, we cannot ignore that problems can and do occur as we export methodologies across contexts. It is our responsibility, as instructors, to make our students aware of this. Students who do not have orientations about task-based learning avoid participating in task-based activities. This may result from their lack of confidence in performing tasks. That is why it is necessary for the instructors to help students build confidence by encouraging them to learn how to deal with tasks and use collaborative skills in task-based performance.

Once task participants realize that learning in tasks is only one of several ways of learning in the class, they will be able to overcome such challenges as fear of

assessment, competition, and the difficulty of the task. Thus, the improved confidence of less assertive students may lead to more equal participation and sharing of the workload.

In general, the result of the study shows that Perception and actions interact and shape each other in a context. And, perceptions affect behaviour and one's behaviour may also affect others' action. As a result, perceptions are experience based and context bound.

How do students' and instructors' perceptions of the writing tasks influence the classroom practices?

Most of the instructors agreed that task-based language teaching enhances students' learning but they practiced instructor fronted teaching during the writing classes. This conflicting belief and practice have adverse result on students' writing ability. For example, one of the many weaknesses of instructor-fronted classroom discussions is that much of the class time is used by the instructor which actually is against the principle of task-based writing. In other words, the students are given less time to practice writing.

Unless students are given opportunities to write by themselves and develop confidence in their writing ability, they always think that they are unable to write. This is reflected by the challenge posed from loss of confidence in their writing. Similarly, almost all the untrained students lacked orientations about task-based learning. This lack of orientations limited them to appreciate instructor-centered discussions where

they depend more on what their instructor does on the structure of the language. And one of the weaknesses of form focused learning is that it does not encourage holistic approach in the writing process because students are mostly focused on the language items than the writing context.

Unlike the views held by many applied linguists that grammar or structure can be easily learned if students focus on the communicative skills first, some untrained students seem to believe that if they are good at using the grammar of the language first, communication will be easy (students' questionnaire item 3). On the other hand, the trained students were involved in the writing activities without worrying much about their grammar inability. They seem to have given secondary role to the knowledge of grammar in the writing. Overall, the result of the students' perceptions and practices shows that most of the trained students have shown improvements in their approach to task-based writing as a result of which they eventually developed interests and confidences in their writing.

As can be seen from the above discussions, there were problems related to the teaching of writing which was attributed to lack of confidence in implementing task-based teaching. And some of the problems were related to constraints characterized by beliefs about instructors' and students' roles and classroom relationships during the writing classes. And other sources of problems were students' lack of orientation about task-based writing, students' poor writing background in English and their inability to participate in active learning practices.

In the face of the many adverse conditions that militate against significant task-based EFL classrooms, my own observations in EFL settings have led me to conclude that

the most frequent obstacle to task-based teaching are students' lack of awareness about task-based writing and the excessive use of class time by instructors.

In an attempt to use task-based writing effectively in the classes, the fact that the writing process is to be an integral part of language learning and valued as such needs to be established at the beginning of the course, communicated clearly to students, and its importance should be acknowledged by both students and instructors. The researcher believes that these initial changes then create a cycle of reinforcement of the central message through the interaction of students and instructors throughout the writing course program. Within the cycling process of interaction for meaning between students and instructors, there will be a gradual decline in instructor's influence and intervention, except for feedback, and an encouragement of students to take more responsibility for their learning by practicing writing and using the feedback provided. Thus students can develop a self-appraisal approach to their writing.

Another important point worth mentioning here is instructors' roles in the writing classes. The tendency of using much of the class time rests upon instructors' own conflicting beliefs about how the teaching of writing takes place. There may be failure to appreciate the way task-based methodology aims to track the known processes of EFL writing. Accordingly, excessive instructor talk (lecture) may simply be the reassertion of old habits that resist change in spite of instructors' acknowledgements about the value of task-based activities. Unquestionably, instructor talk is essential to initiate learning activities. Instructors, however, too often seem compelled to promote learning by their own extended talk. As a result, instructors' perception of task-based teaching does not inform their classroom practices due to instructors' rationales for the

actions taken, and a set of beliefs and values that underpin the choice of action. Therefore, their failure to match perceptions to practices is attributable to their personal factors. Whatever the cause, students end up doing less writing. This shows that excessive instructor talk hampers the existence of sustained purposeful writing.

The successful implementation of the program depends upon changes in students' and instructors' perceptions and attitudes to the methods of teaching writing. Maintaining positive attitudes to writing and creating an atmosphere of awareness of its importance are function of the successful integration of content and skills within the course materials. Such close integration of the two components is fundamental to the development of an environment in which positive learning can be made.

In general, from the above discussion, it can be concluded that attention to students' perceptions of the writing tasks is of paramount importance in effecting students writing progress. Therefore, it is through sensitivity to the students' perceptions of the learning process along a willingness to consult and negotiate, that the writing tasks are likely to be effective. Despite its educational benefits in language learning contexts, a task in itself does not necessarily guarantee its successful implementation unless the instructor and the students understand how tasks actually work in the classroom.

6.3 Implications

6.3.1. Lessons learnt from the study

This study, exploring instructors' and students' perceptions and practice of task-based writing in an EFL context, describes on the one hand the mismatch between instructors' perceptions and practices of task-based writing. On the other hand, the results of the study show the untrained students lacked awareness about task-based learning which resulted in the students' wrong perceptions and practices of the writing tasks. But contrary to the untrained students, the trained students developed favourable perceptions gradually, and they have shown improved participations in the writing classes. Therefore, the awareness creation attempt made in this study has shown encouraging results.

Similarly, in spite of the many challenges to implementing task-based writing in EFL contexts, instructors should confidently put effort to raise the students' awareness in task-based writing. Over time, however, much can be done to alleviate the drawbacks. It is theorized that students in typical classroom settings can engage in self-directed learning provided that they are supported and encouraged to develop self confidence. More specifically it is posited that effective classroom learning is in reality a result of greater self-direction rather than dependence upon the instructor. If this is the case, student perceptions of writing tasks vis-à-vis their learning practices are helpful in linking self-directed learning.

The result of the study indicates that incongruence between perception and practice is an issue that should be addressed by instructors, so that the students become better equipped to reconcile perception and practice in order to provide more effective instruction, which is evident for the trained students in this study. In general, the result shows that though it is challenging, it is not impossible to make the teaching of task-based writing possible.

6.3.2 Implications for future research

An important implication for further research that emerges from this study is that task-based research, to be of relevance, has to broaden the base of its scope of investigation. This study about task-based writing certainly has given us useful and usable insights, but by its very controlled nature, it can offer only a limited and limiting perspective on task performance and task processing. At this juncture in the exploration of task-based instruction, we need more classroom-based projects that investigate what instructors and students, in various teaching/ learning contexts, actually do when they are asked to perform tasks in writing as part of their regular classroom activity. Such studies are needed to make the movement from experimentation to the implementation of task-based instruction possible and meaningful.

The first implication refers to considering the context more seriously in studying instructors' and students' perceptions and practices. The finding of this study indicates that instructors' and students' perceptions and actions about task-based writing are affected in a context. Therefore, the result of the finding helps us to

question the effect of decontextualization on the teaching of writing; and instructors' and students' perceptions embedded in their actions and experiences.

The second implication refers to understanding contextual constraints. In this study the focus was to investigate the effects of perceptions on actions in general. In this regard experiences in a context are factors which contributed to shape perceptions and actions in a context. Therefore, perceptions and actions do not necessarily have a cause-effect relationship. It is a relationship where understanding contextual constraints helps understanding perceptions. And there could be many factors for contextual constraints which actually need to be studied in the future.

The third implication refers to the concept of co-presence, which is about instructors' and students' roles in the writing classes, as important to investigate further in task-based writing studies. As we search for how students' and instructors' task-based writing perceptions form and develop, the concept of co-presence may prove useful in understanding how instructors and students use task-based writing to negotiate their roles in the writing classes.

The findings of this study have some implications for practice. The result indicates the relationship of conflict between instructors' and students' perceptions and practices of task-based writing. Specially, there was a mismatch between instructors' perceptions and practices of task-based writing. But the instructors did not seem to give attention to the mismatch. Further studies could focus on how instructors reflect on the mismatch.

6.4 Recommendations

- The way writing is taught sends students messages about who they are as writers, what is entailed in the act of writing, what they can do with writing, and what writing can do for them. In fact, writing instruction often goes further than shaping conceptions about writing. Similarly, the questions about teaching/learning writing at schools and universities are related to how much writing is given to students, what methods of teaching to use and how to develop them. This requires the need for establishing a link between the teaching of writing in secondary schools and universities, and maintaining such a link.
- A task-based writing is a work plan that requires students to process language in order to achieve an outcome that can be evaluated in terms of whether the appropriate propositional content has been used. To this end, it requires them to give primary attention to meaning. The role of meaning in language has been heavily emphasized in the task-based approach and in all its methodological variants. Therefore, students are expected to make meaning out of what they are writing, and this requires students' active role in the writing. But the results of this study show that instructors did not emphasize the students' role in the writing classes. From this perspective, earlier practices and methods have been partially undervalued or distorted. Accordingly, the link between instructors' perceptions and practice has revealed a mismatch. The mismatch contributes in wrongly shaping students

perceptions of task-based writing. The reality of the task-based writing setting can lead beyond a level of frustration to feelings of language anxiety. And perceptions about language learning are considered one of the major sources leading to poor writing ability. Therefore, instructors should do their level best to avoid unnecessary misconceptions in practicing task-based writing.

- The basic assumption of Task-Based Language Teaching—that it provides for a more effective basis for teaching than other language teaching approaches—remains in the domain of theory in most EFL contexts. The claim that task-based writing is an effective teaching approach, solidly based on the findings of current theory and research, cannot be sustained unless the students have awareness about task-based approach to writing. When confronted by any academic writing task, the first thing a student must do is create an understanding of what skills, products, and processes the task requires and make a plan of action for their writing. Therefore a pre-course training about task-based writing should be given to the students so that they can effectively involve in the writing activities. Accordingly, it is advisable for the English department, at Haramaya University, to take a good deal of experience in offering a pre-course (pre-session) training from wherever possible. For example, in Addis Ababa University the Department of Foreign Languages and Literature offers a pre-course class for the course Research Methods to MA students. The purpose of the pre-course class is to prepare students for the courses they are expected to take. Similarly, the department of English at Haramaya University should develop a pre-course task-based writing awareness raising training for the students.

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APPENDICES

Appendix I

1. Questionnaire

Questionnaire for Instructors

The aim of this questionnaire is to examine your perceptions of the writing tasks in the course material. This study will help me to see the relationship between your perceptions about the writing tasks and the actual practices. This is important to improve the teaching-learning process of the writing skills. Therefore your honest responses to the following questions are vital to arrive at acceptable conclusions in this study. Please answer all of the questions as best as you can. Your answers will be kept confidential.

Thank you for your cooperation.

Section I. General and Demographic Information

Gender	<input type="checkbox"/> male <input type="checkbox"/> female
Age	<input type="checkbox"/> 20-29 <input type="checkbox"/> 30-39 <input type="checkbox"/> 40 -49 <input type="checkbox"/> 50+
Educational level	<input type="checkbox"/> B.A <input type="checkbox"/> MA <input type="checkbox"/> PhD
Total number of years teaching English	<input type="checkbox"/> less than 5 years <input type="checkbox"/> 5-9 years <input type="checkbox"/> 10-20 years <input type="checkbox"/> more than 20 years

Section II. Instructors' perceptions of the writing Tasks

Please read each statement in this section and decide whether you agree or disagree with the statement by putting a tick (✓) mark against your choice.

For this questionnaire, the following five responses are prepared:

Strongly Agree (SA) = 5 Agree (A) =4 Undecided (U) =3

Disagree (D) =2 Strongly Disagree (SD) =1

Item	Statement	SA	A	U	D	SD
1	The writing tasks in the course material are communicative goal directed; thus they enhance students learning.					
2	The writing tasks in the course material engage students to put a primary focus on meaning.					
3	Students are expected to come up with clearly defined outcomes at the end of their writings					
4	The writing tasks help the students to use the target language outside the classroom.					
5	The writing tasks in the course material are appropriate for the students to develop their writing skills.					
6	The writing tasks are based on the student-centred instructional approach.					
7	The writing tasks help students to plan their writing, since writing tasks are implemented in phases (stages)					
8	The writing tasks promote learners' ability in an					

	academic writing.					
9	The writing tasks improve learners' interaction skills.					
10	Success in teaching writing depends more on what the instructor teaches.					
11	The writing tasks help students to focus on real world activities.					
12	The writing tasks help students to develop skills far beyond knowledge of linguistic structures.					
13	The writing tasks help students to develop self confidence in writing					
14	Tasks in the course material are beyond the students' ability.					
15	It is essential to use task based teaching in the writing classes.					
16	The writing tasks foster a relaxed atmosphere to facilitate the target language use.					
17	It is really difficult to assess the out come of a task					
18	The writing tasks promote the development of integrated skills in the classroom.					
19	The writing tasks put much burden on instructor					
20	Students are not expected to come up with the same answer for a writing task, but some students are uncertain about this.					
21	The writing tasks are appropriate to increase students' participation.					

22	Students have experiences on how to deal with task-based writing which actually helped them develop confidences in their writing.					
23	It is difficult to use the writing tasks in the classroom					
24	It is more important for students to learn rules of the language than its use in the writing classes					
25	Pattern practices are more appropriate to provide students meaningful context to use the target language for writing.					
26	The end result of the writing task has to be assessed by what the students have done rather than how they have done it.					
27	The out comes of a writing tasks are to be measured by how the students have done the tasks than what they have done.					
28	Most students do not have interest to participate in the writing activity					
29	If instructors do not explain an activity thoroughly first, the students will waste their time					
30	It is very important for students to finish the writing tasks which they are assigned in the classroom.					
31	Keeping the students focused on their writing depends more on the material than on the instructor.					

32	Students are confident to work with task-based writing activities.					
33	Training students to develop confidences and take responsibility for their own learning is futile since learners are not used to task-based learning approach.					
34	Students as negotiator between the self, the learning process and the object of learning can learn independently.					

Section III. Instructors' practices

The following questions are posed to investigate *instructors' classroom practices* in the teaching of English as a foreign language. Please read the following items carefully and put a tick (✓) mark indicating the most appropriate alternative for each of the given items based on your classroom practice.

The following alternatives are given as responses:

- Always **(A)** =5
- Often **(O)** =4
- Sometimes **(ST)** =3
- Rarely **(R)** =2
- Never **(N)** =1

Scale value		5	4	3	2	1	Mean
No	Statements	A	O	ST	R	N	
1	Introduce the new language item in context and demonstrate the use and meaning of the new language						
2	Involve students in planning the task they are going to do.						
3	Before engaging students in doing the writing exercises, I Explain new grammatical terminologies or forms and patterns (rules).						
4	I let the students do the writing exercises in the course material after new words and phrases are discussed.						
5	Use instructor- led classroom discussion.						
6	Impart (demonstrate) knowledge through activities such as explanation, writing and giving examples.						
7	Encourage and involve students to find the contextual meaning of the new language items.						
8	Involve students in pair and group works.						
9	Help students to correct their error in pair and group discussion.						

10	Correct students' error in controlled practice activities like question and answer.						
11	Evaluate students in paper and pencil test (in terms or semesters).						
12	Evaluate students' progress on the basis of their day to day communicative performance						

Appendix II

Questionnaire for students

Below are some questions about your writing experiences. Recall the ways in which you learned writing in your secondary school. You can make generalizations about your writing experiences without making references to any particular teacher or course. Please put a tick mark (√) in the box that matches your answer. There are no right or wrong answers. I am interested in investigating your writing skills background.

Thank you.

Section I : Students' prior experiences about the writing tasks

No	Item	Yes	No	I do not know
1	Did you hear about writing tasks in high school?			
2	Did any of your English teachers ever ask for your opinion about what to do in the writing lessons?			
3	Have you read materials about task based writings?			
4	In your writing classes, have you experienced tasks in high school?			

Section II: Students' perceptions of the writing tasks

For each of the following statements, Please answer by putting (√) in a box that matches your position most, according to the following scale: SA (strongly agree), A (agree), U (Undecided), D (disagree), SD (strongly disagree).

No	Statements	SA	A	U	D	SD
1	I believe the writing tasks in the course material enhance my writing skills					
2	The writing tasks in the course material give more room for students to practice writing than instructor's discussion.					
3	I think I need to know well about the language rules before I deal with the writing tasks in the course material.					
4	In working with the writing tasks in the course material, I am expected to focus on meaning than form of the language.					
5	The writing tasks help me to plan for my writing.					
6	The task based writing encourage instructor-centered discussions					
7	Task oriented writing enhances my interaction in the writing classes.					
8	The writing tasks in the course material are appropriate to develop knowledge and skill of the language.					
9	The tasks in the course material are beyond my level therefore the instructor should provide me other opportunities to improve my writing.					
10	Success in doing a writing task is measured by both					

	how it has been done and what has been done					
11	Success in learning writing depends on tasks that I can do in the classroom					
12	Success in learning writing depends on tasks that my classmates and I do in the classroom					
13	Success in learning writing depends on what the instructor does in the classroom.					
14	I think the tasks in the course material promote independent learning.					
15	A task in the course material can have different solutions; this helps me to see the task in different perspectives.					
16	The writing tasks in the course material help me think more about my writing because they are related to real world situation.					
17	The writing tasks in the course material are appropriate to develop writing skills					
18	Having freedom to explore topics in class helps me think more about the writing task					
19	When I work to solve difficult tasks in pairs, it helps me think more about my writing.					
20	The writing tasks in the course material are appropriate to work with other students in the classroom.					
21	Having time to think about a task helps me think more					

	about my writing.					
22	I do not know Most of the tasks in the course material thus I don't think I can add some thing new to my earlier knowledge of writing.					
23	Most of the writing tasks in the course material are familiar to me; therefore, I am focused on my writing.					
24	The writing tasks in the course material provide me room to decide on how to arrive at the outcomes of the task					
25	I enjoy doing meaning focused task based writing better than form focused writing					
26	I gained confidence in my ability to write because of the tasks in the course material.					
27	My earlier experiences about tasks helped me to write better.					
28	I am confused about what and how to do the tasks in the course material.					
29	Knowledge of the rules of a language does not guarantee the ability to write in that language.					
30	I do best when I am taught as a whole class by my instructor.					

Section III Questionnaire for students' practice

Scale value		5	4	3	2	1	Mean
No	Statements	A	O	ST	R	N	
1	I am involved in telling the meanings of the new language items in context to demonstrate the use of the new language						
2	I plan for the task I am going to do						
3	I give much time for grammatical and patterns (rules) discussions.						
4	I search for the meanings of the new words in dictionary to do the exercises in the course material.						
5	I focus more on accuracy during the writing tasks.						
6	I learn more through self-engaged learning than I learn through instructor explanations and discussions						
7	I try out the contextual meaning of the new language items.						
8	I participate in pair and group works.						
9	I correct errors in pair and group						

	discussion.						
10	I focus on correcting errors in controlled practice activities.						
11	I disregard my classmates' comments during feedback session.						
12	I judge my progress on the basis of my day to day performance						

Appendix III
Interview Questions

Interview Questions for instructors

1. Your impressions about the writing tasks in the course material:
 - a) Are the activities to the learners' standard?
 - b) Is there a primary focus on meaning?
 - c) Is there an outcome?
 - d) Is success judged in terms of outcome? Is completion a priority?
 - e) Are the activities related to real world activities?
2. Do the writing tasks lead to learning?
3. Where does learning come from in the writing tasks?
4. How are the writing tasks different from exercises?
5. How do you perceive your roles and your students' roles?
6. What effects do the writing tasks have on students' confidence in writing?
7. What other things can you tell me about the writing tasks in the course material?

Appendix IV
Interview Questions

Focused group discussion questions (For students)

1. What is task-based writing for you?
2. How do you see the writing tasks? Difficult, easy or what?
3. Have the writing tasks made any difference to the ways you learn writing? If yes, how? If no, Why not?
4. How do you perceive your roles and your instructor's roles in the writing tasks?
5. The writing tasks are about making decisions and making meaning. How do you feel about making your own decisions and meaning instead of being told what to do?
6. What difficulties did you experience as an independent learner? To what extent did the difficulties discourage you from engaging in the writing tasks?
7. What are your impressions of the kind of support you got from your instructors, and classmates?
8. Do you think that the writing tasks enhance your learning?
9. What inhibits you from participating in the tasks?
10. What other things can you tell me about the writing tasks in the course material?

Thank You!

Appendix V

Observation

Classroom observation guideline

Section ____

Lesson _____

Teacher ____

Date _____

Time _____

Phases	Guide line	Activities Observed	Comments
Pre-task phase	<ul style="list-style-type: none"> ❖ Are the topics for the writing tasks familiar to the students? ❖ Are the students made to brainstorm on the subject to be written? ❖ Does the instructor give preliminary introduction about the topic? ❖ Are the students made to plan for the task they are going to do? 		
While-task phase	<ul style="list-style-type: none"> ❖ Are the students advised to assist each other? ❖ Does the instructor go round class to assist students in their writing? ❖ Are the students engaged in the writing? 		
Post-task phase	<ul style="list-style-type: none"> ❖ Are the students made to comment on each other's work? 		

	<ul style="list-style-type: none"> ❖ Does the instructor give general comments to the students as a whole? ❖ Are the students made to rewrite using the corrections and comments they get? 		
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Other comments _____

No	Activities observed	Remarks
1	Instructional Activities	
1.1	Classroom activities maximize communication opportunities through interactions and negotiation of meanings	
1.2	Language forms are addressed within a communicative context.	
1.3	learner-centered	
1.4	Provide Error Corrective Feedback	
1.5	Promote Learning by Doing	
1.6	Emphasis on meaning	
1.7	Promote Cooperative and	

	Collaborative Learning	
1.8	The steps of Writing process (pre-writing; drafting, revising, and Editing) are most productively handled in a communicative classroom.	
2	instructor's Role	
2.1	Introducing the topic of the day	
2.2	Authoritative and dominant during the class discussions	
2.3	Organizing pair-work	
2.4	Lecturing	
2.5	Facilitating and monitoring class activities	
2.6	Giving feedback and comments	
3	Learners' Role	
3.1	Listening to instructor's explanation	
3.2	Participating in group and pair work	
3.3	Taking note	
3.4	Doing individual work	
3.5	Give comments	
4	Instructional Materials Used	
4.1	Textbook	
4.2	Duplicated materials	
4.3	Audio-visual material	
4.4	Magazines	
4.5	Newspaper	
4.6	Pictures, maps ,charts	

Scale value		5	4	3	2	1	Mean
No	Activities observed						
1	Instructional Activities						
1.1	Classroom activities maximize communication opportunities through interactions and negotiation of meanings						
1.2	Language forms are addressed within a communicative context.						
1.3	learner-centered						
1.4	Provide Error Corrective Feedback						
1.5	Promote Learning by Doing						
1.6	Emphasis on meaning						
1.7	Promote Cooperative and Collaborative Learning						
1.8	The steps of Writing process (pre-writing; drafting, revising, and Editing) are most productively handled in a communicative classroom.						
2	instructor's Role						
2.1	Introducing the topic of the day						
2.2	Authoritative and dominant during the class discussions						
2.3	Organizing pair-work						
2.4	Lecturing						
2.5	Facilitating and monitoring class activities						
2.6	Giving feedback and comments						
3	Learners' Role						
3.1	Listening to instructor's explanation						
3.2	Participating in group and pair work						
3.3	Taking note						
3.4	Doing individual work						
3.5	Give comments						

4	Instructional Materials Used						
4.1	Textbook						
4.2	Duplicated materials						
4.3	Audio-visual material						
4.4	Magazines						
4.5	Newspaper						

Appendix VI

Profile of Haramay University EFL writing task lessons

Intermediate writing skills

Module one

Unit one: constructing different types of sentences

Set1 constructing simple sentence

Task 1 constructing simple sentence

Task 2 constructing compound sentences

Task 3 contracting complex sentence

Task 4 reflecting on sentence contraction

Set 2 recognizing (in) correct sentences

Task 1. Identifying (in) connect sentences

Task 2 Analyzing sentence errors

Task 3 correcting the sentence

Unit two rewriting for completeness in sentence meaning

Set 1 Recognizing fragments

Task 1 Identifying fragments

Task 2 Identifying fragments in types

Task 3 Rewriting fragments in texts

Set 2 understanding run on sentences

Task 1 Brainstorming on run one

Task 2 Coordinating

Set 1 Dangling modifiers

Task 1 Recognizing ambiguity

Task 2 Rewriting

Task 3 Recognizing dangling modifiers

Task 4 Identifying dangling modifiers in a text

Step 2 Repositioning modifiers

Task 1 Recognizing misplaced modifier

Task 2 Identifying misplaced modifier

Task 3 Comparing amusers

Step 3 Self managed practice tasks

Task 1 correcting dangling modifiers

- Task 2 correcting misplaced modifiers
- Unit four rewriting to avoid intra sentence reference ambiguity
 - Set 1 Recognizing reference ambiguity
 - Task 1 Brainstorming
 - Task 2 Explaining ambiguity
 - Task 3 Revising ambiguity
- Unit five rewriting to maintain concord and parallelism
 - Set 1 Maintaining concord
 - Task 1 Recognizing subject verb disagreement
 - Task 2 Correcting subject verb agreement errors
 - Task 3 Recognizing non-pronoun agreement
 - Set 2 Maintaining parallelism
 - Task 1 Understanding parallelism
 - Task 2 Maintaining parallelism in sentences
 - Task 3 Correcting faulty parallelism
 - Set 3 Self managed practice tasks
- Module two
 - Unit one: The composing process
 - Set 1 Understanding text
 - Task 1 Examining one's own understanding
 - Task 2 Analyzing text
 - Set 2 The composing activates
 - Task 1 Examining the composing process
 - Task 2 Practicing phase 1 activities
 - Task 3 Practicing phase 2 activities
 - Task 4 Practicing phase 3 activities
 - Task 5 Reflecting on the composing process
 - Set 3 Self managed practice tasks
 - Task 1 Exploring gender inequality
 - Task 2 Contributing to local efforts
 - Task 3 Demystifying commonly accreted practices
 - Unit 2 Practicing the basics of text
 - Set 1 Recognizing textuality
 - Task 1 Analyzing

Task 2 Practicing topic presentation

Task 3 Practicing coherence

Set 2 Self managed practice task

Unit 3 Structuring and organizing text

Set 1 Analyzing the structure of essay

Task 1 Analyzing a text

Set 2 Paragraphing

Task 1 grouping specifics

Task 2 Identifying paragraphing criteria

Task 3 Determining paragraph boundaries

Set 3 Self managed practice task

Task 1 Using the “open- present- close” structure

Task 2 Expanding

Unit 4 Increasing text readability

Set 1 Choosing appropriate voice

Task 1 Brainstorming

Task 2 Shifting voice for readability

Task 3 Critiquing voice

Set 2 Consistency in subjects

Task 1 Analyzing subject inconsistency

Task 2 Maintaining tense consistency

Task 3 Analyzing tense consistency

Task 4 Maintaining consistency in number

Task 5 Maintaining consistency in point of view

Set 3 Using appropriate diction

Task 1 Recognizing wordiness

Task 2 Reducing needless repetitions

Task 3 Using the right word

Task 4 Using the familiar words instead of the far-fetched

Task 5 Using concrete words instead of the far fetched

Set 4 Self managed practice tasks

Task 1 Critiquing readability

Task 2 Identifying readability problem

Task 3 Checking readability

Module three

Unit one Developing a text

Set1 Exemplifying

Task 1 Recognizing exemplification

Task 2 Writing examples

Set 2 Defining

Task 1 Examining definitional

Task 2 Recognizing different types of definition

Task 3 Defining words

Task 4 Expanding definitions

Set 3 Classifying

Task 1 Recognizing signals of classification

Task 2 Reconstructing pieces in to a text

Task 3 Developing a text

Set 4 Explaining processes and activities

Task 1 Understanding process activity

Task 2 Transferring information

Task 3 Changing text into flowchart

Task 4 Explaining activity from blue print

Set 5 Explaining through comparison and contrast

Task 1 Analyzing comparison and contrast

Task 2 Comparing and contrasting countries

Task 3 Comparing and contrasting friends

Task 4 Comparing and contrasting urban life and rural life

Set 6 Explaining cause-effect relationships

Task 1 Recognizing salient features

Task 2 Identifying the language of cause-effect explanation

Task 3 Constructing cause-effect statements

Task 4 Developing cause-effect explanations

Unit 2- Writing descriptive texts

Set 1. Characterizing individuals and people

Task 1 Analyzing Description

Task 2 Gathering details

Set 2 Describing scenes and weather
Task 1 Analyzing excerpts
Task 2 Describing where you live
Task 3 Describing the weather or your town
Set 3 Self metered practice tasks

Unit 3 Giving Narrative accounts

Set 1 writing historical narratives
Task 1 Analyzing normative accounts
Task 2 Reconstructing normative accounts
Set 2 Giving normative accounts of encounters
Task 1 Analyzing text
Task 2 Reconstructing accounts of narrative accouters
Task 3 Writing from personal diary
Set 3 Composing biographical narratives
Task 1 Analyzing biography
Task 2 Analyzing discourse markers
Task 3 Contracting one's lived experiences
Task 4 Composing a biography of your partner

Module four

Unit 1 Writing Summaries

Set 1 Identifying features and types of summaries
Task 1?
Task 2 recognizing summary types
Set 2 Peeling linear summaries
Task 1 Identifying major points
Task 2 ?
Task 3 peeling paragraph summary
Task 4 using heading as clues
Set 3 Writing Abstracts
Task 1 Analyzing abstracts
Task 2 Analyzing samples
Set 4 Self managed practice tasks
Unit 2 Preparing reflective texts
Set 1 Preparing Perfusions

Task 1 Understanding port folio
Task 2 Characterizing and classifying portfolio
Set 2 Composing narrative journals and dories
Task 1 understanding narrative writings
Task 2 Analyzing reflective narrative texts
Set 3 Self managed practice tasks
Task 1 Practicing Writing portfolio
Task 2 Practicing narrative reflective text

Appendix VII

An Overview of the evaluation of the Task-Based Writing course Material

One of the attractions of a task-based teaching is that it appears to blur the traditional distinction between content, a statement of what to teach, and methodology, that is a statement of how to teach. I believe that task-based teaching is more about methodology than content. 'Methodology becomes the central tenet of task-based pedagogy' (Kumaravadivelu 1993). This does not mean that contents do not have place in task-based teaching. Rather the contents are inputs and activities in some way for the task. Therefore, I believe that the practice of task-based writing is dependent on the contents organized in the course material. A task-based curriculum involves 'an integrated set of processes involving, among other things, the specification of both what and how' (Nunan 1989: 1).

In this regard, the combination of the psycholinguistics and constructivist view of learning and the communicative principles of language teaching/learning give rise to the notion of task-based learning. Thus task-based teaching is governed by principles like: a need-based approach to content selection, an emphasis on learning to communicate through interaction in the target language, promote learning by doing, provision of opportunities for learners to focus not only on language but also on the learning process itself, promote cooperative and collaborative learning, an enhancement of the learner's own personal experiences as important contributing elements to classroom learning, focus on learner-centered approach and linking classroom language learning with language use outside the classroom. Accordingly, in task-based language learning and teaching, syllabus content and instructional processes are selected with reference to the communicative tasks and the theoretical and empirical insights into those social and psycholinguistic processes that facilitate language learning (Nunan 1991).

As the different models of task based language teaching available in the literature highlight different aspects and components of tasks, it seems important to see them as complementary in making up a comprehensive understanding of the nature of tasks and task-based teaching/learning. In this regard, I feel that it is appropriate to evaluate whether the course material meets the task requirements. The purpose of

this evaluation is confined to check whether the stated tasks in the course material are in accordance with the principles of task-based teaching/learning. Accordingly, to evaluate the tasks in the course material, I preferred to use Nunan's (1989) task model for its comprehensiveness. Nunan's model combines simplicity with the power to analyse the majority of the learning tasks. Nunan's (1989: 48) model requires a task to have goals, input, and activities. Accordingly, the general purpose of a task, can be specified in terms of what aspect(s) of communicative competence the task is intended to contribute to; linguistic competence, sociolinguistic competence, discourse competence, and/or strategic competence. Tasks can potentially contribute to the development of all four with particular tasks designed to emphasize specific aspects of communicative competence

The Department of English, at Haramay University, claims that task-based material is prepared for the writing course. The course material writers state that the material is prepared for college students who are trained to become secondary school teachers and it is appropriate for the students who are able to write reasonably correct sentences in English, and want to be able to write longer pieces. In addition, the writers indicate that writing is a complex process; therefore, writing tasks are intended to facilitate students' learning emphasizing on the writing context, purpose of composing, and target audiences. The course material writers believe that the material helps students to develop communicative competence. I believe that the course material is to be evaluated to see whether it was prepared using the basics of task-based principles. Evaluating language teaching materials has been primarily predictive in nature because it focuses on whole sets of the material to tell whether the material is helpful for teaching/learning or not. The prediction goes from the structure to the content of the material. Task evaluations, therefore, serve a double purpose: to determine whether particular tasks work and, thereby, contribute to the refinement of the tasks for future use.

The course book has four modules. Each module is divided into units. Each unit contains sets of tasks. Under each task there are awareness-raising tips (AWTIP). There are also learning tasks which involve students in self-reflection, investigation, discussion, planning, drafting, reading, and rewriting. In addition, each unit has activities that are meant for self study outside the class. The last set at the end of

each unit in the course material, namely, “self-managed practice task” are particularly intended to help students make further writing practices on their own.

Module one

The writers have indicated that the first module is optional. It is intended to fill if there are gaps in students’ mastery of sentences writing skills.

Module objectives:

- Analyse frequently occurring sentence errors.
- Rewrite wrongly structured sentences
- Identify error correction strategies.
- Improve sentences writing skills.

Module contents:

1. Constructing different types of sentences.
2. Rewriting sentences for completeness.
3. Restructuring sentences to avoid ambiguity of modifiers.
4. Rewriting to avoid intra sentence reference ambiguity.

Unit 1

Constructing different types of sentences

Unit objective

The task in this unit will help you to:

- Express your thought with accurate sentences.
- Convey a message in simple sentences.
- Convey a message in compound sentences.
- Convey a message in complex sentences.

Unit content

Set 1. constructing sentences

Set 2. distinguishing correct sentences from incorrect ones.

Awareness tips

AWTIP Box 1. Description of simple sentences.

AWTIP Box 1. Description of compound sentences.

AWTIP Box 1. Description of complex sentences.

Skill in focus

Constructing the three types of sentences: simple, compound and complex sentences.

Set 1. Constructing sentences

Under this set, the students are required to construct sentences to express their thoughts and feelings on certain topics.

Task 1. Constructing simple sentences

Instruction: construct sentences to express your thoughts, feelings, memories, attitudes and worries on the following topics.

1. television
2. water
3. friendship
4. University Education
5. poverty
6. parenting
7. gender
8. love
9. living in the countryside
10. watching movies

Similarly using the above topics, students are asked to construct compound and complex sentences in task 2 and task 3 respectively.

Task 4 reflecting on sentence construction

Instruction: on the bases of the practices you have made earlier and discussions you had in class, explain the following terms.

1. Accurate sentence
2. meaningful sentence
3. acceptable sentences

AWTIP

Accurate sentence; refers to structural correctness of a sentence.

Meaningful sentence: refers to the meaning sentences convey in context. A sentence may be correct structurally and wrong in meaning.

Acceptable sentence: A sentence may have structural problem, but can be acceptable especially during a spoken interaction.

As can be seen from the above tasks, the aim was teaching how to write correct sentences. Like many other communicative tasks the focus is on grammar consciousness raising or noticing. Thus this section is designed to improve students' linguistic competences. Like many aspects of task in the literature, the above tasks provide activities, alternatives and contexts to the students. More over, the tasks provide the students with prerequisite grammar awareness to the situations appearing later in the tasks. Rutherford (1987) argues that tasks should incorporate linguistic inputs in the form of grammatical consciousness-raising or noticing. Form focused guided-activities eventually lead the students to the production of their own language. The above activities help students to promote skill-getting and/or skill-using abilities. According to Nunan (1989) these tasks are enabling tasks.

Set 2 Recognizing (in)correct sentences

Instruction: In the following tasks you will analyze sentences that have been taken from students' compositions produced for this course.

Task 1. Identifying (in)correct sentences

1. The objective of environmental health and sanitation is to create and maintain conditions in the environment that will health and prevent disease, but also most of external environment contain elements that are essential for life and the maintenances for good health.
2. When walking on the road with your friends or alone it does not matter, across the street you see a beautiful girl and could not take your eyes off her.
3. In fact, this is what have been supported by many writers and singers.
4. Gender roles which are classified by society.
5. Pollution is the biggest problem in the world it is the problem for air and water pollution.

Categorize the incorrect sentences into three or four possible categories

Sentences	Incorrect but understandable	Totally vague	Needs restructuring	Needs slight addition or deletion

Task 2. Analyzing sentence errors

In pairs explore the type of structural or linguistic knowledge the student lacked in each specific case. Then share your findings with other groups or to the class in general.

Task 3. Correcting the sentence

Now suggest a better construction for each incorrect sentence you analyzed in Task 2.

Listing tasks may not be enough for writing; students should know what and how they do the tasks. Hence, good instructions for the writing tasks are important. Instructions are explanations of what and how to do task. In principle students have to be provided with clear instructions so that they can know what is expected of them in the process of doing a task. Accordingly, for each tasks in the writing course material, instructions are given to the students so that they understand the procedures and what they accomplish.

The above tasks emphasized cognitive aspects of language learning. Tasks, according to the principles of task-based pedagogy, do involve cognitive processes such as selecting, reasoning, classifying, sequencing information, and transforming information from one form of presentation to another (Skehan, 1998). It seems reasonable to suppose that there is a relationship between the level of cognitive processing required and the kind of structuring and restructuring of language that tasks are designed to bring about. The key criterion is the need for a primary focus

on meaning. As Stern (1992:202) states, ‘a task stops being communicative only if the choice of activity has been prompted by purely linguistic considerations’. Similarly, Prabhu’s (1987) states that tasks should ideally involve learners in ‘reasoning’— making connections between pieces of information, deducing new information, and evaluating information.

In short, the tasks in the course material tend to integrate grammatical and sociolinguistic competencies. In some activities students get information from one another using structures provided in the material. They then analyze, summarize and report their answers to the class. Such tasks clearly integrate grammatical and communicative skills. In the end, the students utilize sociolinguistic skills as they report their findings to the class.

Module Two

Module objectives: Through engaging in a wide range of tasks you will

Raise your awareness about the composing process
Carryout specific tasks required at each level of the composing process
Analyze the particulars of a formal text
Compose context-specific texts

Module content

1. The composing process
2. Practicing the basics of text
3. Structuring and organizing text

Unit objectives: you will engage in various tasks to:

Examine the composing process
Practice how to carryout specific processing tasks
Enrich your skills by carrying out more text processing tasks

Unit contents

Set 1. understanding text
Set 2. the composing activities
Set 3. self-managed practice tasks

Awareness tips

AWTIP Box 1. description of the meaning of text
AWTIP Box 2. classification of text.
AWTIP Box 3 description of pre-writing activities.
AWTIP Box 4. the meaning of text creation
AWTIP Box 5. techniques of revising draft 1

Skill in focus

Composing according to the process model
--

Next, I have presented the full text of the tasks in the course material as it was written by the course material writers for discussions of issues related to task as follows:

Set 1.understanding text

Since the word “writing” connotes a wide range of meaning, I use the most comprehensive word ‘text’ to refer to any formally organized, extended discussion on a topic.

Task 1. Examining one’s own understanding

Work individually. Describe what writing involves. What is writing for you? Do you think there are specific purposes for which you need writing skills? If yes, list those purposes.

Task 2 Analyzing text

In pairs, study AWTIP 1. Make sure you are clear with each text characteristics.

AWTIP Box 1. Description of text
The size, length, and depth of text might be different from context to context. But a text must fulfil certain requirements. It should be tailored to the level of

assumed audiences demand. It should contain a series of complete sentences structured and organized according to what the specific situation or context demands. It should also be coherent, and for that purpose it adheres to linguistic and discourse conventions specific to the discourse community.

(Source: Writing by Tricia Hedge, Oxford: OUP, 1988 p.96)

Do you agree with the way writing is classified? Are there any missing types of writing from the list? Which of them are necessary in our (Ethiopian) context?

Like in module one above, clear writing instructions are provided to the students. As can be seen from the above tasks, the tasks have different elements: objectives, contents, AWTIP, and skill in focus. The tasks have goals, input and activities which according to Nunan (1989) are the features of communicative tasks. The goals of the tasks are to teach the functional area of text in describing the meaning of text using information about text as input in a classroom setting. The tasks are more of topical tasks which are a kind of skill-based task. One interesting thing worth mentioning is that communicative tasks create an optimum interaction or communication. The above tasks are also designed having more rooms for the students to communicate through writing.

Module three

Module objectives

This module helps you to:

- Improve your topic development skill
- Explain processes and activities with the focus of topic development
- Describe people and behaviours to develop your skills of written descriptions.
- Provide narrative accounts of your lived experiences and socially important phenomena.

Module content

1. developing a text

2. writing descriptive texts
3. writing narrative texts

Unit 1 Developing a text

The various tasks included here are aimed at helping you to:

Present examples to develop a topic sentence

- Define terms as a way of topic clarification
- Explain a topic through comparison and contrast
- Analyze cause-effect relationships

Unit contents

Set 1 exemplification

Set 2 defining

Set3. classifying

Set4. explaining through comparison and contrast

Awareness tips

AWTIP Box 1. Description of exemplification

AWTIP Box 2. Markers of exemplifications

AWTIP Box 3. Language structure of classification

Set 1. Exemplifying

AWTIP Box 1. Description of exemplification

Exemplification is technique of supporting or developing a topic or point through specific cases or instances. It is writing in which the focus is to present experiences, cases, facts, etc. examples may take different forms: single key example, multiple examples, etc.

Topic sentence

Many dictators have taken power in many African countries

example

Id Amin of Uganda
Mengistu Hailemariam of Ethiopia
Mobutu Sesesko of Zaire

People in different parts of the world use different substances as a stimulant

coffee in western part of Ethiopia
'Chat' in various part of Ethiopia
Cocaine in Latin America

Task writing examples

Below is a general statement (topic sentence) with two major statements. First provide examples for supporting statements and write it out in a text.

Topic sentence the introduction of TV has brought about both positive and negative consequences.
Major support 1: TV has made possible the transmission of programs that inform, teach, and entertain viewers.
Examples _____

Major support 2: TV has contributed a lot to the spread of alien and harmful western cultures.
Examples _____

As mentioned in the pervious modules, in designing tasks for the writing lessons, the task designers need to make decisions about what students will be asked to communicate and what skills or abilities the students need to be trained through the task. Accordingly, the instructions for each task in the material are designed to guide students to reach the required outcome. Many of the tasks in this module are prepared around familiar themes that are related to the students' real life. Thus, the tasks are authentic. In the above task the students are required to practice the different ways of exemplifications in writing. As a result the students develop the skill of relating ideas in writing. Hence such tasks help students to develop their discourse and strategic competences in writing.

Module four

Module Objective:

- Help you develop awareness about summary and reflective writing.
- Enhance your skills of writing various types of summary
- Involve you in various tasks to make you improve your journal diary writing skills.

Module content:

- Writing summaries
- Preparing reflective journal

Unit objectives:

- ✓ Identify major features of summary
- ✓ Recognize various types of summary
- ✓ Examine a procedure in a linear summary
- ✓ Practice different types of summarizing

Unit contents:

- Set 1. Identifying features and types of summary.
- Set 2. understanding summarizing procedures
- Set 3. writing abstracts
- Self managed practice tasks

Awareness tips

- ❖ AWTIP Box 1. Definition of summarization
- ❖ AWTIP Box 2. classification of summary
- ❖ AWTIP Box 3. description of linear summary.
- ❖ AWTIP Box 4. organizing your point
- ❖ AWTIP Box 5. functions and classifications of abstract

Skill in focus

- Summarizing/ abstracting

Set 1. Identifying features and types of summaries

Task 1

You are required to reduce a longer piece into a smaller one. In this set, you will explore essential issues and set out to develop summarizing skills.

Do you think that the summary is a fair representation of the paragraph? What do you think summarization should take into account?

Text 1

In another kind of coping behaviour, 'rationalization', an acceptable, move is substituted for an un-acceptable one. Put another way, we make 'excuse', we give a different reason from the real one for what we are doing. Rationalization is a common defence mechanism or avoiding the anxiety connected with unacceptable movies. A student who has sacrificed studying to have a good time may blame her failing grades on bad teaching and unfair examinations or too heavy work load. A father may beat his child just because he is angry, but rationalize it by saying he is acting for the child's good.

Summary

Rationalization is a kind of coping behaviour in which an acceptable movie is substituted for an unacceptable one. For example, a father rationalizes beating his child by saying it's for the child's good.

Task 2. Identifying major points

What do you think is the central idea of the following paragraph? Identify two to three major points that relate to the central idea.

Reading about an occupation or talking with people about it are two important ways of gathering occupational information. If you really want to explore an occupation, however, we encourage you to try get some “hands on” opportunities in it. Some corporations provide tours for the public to explain how they produce their products. You may be able to arrange a tour in a setting that employs persons in the field you are interested in. If you have the time and motivation, you may be able to persuade an employer to allow you to work as a voluntary apprentice for one or several days as a way of exploring an occupation and your reaction to it. It may also be possible to find part-time or summer work in the field or related fields. Finally you can take advantage of the cooperative education, internship, and externship opportunities that may be available on your campus. Through such programmes, you will be able to work part-time in setting that relate to your degree program. An advantage of this, as well as any of the other “hands on” opportunities you can participate in, is that in addition to being able to gather occupational information, you will be building skills for securing a full-time at graduation. In fact many employers use volunteer and internship programmes to evaluate and groom potential employees.

Unlike many of the tasks discussed under module one, the tasks in module four do not start with grammar awareness raising. It rather presents the grammatical expressions towards the end of the task perhaps assuming that the expressions may be used as supplementary inputs in reinforcing the students’ ability to express their ideas freely. The self-managed practice tasks help the students to do more practices outside the classroom. The focus of tasks in module four is developing students discourse competencies. In general, the tasks in module four are more about reflective writing. There fore, students can get opportunities to interact while negotiating for the meaning employed in their reflective writing.

As discussed above under each task in the modules, clear instructions are given for each task. The instructions, or what Bachman and Palmer (1996) call ‘rubric’, are an essential part of the task work plan. They specify what the purpose of the task is, its outcome, and what the participants need to do to reach an outcome. They constitute what Lee (2000) calls ‘a mechanism for structuring and sequencing interaction’ as the participants perform the task. The task rubric, then, creates the context for the participants to function as language users.

More over the tasks are designed to help students develop the knowledge and skills of Writing accurate sentences, creating texts, stating main and supporting ideas in a text, producing readable texts, and writing different genres (expository, descriptive, narrative and argumentative) of texts.

In general the tasks in the course material emphasize students' interaction so that they get meaning from the interaction. Regarding this, Williams and Burden (1997) state that students learn foreign language in purposeful situations through interacting and conveying meanings in the language. Thus, a task in this sense is seen as a forum within which meaningful negotiation is made. The course material treated different communicative competence (linguistic, sociolinguistic, discourse and strategic competences) skills. As a result, the writing tasks in the course material emphasizes the idea that learning tasks should be used to enhance learners' all-round communicative competences.

Appendix VIII

Awareness raising training for students

Training focus and program

Title	Components	Duration	Remarks
Features of task-based writing	Pre-task, while task and post task	20/9/23010-8/10/2010	
<i>Awareness raising about the writing-tasks</i>	-The context of writing - <i>Strategies to get Started</i> - <i>Taking Charge of Their Own Learning in the Writing Process</i>	20-24/9/2010 27/9/2010-1/10/2010 4-8/10/2010	

No	Components	Activities	Remarks
1	Features of task based writing	Pre task <ul style="list-style-type: none"> ➤ Framing the task (planning) ➤ Dictogloss While task <ul style="list-style-type: none"> ➤ The writing process Post task <ul style="list-style-type: none"> ➤ Negotiation for meaning ➤ Reflections 	
2	the context of writing	Authentic writing	

3	<i>Strategies to get Started writing</i>	<ul style="list-style-type: none"> • Focus on writing purpose and writing context • Planning <ul style="list-style-type: none"> ❖ Prewriting <ul style="list-style-type: none"> ✓ concept mapping ✓ break a topic into ideas ✓ clustering • Writing <ul style="list-style-type: none"> ✓ While writing <ul style="list-style-type: none"> ○ free writing • Revising <ul style="list-style-type: none"> ✓ Post writing <ul style="list-style-type: none"> ○ editing 	
4	<i>Taking Charge of Their Own Learning in the Writing Process</i>	<ul style="list-style-type: none"> • scaffolding activities like collaborative writing 	

Training Evaluation sheet (for students)

No	Activity	Comments
1		
2		
3		

Raising students' awareness about the writing-task

Introduction

Task-based language teaching is an approach seeking to provide students with a natural context for language use. As students work to complete a task, they have abundant opportunity to interact. Such interaction is thought to facilitate language learning as students have to work to understand each other and to express their own meaning. In teaching writing, the principles of Task-Based Language Teaching (TBLT) (see appendix VII) allow for a design of tasks that incorporates the application of process writing and group work. Pedagogically, task-based language teaching has strengthened the following principles and practices:

- A need-based approach to content selection
- An emphasis on learning to communicate through interaction in the target language.
- The introduction of authentic texts into the learning situation.
- The provision of opportunities for students to focus, not only on language, but also on the learning process itself.
- An enhancement of the student's own personal experiences as important contributing elements to classroom learning.
- The linking of classroom language learning with language use outside the classroom.

It is believed that writing becomes a more essential learning experience if students know and engage in the writing process; otherwise students gain little benefit from the writing tasks.

One objective of this training was to raise students' awareness of the features of writing tasks and contextual aspects in their writing. I devoted three training sessions on these aspects of writing, and did some meaningful activities to draw students'

attention to the nature of task-based writing: pre task, while task and post task. In addition students were introduced to strategies on how they approach the writing tasks: Why am I writing? Who am I writing to?

Features of Task-Based Writing.

Task-based writing focuses on providing natural environment for students to use their writing experiences. In addition, it involves not just “activating an existing knowledge of the language”, but also “stimulating the development of the language system itself”. In the task process students’ interaction has a great deal of contribution for developing students’ writing ability. That is why it was argued that it is not task features themselves but rather learner interpretation of task features which determine interactional outcomes.

The pre-task phase

The purpose of the pre-task phase is to prepare students to perform the task in ways that facilitates students writing. One way of doing this is ‘framing’ the writing task which provides an advance organization of what the students will be required to do. As a result, preparing students for the writing task should involve strategies for whetting students’ appetites to perform the task and for helping them to perform the task. One of the strategies is dictogloss which is a small group writing task.

A number of studies have demonstrated the potential pedagogical advantages of small group work over whole-class instruction. Small group work is highly effective in the writing classes because the interaction which it fosters among students provides them opportunities for developing communicative competences.

Dictogloss - a consciousness-raising task for small group writing

Before the training, I found out that students considered writing as a linear or lonely job, which put no emphasis on dialogic writings. The aim of the training reported here was to introduce one type of task, called dictogloss, which combines opportunities of students’ interactions to generate ideas for writing. Basically, dictogloss is a task

which motivates students to interact cooperatively in small groups which later help the students write a text independently.

During the training, the procedure followed in dictogloss tasks consists of the following steps or phases

- a) *The preparatory phase*, in which the researcher initiates a 'warm up' discussion to elicit what students already know about the topic, presents and explains unknown words.
- b) *The 'reconstruction phase'*, in which students work together in small groups to generate ideas for their writing
- c) *The feedback phase*, in which all texts produced are analyzed, compared and corrected by students and the researcher together.

The reconstruction phase is therefore of central interest because it is in that phase that small-group discussion about the writing task takes place, although, clearly, further discussion about the writing and further gains in explicit knowledge will also take place in the feedback phase.

Remark: While dictogloss involves writing, it is unlike many writing activities in that it does not aim to practise the full range of skills involved in the production of written texts. For example, in dictogloss tasks students do not compose their own texts in group. In general, in the pre task phase the students were made to focus and plan based on the context of writing which led them to the strategies on how to start writing.

After the session “writing purpose and audience,” some students commented that they gained awareness about these two elements before they composed, so they would consciously consider the appropriate format and style to set the essay. One of the students wrote on the evaluation sheet: “It’s helpful to enable me to make sure why I write and who I want to present my writing to. It’s useful to help me form clear thinking.”

Strategies to Get Started

Several students recalled that they used to have to struggle hard to write a paragraph and/or an essay. To be specific, whenever they were given a topic to write about, very often they had to wrack their brains to find something to write. They did not do overall planning. Some felt that the final paper was not satisfactory, because they did not know how they could improve their drafts. At an early meeting of the training, I introduced some techniques to fight “writer’s block” such as free writing, clustering, and making concept maps. After attending this session, students remarked that they had learned some useful skills to approach a topic, and they had also learned certain effective ways to break a topic into ideas and chunks, which would eventually developed in to paragraphs in their draft. At the end of the training one of the students said, he learned “how to approach a topic and compose a draft in a task-based writing. It seemed to him that there were more steps in the writing process, but the process was more effective than before. In spite of the increased complexity of the writing process, the student emphasized that he could now actually produce a draft with more confidence.

While task phase

The methodological options available to the researcher in the during-task phase are of two basic kinds. First, there are various options related to how the writing task, which is planned, is to be undertaken. This is about ‘task-performance options’. Second, there are a number of ‘writing process options’ that involve the students about how to perform the task as it is being completed. In general, during this phase students are individually engaged on the writing activity. In other words Students enacted their roles.

The post-task phase

The post-task phase affords a number of options. These have three major pedagogic goals; (1) to provide an opportunity for a repeat performance of the writing task when necessary, (2) to encourage reflection on how the writing task was performed, and (3) to encourage attention to form, in particular to those forms that proved problematic to the learners when they performed the writing task.

Taking Charge of Their Own Learning in the Writing Process

Many research results in Ethiopia shows, Ethiopian students are regarded as inactive in their writing classes because of their inability in writing (Italo, 1999; Geremew, 1999). Many Ethiopian students are often described as quiet and reserved in expressing personal opinions, and afraid of being different from the majority. It is with similar presumptions that I went to Haramaya university to explore students perceptions and practices of the writing tasks. But some students expressed their opinions when they reflected on their learning experience of task-based writing. To involve the students to take responsibility for their writing, scaffolding activities like collaborative writing and writer-reader dialogues helped students engage in the process and take control of their writing. And the students shared some perspectives they had on the training experience and how to improve English writing. This shows the students become active learners in the class and are willing to take part in the decision-making for their own learning.

Students' writing practice.

The students were given an exercise to write an essay entitled "Life". But before they wrote the essay individually, they shared ideas in groups. The students exchange their insights, articulate their views, conceptualize their anthologies, and produce creative presentations in writing teams that approximate real life writing situations. The anthology includes the following elements: the title that reflects the theme; an introductory page that spells out the team's view of life (their fancy and formal

definitions); and their individual reflection papers. The layout, format, and design of their anthology also echo their theme. After practicing in the class, the students were given a home take assignment to rewrite the essay.

Some of the students defined life in their own ways. For instance “Life is a battle”, “Life is like a river”, “Life is like musical composition”, etc.

Most of the students’ final papers were substantial, and organized. It is probably because they write for a purpose, work for a goal, and win for a reason. Making writing a meaningful and enjoyable experience for learners can, therefore, be done.

Appendix IX

Responses of Interview Questions

Interview for trained Students

Respondent A: **Date 5/11/2010** **place: classroom**

Ok, ----- you're welcome to this interview session. I am going to ask you some questions related to the teaching of writing. I kindly request you to answer the questions.

Questions: First, what is task-based learning for you?

Task means an activity which classifies the role that the writer in the writing process has.

Question: What was your experience in task-based learning when you were in a high school?

Answer: Ya, I have a little information about it while I was at high school the curriculum for the teaching and learning in high school is different from the university level. When I say this, writing has its own credit or loads in university but in high school it is treated as one section of a unit in the text book. Therefore when I was at high school, I consider writing as an activity to finish certain exercise. But in university I learned that different level of writing for example writing a paragraph and an essay are different . . . In writing a paragraph the role of student is limited to complete the . . . but at the level and writing an essay the students has to plan and organize his/ her writing in to different level for example, these statement, body and consolation, and this one is advanced and I learnt this at university level.

Question: Thank you, you told me that you didn't have experience about task based learning at high school, but do you think that the course material that you are using for the writing courser help you to improve your writing ?

Answer: ya,ya . .. writing has its own procedures to follow, when I was at high school I didn't care about the procedures to go through but I focus on writing correct sentence for example using presentence, past tense, future tense, and sometimes for vocabulary ...by the way I am hearted because of having poor writing ability because here/ in the in university/ everything we /students/ do depends on our writing ability. If we have poor ability writing we never do the

subjects properly. The result also is poor therefore I think we have to improve our writing ability. For that, the course material is helpful.

Question: What are the problems that hinder you to write?

Answer: When I write a paragraph or an essay I face problem, because when I was at high school I didn't focus on the procedures for writing. Now I learned that we do not have to rush to write without planning. Therefore I have the problem of focusing on the pre- writing stages.

Question: what is you instructor's and your roles in the writing classes?

Answer: Oh! My instructor I appreciate him, he introduced me to write following the writing procedures plan, think, write . . . But I think it take some time to follow the procedures. There fore, I agree that the roles of instructors in the classroom are facilitating and making us ready for the lesson, but you know since our writing background is not good, we tend to depend more on what the instructors say. I personally prefere if the instrucors in any way help us to be self dependets in our writing because most of the time writing is an individual skill. ----- as to me we students should take much of the class time to practice writing but this does not mean that instructors do not have contibutions in developing our writing. In general what I wanted to say is that in our writing classes balance between instructors and students role taking should be maintained.

Question: Do you have anything to add?

Answer: Ok! Writing must be focused on starting from high school. If we /the student/ have good background, we do not face problems to write at university.

Thank you.

Respondent E

Date 5/11/2010 Place Classroom

Ok, ----- you're welcome to this interview session. I am going to ask you some questions related to the teaching of writing. I kindly request you to answer the questions.

Question: Can you tell me what task based writing is?

Answer: I am not sure, what I know is task means how to write something. In short, it is writing grammatically correct sentence.

Question: Did you have experience about task based learning when you were at high school?

Answer: Well, we have learned in a high school how to write a paragraph and an essay. But I did not know what task based writing mean until I was introduced to task-based writing in this university. Though it is short time since I started learning in task-based writing, I guess tasks help me improve my writing ability because I was struggling to produce pieces of writings by my self during the training sessions. If I continue like that I think I can develop confidences in my writing ability. Therefore, what is good for me is to learn with hope that I will be a good writer one day.”

Question: So what difference do you see between the writings that you had at high school and the university?

Answer: It is completely different, because at high school we do not have a separate class for writing like that of university, in the same way our high school teachers didn't emphasize (focus) or the writing. I think it is because we are many in numbers the focus is high school was on grammar, punctuation marks and other not on the process of writing. Therefore in general there is a big difference in content and focus.

Question: So for you is there any difference between high school and university level writing

Answer: Ya, ya, ya. Now we /the students/ have got better experience in wiring than what we had in high school.

Question: Have you faced problem is your writing class/ at university/

Answer: At the beginning of the class, it was difficult to understand and adjust myself to the writing class. Because my earlier experience of writing didn't prepare me for the kind of writing that I am in now. But through time I tried to adjust myself.

Question: What are your and your instructor's roles in the writing classes?

Answer: My role is the writing period is to do exercise and activities given by the instructor and also ask questions. I think my instructor has to guide me and give answers for my questions?

Question: Who should do much, you or your instructor?

Answer: It is we, we have to involve or participate is most of the activities done in the class like asking questions a answering questions, writing paragraphs . . .

Question: Do you have any other things to tell me?

Answer: In high school teacher focus on the teaching rules of the language. I think they have to teach also how students should focus on the process of writing.

Thank you.

Respondent W.

Date 5/11/2010

Place Classroom

Ok, ----- you're welcome to this interview session. I am going to ask you some questions related to the teaching of writing. I kindly request you to answer the questions.

Question: What do you think is task based writing?

Answer: Some kind of activity to practice in writing to develop our writing.

Question: Did you have an experience about task based writing at high school?

Answer: We learnt how to write something about paragraph but I don't know whether it is task or not

Question: Is there difference between high school and university writing tasks?

Answer: yes, in high school we did not write in our ways much and we focused on correcting the grammar of sentences. But in the university writing is given special attention. We have four periods of writing classes per week but at high school writing was not given separately it was though as one part in a charter. As to me that was not enough to develop our writing ability and the teachers in high school most of the time ignore the writing activities. I think it is because they cannot give corrections for all students because of the large number of students in the class. I think the teachers do not have enough time to see /check/ all the students' works. Due to this students do not know whether their writing is correct or not. As a result, high school students do not give attention for writing.

But in the university all our activities are based on our writing ability. Because when we are given assignments or project work, we have to write and express our ideas properly.

Question: what is your and your instructor's role in the writing class?

Answer: My role is to practice and follow what the instructor says. And my instructor has to give me guidance and give piratical writing tasks. There for much of the time should be taken by the students to think, plan and write on an issue. And then instructor has to give feedback.

Question: Do you think that the course material helps you to develop your writing ability?

Answer: Yes, because there are topic which are interesting for me. On top of that if I practice these tasks I think I can develop my writing capacity. That way I can develop confidence in my writing.

Question: Do you have any other thing to tell me?

Answer: Yes, let me tell you my experiences in this university. My writing was very poor. I worried vey much about my writing because I thought that I was the poorest writer in the class; but later I learnt that there were other students having similar writing problems. -----When we started the writing classes, I did not want to show my writing to my classmates let alone to the instructor because I did not want to be identified having poor writing ability at university level. Moreover I thought that my instructors will be disappointed on me because of my ability in writing. But my act reminded me a proverb 'a patient need to tell his/her problems to the doctor in order to get an appropriate treatments'. Therefore, I decided to be honest first to my self, then my classmates and instructors so that I may improve my writing. Now I am willing to engage in and contribute in the writing tasks with my classmates and students. That way I hope I can improve my writing.----- 'if there is a will there is a way.'

Thank you.

Respondent P **Date 5/11/2010** **place: classroom**

Ok, ----- you're welcome to this interview session. I am going to ask you some questions related to the teaching of writing. I kindly request you to answer the questions.

Questions: First, what is task-based learning for you?

Task is a group activity to be done. Therefore, task-based writing is activities which are based on phases.

Question: What was your experience in task-based learning when you were in a high school?

Answer: since I took awareness training in this university, I had no experience about task based learning.

Question: Thank you, you told me that you didn't have experience about task based learning at high school, but do you think that the course material that you are using for the writing courser help you to improve your writing ?

Answer: yes because I have taken orientation on how to do tasks. That way I think I may improve my writing skills.

Question: What are the problems that hinder you to write?

Answer:my poor writing background and probably my instructor's approach in teaching writing.

Question: what is you instructor's and your roles in the writing classes?

Answer: my instructor should focus on guiding me to the writing tasks, and then it is my duty to write.

Question: Do you have anything to add?

Answer: yes the writing classes should be ready for the students to write.

Thank you.

Respondent T

Date 5/11/2010 Place Classroom

Ok, ----- you're welcome to this interview session. I am going to ask you some questions related to the teaching of writing. I kindly request you to answer the questions.

Question: Can you tell me what task based writing is?

Answer: I am not sure, but I think task is some thing to do.

Question: Did you have experience about task based learning when you were at high school?

Answer: No I did not have then, but now I some how have taken training.

Question: So what difference do you see between the writings that you had at high school and the university?

Answer: I see no much difference,..... but now I am trying to write more than what I used to do.

Question: So for you is there any difference between high school and university level writing

Answer: yes her in the university much of my academic works are judged by my ability to write well. So there is more focus on writing in the university.

Question: Have you faced problem in your writing class/ at university/

Answer: yes my writing ability is poor.

Question: What are your and your instructor's roles in the writing classes?

Answer: the instructor should tell me what I should do and I have to write.

Question: Who should do much, you or your instructor?

Answer: I should write

Question: Do you have any other things to tell me?

Answer: no thank you.

Thank you.

Respondent M. Date 5/11/2010 Place Classroom

Ok, ----- you're welcome to this interview session. I am going to ask you some questions related to the teaching of writing. I kindly request you to answer the questions.

Question: What do you think is task based writing?

Answer: a process of writing to develop writing.

Question: Did you have an experience about task based writing at high school?

Answer: not really

Question: Is there difference between high school and university writing tasks?

Answer: yes, in high school I did not write much but here it is must to learn writing

Therefore, I have to do much

Question: what is your and your instructor's role in the writing class?

Answer: I am in the class to practice writing and my instructor is also there to help me in my writing.

Question: Do you think that the course material helps you to develop your writing ability?

Answer: I think so.

Question: Do you have any other thing to tell me?

Answer: yes, we students learn writing only through writing, and our writing should not be limited to the classroom therefore, instructors should facilitate conditions for us outside the classroom.

Thank you

Appendix XI :

Responses of interview questions (untrained Students)

Respondent B

Date: 4/11/2010

Place: classroom

Ok, ----- you're welcome to this interview session. I am going to ask you some questions related to the teaching of writing. I kindly request you to answer the questions.

Question: what is task based learning?

Answer: Task means for me that something that helps to brainstorm and help to know about that thing.

Question: Do you have an experience about task based learning at high school?

Answer: No, when I was at high school most of the time I didn't use English language because I mostly use my first language. Therefore I didn't give attention to the writing classes at high school so I don't know what task based learning is.

Question: Do you think the writing course material helps you to improve your writing?

Answer: No, because I don't have good background in writing therefore I cannot understand what I should do. I simply write about what comes to my mind. I am not concerned with the procedures of writing. That means that I think for what I feel. Therefore I write only what I feel I have to.

Question: Do you ask your instructor to help you when you write?

Answer: No, how can I ask my instructor where I cannot use English language properly.

Question: What do you think is your instructor's role during the writing class?

Answer: I think my instructor has a big role in the writing class. Do you know, I feel that the instructor is in the class to show me how to do tasks and at the end give me answers for the tasks. So the role of the instructor in my learning is very crucial. But, in the University, instructors tell us that they are in the class only to facilitate our learning. But I do not agree, because guiding or facilitating is not enough and the instructor has to go further even to the extent of giving us sample writings. And then I have to follow him/her."

Question: So what is your role in the writing class?

Answer: Oh, my role is to do what the instructor orders me to do. For example, answering the questions in the text book, doing assignments and the like.

Question: How do you get meaning from your writing?

Answer: I don't get meaning but my instructor gets meaning from what I write.

Question: Did you face any problem in your writing?

Answer: Yes I faced, for example the shortage of the language, when I write I face problems of using correct words and this hinders me from my writing.

Question: Finally, do you love anything to tell me?

Answer: No.

Thank you.

Respondent Q

Date: 4/11/2010

Place: classroom

Ok, ----- you're welcome to this interview session. I am going to ask you some questions related to the teaching of writing. I kindly request you to answer the questions.

Question: Do you know what task based writing is?

Answer: To be honest I don't know what tasks are but I guess they are exercises to be done. I don't have experience about task based learning because in high school the course materials are prepared only to make us ready for the University entrance exam. ... I am most of the time confused on how to work with tasks thus I prefer the instructor to show me how to work the tasks.

Question: When you write do you focus on the process of writing or the product?

Answer: I focus on the process because when we focus on the process at the end there will be product therefore I focus on the process.

Question: When you focus on the process where do you get meaning from you writing?

Answer: I think when I finish I get when I finish my writing I read my writing again and again and show it to other persons and they tell me what they understand about my wringing.

Question: Do you think that you developed the writing skill in high school?

Answer: I learned my high school education in private school. These I practiced writing because our English teachers used to encourage us to write my giving us (the students) different topics. Therefore, I think I have developed the skill

writing and I am confident in my writing in general, though I was not informed about task based writing, in high school I had good time in my writing class that also helped me in my university education.

Question: Who should take much of the class time, instructor or students?

Answer: This is university I think much of the work has to be given to the students but sometimes this is not the case here. I personally believe that students must take much of the work and practice writing.

Question: Do you have any other thing to tell me?

Answer: Yes, students should get attention and students must be the center of the writing class. Instructors should prepare students for the writing itself rather than focusing on the technical aspects of writing because writing can be improved only through writing.

Thank you

Respondent F

Date 4/11/2010)

Place: Classroom

Ok, ----- you're welcome to this interview session. I am going to ask you some questions related to the teaching of writing. I kindly request you to answer the questions.

Question: What do you think is task based writing?

Answer: Sorry what did you say?

Question: What is task based writing?

Answer: I do not really know what it means. But in different books including our course material I came across different tasks. Therefore I concluded that task means an activity to be performed in the writing classes.

Question: How did you learn writing at high school?

Answer: Well, in high school we didn't learn much about writing. Because we focused more on the structure of the language means grammar. So we didn't focus on the process of writing rather on the product means correct grammar.

Question: Is there any difference between your high school and university writing classes?

Answer: Yes, there is a great difference between them. As I said, in high school writing means preparing grammatically correct sentences therefore we didn't have enough time to focus on the content and procedure of our writing. But

now if the university writing is given its own load and we are focusing on the process of writing deeply . . .

Question: What is your role and your instructor's role in the writing class?

Answer: Here is the university, the instructor guides me on how I should write not only guiding me but give me the necessary feedback for what I have written. Therefore, here /in the university/ writing is more of group activity where we /the students/ share experiences in writing. Therefore both, the instructor and I, have roles to play in the class.

Question: Do you think the writing tasks helped you to develop confidence in you writing?

Answer: I am not confident in my writing because I don't have good background in writing. In the high school I did not get enough knowledge that can help me to write with confidence. Because, I said earlier in high school we focused more on the language element /grammar/. Therefore, I really cannot tell whether tasks help me improve my writing ability or not because I don't know the roles of task in my learning. I cannot specifically tell whether my learning is enhanced because of task or other factors."

Question: What should be done to develop confidence in writing?

Answer: Well, to help students develop confidence in their writing ability, writing skill must be taught starting from elementary class on wards, that is to say the writing skill has to be emphasized not only in universities but also in high schools and elementary schools.

Question: Do you have any other things to tell me?

Answer: I want to say few this, you know according to curriculum, we start learn wriing at university I think this is not good. There must be continuity is learning from elementary them it will not be difficult to attend at university level.

Thank you

Respondent R **Date: 4/11/2010** **Place: classroom**

Ok, ----- you're welcome to this interview session. I am going to ask you some questions related to the teaching of writing. I kindly request you to answer the questions.

Question: what is task based learning?

Answer: task is an exercise to do in the writing classes/

Question: Do you have an experience about task based learning at high school?

Answer: no ,noit is my fist time....

Question: Do you think the writing course material helps you to improve your writing?

Answer: I expect so; we will see that in the future. But you know I see some students seem to be confused about how to identify the method of learning writing from the writing skill. "Most of the time I am confused which to do first 'the task' or 'my writing

Question: Do you ask your instructor to help you when you write?

Answer: some times, when the instructor is free to help.

Question: What do you think is your instructor's role during the writing class?

Answer: I think the instructor should provide me with all the necessary writing aids including the main language elements for the writing..

Question: So what is your role in the writing class?

Answer: I am to write and write again and again based on the instructor's directions.

Question: How do you get meaning from your writing?

Answer: I don't know.

Question: Did you face any problem in your writing?

Answer: Yes ...grammatical problems and the like.

Question: Finally, do you have anything to tell me?

Answer: No.

Thank you.

Respondent Z

Date: 4/11/2010

Place: classroom

Ok, ----- you're welcome to this interview session. I am going to ask you some questions related to the teaching of writing. I kindly request you to answer the questions.

Question: Do you know what task based writing is?

Answer: no, I am new to student-centered, task based and interactive learning methods. The newness of such methods cause stresses to me, which may in turn disappoint my teacher educators. I think in task-based teaching; weak students lack confidence and usually hesitate to work on the writing tasks because they feel that they cannot do any task by themselves without their instructors' support

Question: When you write do you focus on the process of writing or the product?

Answer: I focus on the product because that is what my instructor expects me to do.

Question: When you focus on the process where do you get meaning from you writing?

Answer: I think when I finish my writing I read my writing again and again and show it to other persons and they tell me what they understand about my writing.

Question: Do you think that you developed writing skill?

Answer: some how, but not much

Question: Who should take much of the class time, instructor or students?

Answer: oh instructor, because he has many things to teach.

Question: Do you have any other thing to tell me?

Answer: no, no....

Thank you.

Respondent D

Date 4/11/2010)

Place: Classroom

Ok, ----- you're welcome to this interview session. I am going to ask you some questions related to the teaching of writing. I kindly request you to answer the questions.

Question: Do you know what task based writing is?

Answer: It is a writing practice where students do much writing.

Question: When you write do you focus on the process of writing or the product?

Answer: I focus on the product because that is what important for me and the instructor.

Question: When you focus on the process where do you get meaning from you writing?

Answer: I do not focus on process

Question: Do you think that you developed writing skill?

Answer: it is little time since I started learning writing but I see few changes in my writing ability.

Question: Who should take much of the class time, instructor or students?

Answer: both of us should take equal time.

Question: Do you have any other thing to tell me?

Answer: yes, I feel good if the university organizes writing clubs in English.

Thank you.

Appendix XI I

Instructors' responses for Interview Questions

Instructor Y

Date 3/112010

place: Classroom

Ok, ----- you're welcome to this interview session. I am going to ask you some questions related to the teaching of writing. I kindly request you to answer the questions.

Question: Tell me about your English language teaching experience in general and the writing skill in particular.

Answer: I have taught English language for twelve years: seven years in high school and five years in university.

Question: You told me that you taught the writing skills at Haramaya University, what is your students' writing ability?

Answer: I am sad to tell you that the students' writing ability is poor. On top of that most of the students do not have interest for writing.

Question: There is a task based writing material used in the university, do you think that this material is of help for the students to develop their writing skills?

Answer: Yes, the material prepared is good enough to help students develop their writing.

Question: How do students understand what is required of them in task based activities?

Answer: this is a problem that I am facing when I teach writing. I have encountered problems such as students' inability of writing and lack of confidence in their own contribution in improving their writing. This in one way or another hindered them to work with tasks in the course material because most students do not know how to work with the tasks. What is important here is that most students do not know what is expected of them at the end of the writing task.

Question: What is task based writing for you?

Answer: It is a fame work for teaching writing.

Question: Do you think task based teaching, enhances student writing, in Ethiopian context?

Answer: yes and no. yes if students are willing to take responsibly for their learning.

Other wise the writing tasks will not be of help for the students.

Question: Do you think that all students can manage in doing tasks given to them?

Answer: I do not think so. Because, almost all of the students do not know their roles and contribution in task-based teaching. To me the instructor is expected to facilitate condition for teaching not working the whole part of the activity (task). But some students feel that the instructor is there to provide them with all the answers to the questions

Question: How should students who lack the skill of writing is helped?

Answer: first it is better to help students have interest for the writing classes. Then by organizing group or pair work the students can be helped.

Question: When do students get meaning from task based learning?

Answer: only when they are properly engage in the writing activities.

Question: Do you think that the writing task help students to develop their skills?

Answer: Yes, but students must involve in the writing.

Question: Where do you think is that learning comes from the writing tasks?

Answer: learning is much about students' interactions in the writing class

Question: So, what is the difference between task and exercise?

Answer: exercise is one part of a task.

Question: What should be the instructor's role? Who should take much time in the writing classes, students or instructor?

Answer: the instructors' role must be limited to organize and facilitate the writing task. But students are the main actors in the writing classes.

Question: Do you think that the task based course material contributes to help students develop their writing skills?

Answer: I would say yes.

Thank you.

Instructor K

Date 3/112010

place: Classroom

Ok, ----- you're welcome to this interview session. I am going to ask you some questions related to the teaching of writing. I kindly request you to answer the questions.

Question: Tell me about your English language teaching experience in general and the writing skill in particular.

Answer: I have taught English language for twenty three years.

Question: You told me that you taught the writing skills at Haramaya University, what is your students' writing ability?

Answer: Oh my God, their writing is so bad. You some times will be shocked to see such a poor writing. You know, some times you come across students who can not spell words properly.that is awful.

Question: There is a task based writing material used in the university, do you think that this material is of help for the students to develop their writing skills?

Answer: There is no question about the material; it is of great help for the students. But the problem lies on the students' poor writing background.

Question: How do students understand what is required of them in task based activities?

Answer: they do not know even what they are to do.

Question: What is task based writing for you?

Answer: Task based writing for me is an approach or method that helps students focus on the process of writing.

Question: Do you think task based teaching, enhances student writing, in Ethiopian context?

Answer: Yes but the problem is students do not have the ability and interest in the writing classes.

Question: Do you think that all students can manage in doing tasks given to them?

Answer: most of the students can not manage. They expect much from us.

Question: How should students who lack the skill of writing is helped?

Answer: it is really difficult. Because the students have different writing backgrounds.I think it is possible to make students help each other. On top of that different writing clubs are of help.

Question: When do students get meaning from task based learning?

Answer: I think they get meaning when they are fully engage in the writing activity and when they are willing to consider comments given to them during the writing classes. I think most of the writing tasks lead to learning but the problem is students are not aware enough of how to work on tasks

Question: Do you think that the writing task help students to develop their skills?

Answer: Yes but the students do not have awareness about task based writing.

..... Since students are unable to write well, the writing activities are something no more than grammatical exercises for them. The students are model and rules observers rather than creators in their writing. The Writing classes are instructor-dominated. Therefore, "I do not think that the writing classes promote students' ability and confidence in writing.

Question: Where do you think is that learning comes from the writing tasks?

Answer: learning is there in what the students do. Therefore, learning is more about what students can write in the classroom. I think the students should be able to use their own words to write about what is happening around them. That way they get meaning from what they write.

Question: So, what is the difference between task and exercise?

Answer: task is a broad concept, when we see it from the classroom perspective; it is a structure or work plan for writing. And exercise is one of the activities in the work plan.

Question: What should be the instructor's role? Who should take much time in the writing classes, students or instructor?

Answer: it is clear that the instructor should help students in the class by creating conducive environment for students writing.

Question: Do you think that the task based course material contributes to help students develop their writing skills?

Answer: yes, provided that the students' mount up their interest and willingness for writing.

Thank you

Instructor G

Date 3/112010

place: Classroom

Ok, ----- you're welcome to this interview session. I am going to ask you some questions related to the teaching of writing. I kindly request you to answer the questions.

Question: Tell me about your English language teaching experience in general and the writing skill in particular.

Answer: I have taught English language eight years.

Question: You told me that you taught the writing skills at Haramaya University, what is your students' writing ability?

Answer: I it is surprisingly very poor. The students even cannot write correct sentence, the students should be able to write acceptable sentences – that is very important because without that ability to write sentences they will not be able to write well.

Question: There is a task based writing material used in the university, do you think that this material is of help for the students to develop their writing skills?

Answer: some how yes.

Question: How do students understand what is required of them in task based activities?

Answer: Oh, they do not know their roles.

Question: What is task based writing for you?

Answer: I think it is a group of activities in the writing process.

Question: Do you think task based teaching, enhances student writing, in Ethiopian context?

Answer: I doubt, because in most cases students are not willing to take responsibility for their writing. Even when instructors offer students to write, they do not feel confrontand such an offer is likely open for students' criticism because they do not feel that they are 'taught'.

Question: Do you think that all students can manage in doing tasks given to them?

Answer: in the present situation, I do not think.

Question: How should students who lack the skill of writing is helped?

Answer: may be through peer pressure. Means creating pair and group writing activities.

Question: When do students get meaning from task based learning?

Answer: when they develop interest to write by them selves.

Question: Do you think that the writing task help students to develop their skills?

Answer: in the way they do this time, I am doubtful.

Question: Where do you think is that learning comes from the writing tasks?

Answer: learning comes both from what the instructor and students do in the classroom. I think much of the learning is the result of students' participation.

Question: So, what is the difference between task and exercise?

Answer: exercise is a subset of task. That is to say, task is a general term.

Question: What should be the instructor's role? Who should take much time in the writing classes, students or instructor?

Answer:...facilitator, organizer, guider and mentor.

Question: Do you think that the task based course material contributes to help students develop their writing skills?

Answer: it contributes in case the students develop interest for writing.

Thank you

Instructor J

Date 3/112010

place: Classroom

Ok, ----- you're welcome to this interview session. I am going to ask you some questions related to the teaching of writing. I kindly request you to answer the questions.

Question: Tell me about your English language teaching experience in general and the writing skill in particular.

Answer: I have taught English language in different part of the country; I also thought the writing skills. Where English is one of the qualifying subjects. So having such a vast range of experiences, I have learned a lot from my students and others.

Question: You told me that you taught the writing skills at Haramaya University, what is your students' writing ability?

Answer: It is . . . I am really sad to say, --- it is not at expected level, but I do not say all students have that problem. There are good students but in the contrary there are students who lack the writing ability expected at university level.

Question: There is a task based writing material used in the university, do you think that this material is of help for the students to develop their writing skills?

Answer: Yes, the material prepared is quite good and it is prepared based on the writing requirement at university level therefore, I think, it is suitable and appropriate for the students.

Question: How do students understand what is required of them in task based activities?

Answer: I think the concept of task is not properly understood by students. Therefore, instructors should explain to the students what they do and how they do. When we/ instructors/ explain what is expected of them I think they can catch up on the requirements. Otherwise, students may misunderstand the task requirements.

Question: What is task based writing for you?

Answer: Task based writing for me is an approach or method that helps students focus on the process of writing.

Question: Do you think task based teaching, enhances student writing, in Ethiopian context?

Answer: Yes and no, yes when students are given the necessary backup or help from their instructors. But no if students are left alone to work /write/ without necessary orientations about how task based writing function.

In helping the students to develop their writing ability the instructor has to extend the activity so that students do it also outside their classroom. There for teachers should fore on both classroom tasks /pedagogical task/ and real world task. That way, students can relate the theory with the practical activity outside the class room. If the pedagogical and real world takes are correlated, then it will be helpful for the students because students understand that what the instructor gave them as practice in classroom has relevance in the outside world.

Question: Do you think that all students can manage in doing tasks given to them?

Answer: I think all the tasks may not be suitable for all students at the same time. There can be students who lack both the skill and ability of writing. These students can do it through time. Though it is difficult for them know, it does not mean that it is impossible.

Question: How should students who lack the skill of writing is helped?

Answer: There are so many ways, for example they can be a signed course advisor participate in for example English club, peer and group discussions and others. More over students must be given orientations about the course.

Question: When do students get meaning from task based learning?

Answer: We cannot separate the two, performing the skill and meaning go together because students cannot perform the task unless they get meaning about what they are to do. Moreover, students should be able to write and communicate, have that ability to edit and rewrite their own sentences ---- and that way they can learn to give and take comments, in which they develop willingness to work with other students.

Question: Do you think that the writing task help students to develop their skills?

Answer: Yes, I think . . . I believed that by the time they white, whether what they write in correct or wrong is another issue, they develop the skill of writing so when they are able to write it in their own word ever though there are errors is the writing, but they have learnt to do something by themselves.

Question: Where do you think is that learning comes from the writing tasks?

Answer: I think when they are asked to experience ideas in their own words. But this does not mean that it a student answers fill in the blank or True False question that may not as such help to student to improve his/her writing. But the moment that students are asked to provide evidence, for example for the true – false questions that is the time when their learning comes out of that task.

Question: So, what is the difference between task and exercise?

Answer: I think exercise in a little bit mechanical. For example when students are asked to change active voice to passive voice, I think this kind of writing is more of mechanical because student apply the rule of changing active voice to passive voice. May be most of the students are able to do the exercise correctly and the instructor can be satisfied. But when the students are asked to write their own sentence, they may not do it properly. Therefore a student can successfully complete an exercise but fail to do the task; because task involves creativity.

Question: What should be the instructor's role? Who should take much time in the writing classes, students or instructor?

Answer: I think this is easy to answer; students should take much of the time. . . .

The current approach to teaching is learner centeredness. We /the instructors/ know this . . . but what is student centered approach? How should students be supported? . . . The instructor should create an interactive class where the students do much of the tasks through their instructor guide and help.

Question: Do you think that the task based course material contributes to help students develop their writing skills?

Answer: Yes, when we talk about writing there is a say

“Reading makes it a full man but writing an excellent man”

Thus, writing is improved only through writing.

Appendix XIII

Frequency of Responses for Questionnaire Items.

The following tables present numerical descriptions of the questionnaire items in frequency and percentage. The tabular descriptions of observed frequency show the number of times an item is agreed or disagreed up on it by the respondents. And the observed frequency in percentage shows the percentile agreed or disagreed up on an item by the respondents. Section I shows students' perceptions of the writing skill and section II is about Instructors' perceptions of the writing tasks.

Section I : Frequency of responses for students' questionnaires

A. Frequency of responses for untrained students' perceptions of the writing tasks in the course material

Item No	Statement		Strongly agree	agree	Undecided	Disagree	Strongly disagree	Mean
1	I believe the writing tasks in the course material enhance my writing skills	F %	6 11.1	7 12.9	20 37	10 18.5	11 20.3	2.75
2	The writing tasks in the course material give more room for students to practice writing than instructor's discussion.	F %	6 11.1	7 12.9	9 16.6	18 33.3	14 25.9	2.51
3*	I think I need to know well about the language rules before I deal with the writing tasks in the course material.	F %	7	13	14	9	11	3.07

			12.9	24	25.9	16.6	20.3	
4	In working with the writing tasks in the course material, I am expected to focus on meaning than form of the language.	F %	6 11.1	7 12.9	20 37	10 18.5	11 20.3	2.75
5	The writing tasks help me to plan for my writing.	F %	8 14.8	10 18.5	12 22.2	17 31.4	7 12.9	2.90
6*	The task based writing encourage instructor-centered discussions	F %	3 5.5	9 16.6	11 20.3	14 25.9	16 29.6	3.55
7	Task oriented writing enhances my interaction in the writing classes.	F %	8 14.8	9 16.6	13 24	12 22.2	12 22.2	2.79
8	The writing tasks in the course material are appropriate to develop knowledge and skill of the language.	F %	9 16.6	7 12.9	18 35.2	9 16.6	11 20.3	2.88
9*	The tasks in the course material are beyond my level therefore the instructor should provide me other opportunities to improve my writing.	F %	5 9.2	5 9.2	11 20.3	18 33.3	15 27.7	3.61
10	Success in doing a writing task is measured by both how it has been done and what has been done	F %	6 11.1	5 9.2	28 51.8	11 20.3	4 7.4	2.96
11*	Success in learning writing depends on tasks that I can do in the classroom	F	5	12	29	6	2	2.77

		%	9.2	22.2	53.7	11.1	3.7	
12	Success in learning writing depends on tasks that my classmates and I do in the classroom	F	8	9	7	15	15	2.62
		%	14.8	16.6	12.9	27.7	27.7	
13*	Success in learning writing depends on what the instructor does in the classroom.	F	11	15	9	10	9	2.81
		%	20.3	27.7	16.6	18.5	16.6	
14	I think the tasks in the course material promote independent learning.	F	6	9	15	13	11	2.74
		%	11.1	16.6	27.7	24	20.3	
15	A task in the course material can have different solutions; this helps me to see the task in different perspectives.	F	5	8	10	12	19	2.40
		%	9.2	14.8	18.5	22.2	35.2	
16	The writing tasks in the course material are related to real world problems and help me think more about my writing.	F	7	9	18	9	11	2.87
		%	12.9	16.6	33.3	16.6	20.3	
17	The writing tasks in the course material are appropriate to develop writing skills	F	9	12	11	12	10	2.96
		%	16.6	22.2	20.3	22.2	18.6	
18	Having freedom to explore topics in class helps me think more about the writing task	F	9	13	10	9	14	2.94
		%	16.6	24	18.5	16.6	25.9	
19	When I work to solve difficult tasks in pairs, it helps me think more about my	F	8	12	2	16	16	2.62

	writing.	%	14.8	22.2	3.7	29.6	29.6	
20	The writing tasks in the course material are appropriate to work with other students in the classroom.	F	12	13	6	14	9	2.92
		%	22.2	24	11.1	25.9	16.6	
21	Having time to think about a task helps me think more about my writing.	F	4	6	10	20	14	2.35
		%	7.4	11.1	18.6	37.0	25.9	
22*	I do not know Most of the tasks in the course material thus I don't think I can add some thing new to my earlier knowledge of writing.	F	14	11	9	11	9	2.81
		%	25.9	20.3	16.7	20.3	16.7	
23	Most of the writing tasks in the course material are familiar to me; therefore, I am focused on my writing.	F	5	7	24	8	10	2.79
		%	9.2	12.9	44.4	14.8	18.5	
24	The writing tasks in the course material provide me room to decide on how to arrive at the outcomes of the task	F	8	9	20	10	7	3.01
		%	14.8	16.6	37	18.5	12.9	
25	I enjoy doing meaning focused task based writing better than form focused writing	F	9	8	15	11	11	2.87
		%	16.6	14.8	27.7	20.3	20.3	
26	I gained confidence in my ability to write because of the tasks in the course material.	F	8	9	18	9	10	2.92
		%	14.8	16.6	33.3	16.6	18.5	
27	My earlier experiences about tasks	F	6	7	5	22	14	2.42

	helped me to write better.		11.1	12.9	9.2	40.7	25.9	
		%						
28*	I am confused about what and how to do the tasks in the course material.	F	22	17	9	3	3	2.03
		%	40.7	31.4	16.6	5.5	5.5	
29	Knowledge of the rules of a language does not guarantee the ability to write in that language.	F	3	5	12	19	15	2.29
		%	5.5	9.2	22.2	35.1	27.7	
30*	I do best when I am taught as a whole class by my instructors.	F	8	13	13	12	8	2.98
		%	14.8	24.0	24.0	22.2	14.8	

B Frequency of responses of trained students' perceptions of the writing tasks in the course material

Item No	Item		Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Mean
1	I believe the writing tasks in the course material enhance my writing skills	F	11	9	14	13	7	3.07
		%	20.4	16.6	25.9	24	12.9	
2	The writing tasks in the course material give more room for students to practice writing than instructor's	F	8	10	12	17	7	2.90
		%	14.8	18.5	22.2	31.5	12.9	

	discussion.							
3*	I think I need to know well about the language rules before I deal with the writing tasks in the course material.	F %	7 12.9	20 37.0	10 18.5	9 16.6	8 14.8	2.83
4	In working with the writing tasks in the course material, I am expected to focus on meaning than form of the language.	F %	7 12.9	8 14.8	16 29.6	11 20.3	12 22.2	2.75
5	The writing tasks help me to plan for my writing.	F %	9 16.6	10 22.3	- -	12 16.6	24 44.4	2.46
6*	The task based writing encourage instructor-centered discussions	F %	14 25.9	18 33.5	9 16.6	6 11.1	7 12.9	2.51
7	Task oriented writing enhances my interaction in the writing classes.	F %	8 14.8	9 16.6	13 24	11 20.3	13 24.0	2.77
8	The writing tasks in the course material are appropriate to develop knowledge and skill of the language.	F %	10 18.5	7 12.9	17 31.4	9 16.6	11 20.4	2.92
9*	The tasks in the course material are beyond my level therefore the instructor should provide me other opportunities to improve my writing.	F %	7 12.9	20 37.0	10 18.5	9 16.6	8 14.8	2.83
10	Success in doing a writing task is	F	10	10	18	9	7	3.12

	measured by both how it has been done and what has been done	%	18.5	18.5	33.3	16.6	12.9	
11*	Success in learning writing depends on tasks that I can do in the classroom	F	5	12	24	8	5	2.92
		%	9.2	22.2	44.4	14.8	9.2	
12	Success in learning writing depends on tasks that my classmates and I do in the classroom	F	8	9	7	11	19	2.53
		%	14.8	16.6	12.9	20.3	35.1	
13*	Success in learning writing depends on what the instructor does in the classroom.	F	7	13	14	9	15	3.07
		%	12.9	24	25.9	16.6	16.6	
14	I think the tasks in the course material promote independent learning.	F	8	10	13	13	10	2.87
		%	14.8	18.5	24.0	24.0	18.5	
15	A task in the course material can have different solutions; this helps me to see the task in different perspectives.	F	9	11	7	8	19	2.68
		%	16.6	20.3	12.9	14.8	35.2	
16	The writing tasks in the course material are related to real world problems and help me think more about my writing.	F	9	12	11	12	10	2.96
		%	16.6	22.2	20.4	22.2	18.6	
17	The writing tasks in the course material are appropriate to develop writing skills	F	14	15	6	9	10	3.25
		%	22.2	22.2	20.4	16.6	18.6	
18	Having freedom to explore topics in	F	16	14	11	8	4	3.55

	class helps me think more about the writing task	%	29.6	25.9	20.4	14.8	7.9	
19	When I work to solve difficult tasks in pairs, it helps me think more about my writing.	F %	12 22.2	8 14.8	5 9.2	13 24.0	16 29.6	2.75
20	The writing tasks in the course material are appropriate to work with other students in the classroom.	F %	8 7.4	10 11.1	12 18.6	14 37.2	10 25.7	2.87
21	Having time to think about a task helps me think more about my writing.	F %	16 29.6	18 35.2	10 18.5	5 9.8	5 9.8	3.66
22*	I do not know Most of the tasks in the course material thus I don't think I can add some thing new to my earlier knowledge of writing.	F %	10 18.5	12 22.2	15 27.7	8 14.8	9 16.6	2.88
23	Most of the writing tasks in the course material are familiar to me; therefore, I am focused on my writing.	F %	6 11.1	6 11.1	24 44.4	8 14.8	10 18.5	2.81
24	The writing tasks in the course material provide me room to decide on how to arrive at the outcomes of the task	F %	10 18.5	10 18.5	19 35.1	8 14.8	7 12.9	3.14
25	I enjoy doing meaning focused task based writing better than form focused writing	F %	12 22.2	13 24.0	9 16.6	11 20.4	9 16.6	3.12

26	I gained confidence in my ability to write because of the tasks in the course material.	F %	14 25.9	9 16.6	12 22.2	9 16.6	10 18.5	3.14
27	My earlier experiences about tasks helped me to write better.	F %	6 11.1	6 11.1	6 11.1	21 38.8	15 27.7	2.38
28*	I am confused about what and how to do the tasks in the course material.	F %	14 25.9	10 18.5	9 16.6	11 20.3	10 18.5	2.85
29	Knowledge of the rules of a language does not guarantee the ability to write in that language.	F %	16 29.6	14 25.9	12 22.2	9 16.6	3 5.5	3.59
30*	I do best when I am taught as a whole class by my instructors.	F %	8 14.8	10 18.5	10 18.5	13 24	13 24	3.24

C. Frequency of responses for untrained students' practice of the writing tasks

Scale value			5	4	3	2	1	Mean
			1*	2*	3*	4*	5*	
No	Statements		NA	O	ST	R	N	
1	I am involved in telling the meanings of the new language items in context to demonstrate the use of the new language	F %	4 7.4	6 11.1	10 18.5	18 33.3	16 29.6	2.33
2	I plan for the task I am going to do	F	6	7	9	15	17	2.48

		%	11.1	12.9	16.6	27.7	31.4	
3*	I give much time for grammatical and patterns (rules) discussions.	F	19	8	7	10	8	2.96
		%	35.1	14.8	12.9	18.5	14.8	
4*	I search for the meanings of the new words in dictionary and do the exercises in the course material.	F	11	11	15	9	8	2.85
		%	20.3	20.3	27.7	16.6	14.8	
5*	I focus more on accuracy during the writing tasks.	F	7	8	16	11	12	2.75
		%	12.9	14.8	29.6	20.3	22.2	
6	I learn more through self-engaged learning than I learn through instructor explanations and discussions.	F	11	9	5	13	16	3.83
		%	20.3	18.5	9.2	24.0	29.6	
7	I try out the contextual meaning of the new language items.	F	5	5	12	16	15	2.37
		%	9.2	9.2	22.2	29.6	27.7	
8	I Participate in pair and group works.	F	11	10	14	12	7	3.11
		%	20.3	18.5	25.9	22.3	12.9	
9	I Correct errors in pair and group discussion.	F	1	3	11	19	20	2.00
		%	1.8	5.5	20.3	35.1	37	
10*	I focus on correcting errors in controlled practice activities.	F	16	14	11	9	4	2.46
		%						

			29.6	25.9	20.3	16.6	7.4	
11*	I disregard my classmates' comments during feedback session.	F	20	19	9	4	2	2.09
		%	37.0	35.1	16.6	7.4	3.7	
12	I Judge my progress on the basis of my day to day performance	F	4	6	8	16	20	2.22
		%	7.4	11.1	14.8	29.6	37.0	

*= Unfavourable statements and their corresponding scale values

D. Frequency of responses for trained students' practice of the writing tasks

Scale value			5	4	3	2	1	Mean
			1*	2*	3*	4*	5*	
No	Statements		NA	O	ST	R	N	
1	I am involved in telling the meanings of the new language items in context to demonstrate the use of the new language	f	18	15	9	5	5	3.68
		%	33.3	27.7	16.6	9.2	9.2	
2	I plan for the task I am going to do	f	15	13	11	9	8	3.33
		%	27.7	24.0	20.3	16.6	14.8	
3*	I give much time for grammatical and patterns (rules) discussions.	f	10	11	13	11	9	2.66
		%	18.5	20.3	24	20.3	16.6	
4*	I search for the meanings of the new words in dictionary and do the exercises in the course material.	f	13	16	13	7	5	2.57
		%	24.0	29.6	24.0	12.9	9.2	
5*	I focus more on accuracy during the	f	9	10	9	15	11	3.16

	writing tasks.	%	16.6	18.5	16.6	27.7	20.3	
6	I learn more through self-engaged learning than I learn through instructor explanations and discussions	f	18	13	19	4	0	2.70
		%	33.3	24.0	35.2	7.4	0	
7	I try out the contextual meaning of the new language items.	f	15	11	10	9	9	3.31
		%	27.	20.4	18.5	16.6	16.6	
8	I Participate in pair and group works.	f	14	12	12	9	7	3.31
		%	25.9	22.2	22.2	16.6	12.9	
9	I Correct errors in pair and group discussion.	f	14	12	10	11	9	3.31
		%	25.9	22.2	22.2	20.4	16.6	
10*	I focus on correcting errors in controlled practice activities.	f	14	18	9	6	7	2.51
		%	25.9	33.5	16.6	11.1	12.9	
11*	I disregard my classmates' comments during feedback session.	f	16	15	11	10	2	2.38
		%	29.6	27.7	20.3	18.5	3.7	
12	I Judge my progress on the basis of my day to day performance	f	7	8	7	13	19	2.46
		%	12.9	14.8	12.9	24.0	35.1	

*= Unfavourable statements and their corresponding scale values

Appendix XIV
Instructors' responses

Section I I: Frequency of responses for Instructors' questionnaires

A. Frequency of responses for instructors' perceptions of the writing tasks in the course material

Item	Statement		SA	A	U	D	SD	Mean
1	The writing tasks in the course material are communicative goal directed; thus they enhance students learning.	F %	2 16.7	6 50	4 33.3	- -	- -	3.83
2	The writing tasks in the course material engage students to put a primary focus on meaning.	F %	2 16.7	4 33.3	4 33.3	2 16.7	- -	3.50
3	Students are expected to come up with clearly defined outcomes at the end of their writings	F %	3 25	5 41.7	4 33.3	- -	- -	3.58
4	The writing tasks help the students to use the target language outside the	F %	-	4	2	4	2	2.66

	classroom.		-	33.3	16.7	33.3	16.7	
5	The writing tasks in the course material are appropriate for the students to develop their writing skills.	F	-	2	4	2	4	2.33
		%	-	16.7	33.3	16.7	33.3	
6	The writing tasks are based on the student-centred instructional approach.	F	-	4	4	2	2	2.83
		%	-	33.3	33.3	16.7	16.7	
7	The writing tasks help students to plan their writing, since writing tasks are implemented in phases (stages)	F	2	6	2	-	2	3.50
		%	16.7	50	16.7	-	16.7	
8	The writing tasks promote learners' ability in an academic writing.	F	-	6	2	2	2	3.00
		%	-	50	16.7	16.7	16.7	
9	The writing tasks improve learners' interaction skills.	F	-	6	2	4	-	2.83
		%	-	50	16.7	33.3	-	
10*	Success in teaching writing depends more on what the instructor teaches.	F	2	-	6	4	-	3.00
		%	16.7	-	50	33.3	-	
11	The writing tasks help students to focus on real world activities.	F	-	4	2	6	-	2.83
		%	-	33.3	16.7	50	-	
12	The writing tasks help students to develop skills far beyond knowledge of	F	4	4	4	-	-	4.00

	linguistic structures.		33.3	33.3	33.3	-	-	
		%						
13	The writing tasks help students to develop self confidence in writing	F	-	4	2	6	-	2.83
		%	-	33.3	16.7	50	-	
14*	Tasks in the course material are beyond the students' ability.	F	2	4	-	4	2	3.00
		%	16.7	33.3	-	33.3	16.7	
15	It is essential to use task based teaching in the writing classes.	F	2	4	-	2	4	2.83
		%	16.7	33.3	-	16.7	33.3	
16	The writing tasks foster a relaxed atmosphere to facilitate the target language use.	F	4	-	4	4	-	3.33
		%	33.3	-	33.3	33.3	-	
17	It is really difficult to assess the outcome of a task	F	6	4	-	2	-	4.16
		%	50	33.3	-	16.7	-	
18	The writing tasks promote the development of integrated skills in the classroom.	F	-	2	4	4	2	2.50
		%	-	16.7	33.3	33.3	16.7	
19*	The writing tasks put much burden on instructor	F	4	2	2	2	2	2.63
		%	33.3	16.7	16.7	16.7	16.7	
20	Students are not expected to come up	F	6	4	-	2	-	4.16

	with the same answer for a writing task, but some students are uncertain about this.	%	50	33.3	-	16.7	-	
21	The writing tasks are appropriate to increase students' participation.	F %	- -	4 33.3	2 16.3	4 33.3	2 16.5	2.66
22	Students have experiences on how to deal with task-based writing which actually helped them develop confidences in their writing.	F %	- -	2 16.7	6 50	- -	4 33.3	2.50
23*	It is difficult to use the writing tasks in the classroom	F %	2 16.7	2 16.7	2 16.7	4 33.3	2 16.7	3.16
24*	It is more important for students to learn rules of the language than its use in the writing classes	F %	- -	3 25	2 16.7	3 25	4 33.3	3.66
25*	Pattern practices are more appropriate to provide students meaningful context to use the target language for writing.	F %	- -	4 33.3	4 33.3	- -	4 33.3	3.33
26*	The end result of the writing task has to be assessed by what the students have done rather than how they have done it.	F %	- -	4 33.3	4 33.3	2 16.7	2 16.7	3.16
27*	The out comes of a writing tasks are to	F	-	4	4	-	4	3.33

	be measured by how the students have done the tasks than what they have done.	%	-	33.3	33.3	-	33.3	
28*	Most students do not have interest to participate in the writing activity	F	2	4	-	4	2	3.00
		%	16.7	33.3	-	33.3	16.7	
29*	If instructors do not explain an activity thoroughly first, the students will waste their time	F	4	4	2	-	2	2.33
		%	33.3	33.3	16.7-	-	16.7	
30*	It is very important for students to finish the writing tasks which they are assigned in the classroom.	F	-	2	2	4	4	3.83
		%	-	16.7	16.7	33.3	33.3	
31*	Keeping the students focused on their writing depends more on the material than on the instructor.	F	2	2	2	4	2	3.16
		%	16.7	16.7	16.7	33.3	16.7	
32	Students are confident to work with task-based writing activities.	F	-	4	2	4	2	2.66
		%	-	33.3	16.7	33.3	16.7	
33*	Training students to develop confidences and take responsibility for their own learning is futile since learners are not used to task-based learning approach.	F	-	-	3	4	5	4.16
		%	-	-	25	33.3	41.7	
34	Students as negotiator between the	F	-	3	2	4	3	2.41

	self, the learning process and the object of learning can learn independently.	%	25	16.7	33.3	25	
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II questionnaire for instructors practice

Scale value			5	4	3	2	1	Mean
			1*	2*	3*	4*	5*	
No	Statements		NA	O	ST	R	N	
1	Introduce the new language item in context and demonstrate the use and meaning of the new language	f %	4 33.3	4 33.3	4 33.3	- -	- -	4.00
2	Involve students to in planning the task they are going to do.	f %	- -	2 16.7	4 33.3	4 33.3	2 16.7	2.50
3*	Explain new grammatical terminologies or forms and patterns (rules) and let the students be engaged in doing exercises.	f %	4 33.3	5 41.7	3 25	- -	- -	1.91
4*	Explain new words and phrases and let the students do the exercises in the course material.	f %	4 33.3	4 33.3	2 16.7	2 16.7	- -	2.16
5*	Use instructor- led classroom discussion.	f %	3 25	5 41.7	2 16.7	2 16.7	- -	2.25

6*	Impart (demonstrate) knowledge through activities such as explanation, writing and giving examples.	f	1	2	4	4	1	2.83
		%	8.35	16.7	33.3	33.3	8.35	
7	Encourage and involve students to find the contextual meaning of the new language items.	f	5	4	3	-	-	1.83
		%	41.7	33.3	25	-	-	
8	Involve students in pair and group works.	f	2	1	4	4	1	2.91
		%	16.7	8.35	33.3	33.3	8.35	
9	Help students to correct their error in pair and group discussion.	f	2	2	3	3	2	2.91
		%	16.7	16.7	25	25	16.7	
10*	Correct students' error in controlled practice activities like question and answer.	f	2	4	5	1		2.41
		%	16.7	33.3	41.7	8.35		
11*	Evaluate students in paper and pencil test (in terms or semesters).	f	4	4	2	2	-	2.16
		%	33.3	33.3	16.7	16.7	-	
12	Evaluate students' progress on the basis of their day to day communicative performance	f	2	1	4	3	2	2.83
		%	16.7	8.35	33.3	25	16.7	

*= Unfavourable statements and their corresponding scale values

Appendix XV

Instructors' frequency of responses for each questionnaire item

A: Instructors' perceptions (IP)

Respondents' code	Statements																																	
	1	2	3*	4	5	6	7	8	9	10*	11	12	13	14	15	16	17	18	19*	20	21	22	23*	24*	25*	26*	27*	28*	29*	30*	31*	32*	33*	34
IP1	4	3	3	4	4	2	4	3	3	1	4	5	2	4	2	4	4	3	1	5	4	1	4	1	4	1	3	2	5	1	4	2	3	4
IP2	5	3	3	2	2	4	3	4	2	4	3	4	4	2	4	2	5	1	5	4	2	3	2	2	3	3	4	1	4	3	1	5	2	2
IP3	3	4	4	4	3	3	4	1	3	4	4	3	2	4	1	4	4	3	4	5	3	3	1	4	4	2	1	5	3	5	3	4	2	1
IP4	4	2	2	3	3	4	3	4	2	3	2	4	4	2	4	2	5	2	4	4	1	4	2	3	2	4	3	4	1	3	4	3	1	3
IP5	3	4	4	2	1	3	5	3	3	4	2	5	2	4	1	4	2	4	2	5	2	1	3	1	4	2	4	2	5	2	1	5	3	1
IP6	4	2	2	4	2	2	4	2	3	4	4	3	4	1	5	2	4	2	5	2	4	3	1	4	1	4	2	4	4	5	2	2	1	4
IP7	5	4	4	1	4	3	1	4	2	3	2	4	2	5	2	1	5	3	1	5	1	4	1	2	4	2	1	1	5	2	4	4	2	2
IP8	4	3	3	2	1	4	1	4	3	3	3	5	3	2	4	2	5	1	5	4	4	1	3	3	2	4	2	5	3	4	1	3	1	3
IP9	4	5	2	1	1	1	5	4	4	3	2	5	3	4	1	4	2	4	2	5	2	1	4	1	4	2	4	4	4	1	2	4	3	1
IP10	3	4	4	3	3	1	4	4	2	3	4	3	2	1	5	3	4	2	4	2	4	3	1	4	1	3	4	2	5	2	4	2	1	2
IP11	3	3	4	2	1	4	4	2	3	3	2	4	2	5	1	1	5	2	5	5	3	3	2	2	3	4	3	4	1	4	1	4	2	2
IP12	4	5	2	4	3	3	4	1	4	1	2	3	4	2	4	3	5	3	4	4	2	3	2	1	4	1	3	2	4	2	3	2	1	4

B. Instructors Practices (IPr)

Respondent's code	Statements											
	1	2	3*	4*	5*	6*	7	8	9	10*	11*	12
IPr1	5	4	5	4	2	4	3	2	5	5	5	3
IPr2	4	3	4	5	4	5	2	5	3	4	3	2
IPr3	5	2	4	5	3	2	5	3	2	3	4	5
IPr4	5	4	5	4	4	5	4	1	4	4	3	2
IPr5	1	3	3	4	5	4	3	4	3	3	4	3
IPr6	5	2	5	2	3	5	1	2	1	4	5	3
IPr7	5	1	3	3	5	4	2	3	5	5	2	4
IPr8	4	1	4	5	2	5	4	5	1	1	4	3
IPr9	4	2	4	3	5	4	2	3	3	4	1	5
IPr10	1	3	3	2	4	5	2	3	2	2	4	2
IPr11	5	2	4	4	4	3	3	2	4	5	3	1
IPr12	4	3	5	5	4	4	3	2	2	3	4	1

Appendix XVI
Students' frequency of responses for each questionnaire item

A. Untrained Students' perceptions USP N=54

Respon dents' code	Statements																														
	1	2	3*	4	5	6	7	8	9	10	11*	12	13*	14	15	16	17	18	19	20	21	22*	23	24	25	26	27	28*	29	30*	
USP1	5	2	3	1	2	2	4	4	4	1	2	2	2	4	5	3	5	3	4	4	2	4	1	5	3	3	2	5	2	1	
USP2	2	5	2	3	1	5	5	1	2	3	3	1	5	1	1	1	1	4	5	5	1	1	4	2	1	2	5	4	4	5	
USP3	3	4	3	5	4	1	4	3	5	3	2	3	2	4	1	5	3	3	1	4	2	2	4	1	4	4	2	5	1	5	
USP4	1	5	4	1	2	3	2	5	1	2	3	4	1	1	4	4	2	2	1	5	5	5	3	4	5	3	1	3	4	3	
USP5	2	4	1	3	5	4	5	3	4	4	2	1	4	3	2	2	1	5	4	4	3	5	3	3	1	5	3	3	1	3	
USP6	5	3	3	2	4	3	4	1	5	1	4	2	1	3	4	4	3	5	2	3	3	4	2	4	3	3	1	5	2	2	
USP7	2	4	2	3	2	5	1	5	2	3	5	5	5	4	1	1	2	4	1	5	1	5	4	5	2	4	4	4	2	4	
USP8	4	1	3	2	1	4	3	3	4	3	4	1	2	3	3	4	2	4	4	2	2	3	3	1	3	2	3	5	2		
USP9	2	3	5	1	3	5	5	3	1	5	2	1	2	3	2	5	5	2	4	5	5	1	1	5	1	2	2	1	2	5	4
USP10	3	2	1	3	2	4	2	4	2	3	1	2	4	5	3	3	5	1	2	3	3	3	3	3	5	1	2	5	2	3	
USP11	2	4	3	5	3	5	4	3	5	5	4	2	2	1	1	1	4	4	4	4	2	3	4	5	3	3	2	4	2	2	
USP12	4	2	2	3	2	3	1	1	2	3	3	4	5	2	4	4	5	5	2	2	2	4	3	3	4	3	1	2	4	4	
USP13	2	1	3	4	2	4	4	3	4	1	5	1	4	2	3	3	1	3	1	5	5	5	2	4	1	5	3	3	1	2	
USP14	3	1	5	3	1	4	2	4	2	3	3	1	3	3	1	1	5	1	1	1	1	1	3	5	5	2	5	5	3	2	
USP15	5	3	1	2	5	1	5	3	3	2	2	4	2	3	3	3	3	4	2	3	2	3	3	2	4	1	1	3	1	4	
USP16	1	5	3	4	2	2	3	1	2	3	4	5	3	2	5	5	4	3	4	4	2	2	3	1	3	3	4	3	3	4	
USP17	2	1	5	3	3	5	1	3	4	1	3	4	5	4	2	3	5	1	2	3	3	5	1	3	2	3	1	4	2	5	
USP18	3	2	4	5	1	5	4	1	2	3	4	2	1	2	1	1	2	4	5	5	1	2	2	3	4	2	5	5	1	4	
USP19	2	1	3	4	2	2	3	4	1	5	5	5	1	5	3	3	1	5	4	4	4	1	1	4	3	3	2	4	2	1	
USP20	4	5	5	2	5	4	2	1	5	3	2	4	4	1	1	4	3	2	5	5	1	4	3	5	5	3	2	4	5	3	
USP21	1	1	3	4	3	5	5	2	4	2	5	1	4	3	2	2	1	1	1	4	2	4	3	1	1	1	2	3	3	1	
USP22	2	2	5	1	2	2	1	3	3	3	1	1	4	1	2	3	2	3	5	5	1	1	2	3	4	2	4	4	3	1	
USP23	3	2	3	4	3	5	2	2	1	2	2	5	4	5	1	1	5	4	3	3	3	4	3	2	3	3	1	5	2	3	
USP24	3	4	6	1	4	4	3	4	4	3	2	2	3	2	4	4	1	2	4	4	4	2	3	3	2	4	5	4	1	2	
USP25	1	5	2	3	4	3	2	1	1	2	2	4	5	5	2	2	4	2	4	4	4	3	1	2	1	2	2	4	2	4	
USP26	5	3	1	2	3	5	4	5	4	3	4	1	3	2	2	3	1	1	1	1	1	2	2	5	2	1	4	3	2	3	
USP27	3	2	3	1	2	4	1	3	1	5	1	4	3	1	3	3	3	4	2	2	2	4	3	3	3	4	1	4	3	3	
USP28	1	3	5	4	5	5	1	5	2	4	5	2	4	3	1	1	3	5	5	5	5	3	5	4	5	3	2	4	2	1	
USP29	3	2	2	1	2	3	3	1	3	3	4	5	4	1	2	2	4	1	5	5	1	5	3	1	2	4	1	4	1	2	
USP30	2	4	5	3	2	4	4	5	2	1	5	2	1	2	1	5	3	3	4	4	2	4	1	4	1	5	2	1	2	3	
USP31	3	2	4	5	3	4	2	3	4	4	4	1	4	2	1	1	2	2	2	2	2	4	4	4	3	2	3	3	2	2	
USP32	3	1	3	2	2	1	1	1	1	3	3	4	5	3	4	4	5	1	4	4	2	5	3	3	3	1	5	5	3	4	
USP33	5	2	5	3	4	3	4	3	5	3	5	1	4	4	1	1	5	3	1	5	1	2	3	2	2	3	2	5	4	2	
USP34	1	5	3	2	2	2	2	4	3	4	5	2	2	2	3	3	4	2	2	3	3	5	1	4	3	5	1	4	2	5	
USP35	3	1	2	4	1	5	5	3	5	2	1	2	5	2	1	3	2	4	2	3	3	3	3	3	3	3	2	4	4	1	
USP36	4	2	5	3	3	4	3	3	1	3	4	3	4	3	4	4	4	2	1	4	2	3	1	5	1	4	1	5	1	4	
USP37	1	3	1	2	4	2	2	5	5	3	5	1	4	3	1	3	1	5	1	5	5	1	3	3	2	5	2	4	3	3	
USP38	3	2	5	4	4	3	1	1	2	4	2	2	1	2	2	2	4	4	1	1	1	2	5	4	3	2	2	5	1	2	
USP39	3	1	3	2	5	2	3	3	1	5	4	5	5	3	5	5	5	5	2	3	3	1	3	3	5	1	3	2	1	5	
USP40	3	2	4	5	4	4	2	5	3	2	1	1	2	5	1	1	3	1	2	4	2	3	4	2	2	3	1	4	3	5	
USP41	1	3	3	2	2	5	3	2	2	3	4	1	3	4	1	2	3	1	5	1	1	4	5	3	1	1	2	5	2	2	
USP42	5	1	4	2	5	1	2	3	4	1	2	2	1	1	2	2	4	3	4	4	2	2	2	2	4	4	3	5	1	2	
USP43	3	2	1	4	4	5	1	1	1	2	5	3	4	4	1	1	3	4	1	1	1	5	1	3	3	5	4	4	3	4	
USP44	3	1	4	2	1	2	1	2	3	3	3	2	5	2	3	3	1	4	3	3	2	5	3	5	4	1	2	4	3	1	
USP45	4	2	1	3	3	4	5	5	5	2	5	1	4	4	2	2	4	2	1	4	4	2	3	2	5	3	1	4	1	3	
USP46	3	1	4	2	5	5	2	2	2	3	4	1	3	4	1	4	5	1	1	5	1	2	4	1	2	2	4	5	2	4	
USP47	1	3	2	5	2	3	3	4	1	3	1	4	4	3	2	2	1	3	4	4	4	3	5	3	1	1	2	4	3	3	
USP48	3	1	4	5	4	3	1	2	5	5	5	2	1	5	5	1	1	2	2	2	5	1	3	3	3	3	4	5	2	2	
USP49	4	1	3	5	2	4	2	3	3	3	2	1	2	3	1	4	3	2	2	3	3	4	3	2	5	5	5	3	1	5	
USP50	3	1	4	5	4	5	5	2	5	5	3	4	5	3	3	3	4	5	1	4	2	1	2	3	3	3	2	5	2	4	
USP51	1	4	2	3	2	2	3	4	4	4	1	2	1	4	1	3	2	1	4	4	4	4	3	3	4	4	1	5	2	4	
USP52	3	2	4	5	5	3	1	2	2	3	2	5	2	3	5	5	3	4	5	5	3	5	2	1	5	1	3	4	1	4	
USP53	1	4	2	3	3	4	3	3	1	3	5	3	5	1	2	3	1	1	1	1	1	3	1	2	2	5	2	5	1	1	
USP54	4	3	4	5	1	5	4	5	4	3	5	2	3	3	4	3	4	3	1	5	2	4	3	3	1	4	1	3	3	5	

Untrained Students' practice USPr
N=54

Respondents ' code	1	2	3 *	4 *	5 *	6 *	7	8	9	10*	11*	12
USPr1	2	2	4	3	4	5	1	2	3	5	3	2
USPr2	1	3	5	1	3	4	5	4	3	2	5	1
USPr3	2	6	4	3	5	5	1	3	4	3	4	3
USPr4	1	2	3	2	5	4	3	5	1	5	3	1
USPr5	1	5	4	3	3	4	1	3	2	2	5	2
USPr6	2	5	5	1	4	3	5	4	4	1	4	4
USPr7	4	1	2	3	3	4	1	2	3	3	2	2
USPr8	1	4	4	2	4	5	4	4	5	2	5	1
USPr9	2	3	5	3	5	4	3	5	2	3	4	5
USPr10	2	2	1	1	1	4	1	2	4	4	3	4
USPr11	1	5	4	3	4	1	4	5	1	5	1	2
USPr12	2	4	5	2	3	3	2	3	4	2	5	1
USPr13	5	1	3	1	2	5	5	4	3	5	2	3
USPr14	2	3	4	3	5	4	2	5	1	3	4	2
USPr15	4	1	5	1	1	3	4	4	5	4	1	1
USPr16	2	2	4	4	5	4	1	2	3	2	5	1
USPr17	1	3	3	1	3	5	4	4	3	4	2	1
USPr18	3	1	4	2	3	4	2	5	2	3	4	4
USPr19	1	4	3	3	4	3	4	2	4	4	3	1
USPr20	2	3	4	2	1	4	3	3	3	5	2	2
USPr21	1	5	5	1	2	5	5	1	4	4	5	3
USPr22	4	1	4	4	5	5	2	5	1	5	3	5
USPr23	2	4	3	2	4	2	4	1	5	2	4	1
USPr24	3	1	5	3	2	4	2	2	4	4	3	2
USPr25	1	3	5	2	3	3	1	4	3	3	5	3
USPr26	2	4	5	1	1	5	4	3	5	5	2	1
USPr27	2	1	3	1	4	2	3	5	1	4	4	2
USPr28	1	5	4	2	2	4	2	2	5	5	3	4
USPr29	5	2	4	4	1	3	4	3	4	3	5	1
USPr30	1	3	3	3	3	3	3	5	3	4	4	2
USPr31	3	1	5	1	2	5	5	2	5	2	5	5
USPr32	4	3	5	1	5	2	4	1	3	5	3	1
USPr33	2	1	4	1	2	3	2	5	1	3	4	2
USPr34	3	2	3	2	3	4	3	3	3	4	2	3
USPr35	2	1	5	3	3	4	4	2	5	4	3	1
USPr36	3	2	4	3	1	3	5	4	3	1	5	2
USPr37	1	4	5	1	4	1	2	2	5	3	4	4
USPr38	2	1	4	1	1	5	1	3	1	5	3	1
USPr39	2	2	4	2	2	3	5	1	3	1	5	1
USPr40	3	2	5	3	5	4	4	2	3	5	4	2
USPr41	2	2	2	1	3	5	4	3	1	4	2	1
USPr42	4	1	5	1	3	2	3	2	4	3	5	2
USPr43	1	2	2	3	3	1	5	4	3	5	4	4
USPr44	3	2	4	2	2	5	2	1	3	3	2	2
USPr45	1	1	3	4	3	4	1	3	1	5	4	1
USPr46	5	2	5	3	5	2	4	3	3	4	2	2
USPr47	3	3	5	1	3	3	5	3	3	1	5	3
USPr48	2	1	3	2	2	5	3	5	3	5	3	1
USPr49	3	2	5	3	4	4	4	4	1	2	5	5
USPr50	4	1	3	2	3	1	5	1	3	5	4	2
USPr51	1	2	5	3	2	5	2	1	3	4	2	3
USPr52	3	1	4	3	3	4	3	5	1	2	5	1
USPr53	5	2	5	1	4	5	4	3	3	5	4	1
USPr54	1	4	4	3	5	2	5	3	1	4	5	3

Appendix XVII

Trained Students' perceptions TSP N=54

Respon dents' code	Statements																														
	1	2	3*	4	5	6	7	8	9	10	11*	12	13*	14	15	16	17	18	19	20	21	22*	23	24	25	26	27	28*	29	30*	
TSP1	5	2	3	1	2	2	4	4	1	5	1	2	1	2	1	5	3	3	4	2	5	1	2	4	2	3	1	4	5	1	
TSP2	2	5	2	3	1	5	5	1	3	3	4	2	5	3	3	3	4	3	1	5	4	2	3	2	4	2	2	3	1	3	
TSP3	3	4	3	5	4	1	4	3	5	2	2	2	2	5	5	1	5	4	2	5	1	1	3	5	4	3	1	3	3	3	
TSP4	1	5	4	1	2	3	2	5	2	3	5	4	4	2	2	3	2	2	5	4	4	3	3	4	5	3	2	4	5	2	
TSP5	2	4	1	3	5	4	5	3	1	2	3	1	1	4	1	4	1	1	5	2	1	4	1	4	1	1	3	2	4	5	
TSP6	5	3	3	2	4	3	4	1	5	3	5	1	4	2	3	2	3	3	4	4	3	2	2	1	4	5	5	1	3	5	
TSP7	2	4	2	3	2	5	1	5	3	2	2	4	5	5	1	3	4	1	2	5	4	5	1	4	3	3	2	3	3	2	
TSP8	4	1	3	2	1	4	3	3	5	3	1	2	4	1	4	1	1	2	4	3	4	5	2	4	2	4	1	5	5	2	
TSP9	2	3	5	1	3	5	5	3	4	5	5	4	3	3	2	4	3	5	1	3	4	2	3	3	1	2	2	1	2	4	
TSP10	3	2	1	3	2	4	2	4	2	4	2	2	4	1	1	2	2	1	3	4	2	2	2	2	2	1	1	4	3	1	
TSP11	2	4	3	5	3	5	4	5	1	3	3	5	1	5	4	3	5	3	2	5	5	3	4	4	4	4	2	3	2	3	
TSP12	4	2	2	3	2	3	1	1	4	1	4	4	2	2	2	4	3	1	1	3	1	5	3	3	5	3	2	5	4	2	
TSP13	2	1	3	4	2	4	4	3	2	4	5	1	2	2	2	1	2	3	3	3	5	4	1	5	2	4	3	4	5	3	
TSP14	3	1	5	3	1	4	2	4	3	3	4	4	1	3	3	2	1	2	1	4	2	2	2	5	1	5	2	3	4	2	
TSP15	5	3	1	2	5	1	5	3	2	5	2	2	2	4	1	5	4	1	1	1	3	3	2	3	2	5	2	5	5	5	
TSP16	1	5	3	4	2	2	3	1	4	3	5	5	1	1	3	1	2	2	4	3	4	2	5	1	1	4	2	1	4	4	
TSP17	2	1	5	3	3	5	1	3	1	2	4	2	4	2	5	4	3	2	3	4	2	4	3	3	1	3	1	5	3	2	
TSP18	3	2	4	5	1	5	4	1	5	3	1	1	1	5	1	3	3	3	2	3	5	3	1	3	4	2	3	3	3	1	
TSP19	2	1	3	4	2	2	3	4	4	3	4	4	5	1	4	1	4	1	1	4	1	1	4	4	5	4	1	3	4	3	
TSP20	4	5	5	2	5	4	2	1	5	4	5	1	2	1	5	4	3	2	4	4	2	4	3	5	1	3	3	3	5	2	
TSP21	1	1	3	4	3	5	5	2	1	1	2	5	3	3	1	3	2	3	5	5	2	1	3	1	3	3	2	4	4	4	
TSP22	2	2	5	1	2	2	1	3	5	3	4	2	2	1	5	1	1	4	1	4	4	3	5	1	3	2	5	1	3	4	2
TSP23	3	2	3	4	3	5	2	2	2	5	5	3	2	1	4	4	1	2	3	5	5	2	3	2	1	2	2	2	3	2	
TSP24	3	4	6	1	4	4	2	4	1	5	2	1	4	1	2	3	4	5	5	3	1	5	1	5	2	1	2	5	4	4	
TSP25	1	5	2	3	4	3	2	1	3	3	5	4	1	4	4	2	5	4	4	4	2	3	3	2	5	4	1	3	2	2	
TSP26	5	3	1	2	3	5	4	5	2	5	1	2	2	4	5	4	3	2	5	4	5	3	5	1	1	5	3	4	4	5	
TSP27	3	2	3	1	2	4	1	3	4	3	2	1	4	4	4	3	2	2	1	1	3	1	5	3	2	2	4	3	1	4	
TSP28	1	3	5	4	5	5	2	5	1	1	2	4	4	4	5	5	4	3	5	4	3	4	5	3	1	4	2	4	3	1	
TSP29	3	2	2	1	2	3	3	1	5	3	2	2	3	3	3	4	3	2	3	5	1	5	1	5	3	3	4	3	3	3	
TSP30	2	4	5	3	2	4	4	5	4	2	4	5	5	5	1	3	2	1	4	4	2	3	3	3	5	5	5	3	4	1	
TSP31	3	2	4	5	3	4	2	3	3	3	1	3	1	3	4	3	4	3	2	5	1	4	2	3	3	3	2	4	5	1	
TSP32	3	1	3	2	2	1	1	1	1	1	5	2	3	2	3	5	5	2	1	4	1	5	3	1	4	2	1	3	4	3	
TSP33	5	2	5	3	4	3	4	3	4	3	5	1	4	2	5	3	3	3	4	3	2	1	2	2	5	4	3	4	2	2	
TSP34	1	5	3	2	2	2	2	1	3	5	2	2	4	3	2	5	4	2	1	5	4	3	1	3	4	3	2	3	1	3	
TSP35	3	1	2	4	1	5	5	3	4	5	2	5	1	4	5	2	2	5	1	4	1	2	3	4	1	5	1	1	4	3	
TSP36	4	2	5	3	3	4	3	3	1	3	3	1	5	2	1	5	3	4	3	5	4	1	1	5	4	3	1	3	4	1	
TSP37	1	3	1	2	4	2	2	5	2	5	2	3	4	2	3	1	3	5	5	5	4	2	4	3	1	4	2	1	5	5	
TSP38	3	2	5	4	4	3	1	1	5	4	3	2	3	3	1	5	4	1	2	3	3	1	4	1	5	1	3	5	4	5	
TSP39	3	1	3	2	5	2	3	3	1	3	2	3	2	3	5	2	4	5	3	4	2	4	3	3	4	5	4	4	1	3	
TSP40	3	2	4	5	4	4	2	5	4	3	4	2	3	5	2	1	2	3	2	2	4	4	3	5	3	4	2	1	2	3	
TSP41	1	3	3	2	2	5	3	2	5	3	1	1	5	4	4	2	5	2	1	5	3	1	2	4	3	5	1	3	5	2	
TSP42	5	1	4	2	5	1	2	3	2	5	4	1	1	1	5	1	4	3	1	1	5	4	4	4	2	2	5	1	5	4	
TSP43	3	2	1	4	4	5	1	1	3	3	2	5	1	3	1	5	5	2	2	4	3	4	2	3	4	1	1	2	5	2	
TSP44	3	1	4	2	1	2	1	2	1	3	1	2	5	1	2	4	4	5	4	1	2	1	5	4	3	3	4	3	4	4	
TSP45	4	2	1	3	3	4	5	5	2	2	4	4	4	3	2	2	5	2	4	3	1	1	3	3	1	1	1	5	5	1	
TSP46	3	1	4	2	5	5	2	2	5	4	3	1	2	4	1	4	2	2	2	4	3	1	4	2	2	4	5	3	4	5	
TSP47	1	3	2	5	2	3	3	4	2	5	5	2	5	3	3	1	1	2	1	5	3	5	3	3	5	5	2	2	4	2	
TSP48	3	1	4	5	4	3	1	2	4	2	3	1	4	1	2	3	5	2	4	4	2	4	4	2	5	1	1	4	3	3	
TSP49	4	1	3	5	2	4	2	3	2	3	2	3	4	3	1	5	5	1	1	2	5	5	5	3	2	3	2	5	2	2	
TSP50	3	1	4	5	4	5	5	2	3	1	4	2	2	4	3	1	4	3	1	3	1	2	2	5	1	1	4	5	3	4	
TSP51	1	4	2	3	2	2	3	4	2	2	3	1	5	1	1	3	2	2	2	4	3	1	1	2	4	3	1	4	5	2	
TSP52	3	2	4	5	5	3	1	2	3	3	1	2	3	4	4	3	2	2	4	4	2	3	3	1	3	5	5	3	4	5	
TSP53	1	4	2	3	3	4	2	3	2	2	1	5	5	1	1	4	5	2	5	5	5	3	3	4	4	3	2	4	5	3	
TSP54	4	3	4	5	1	5	4	5	1	4	2	1	1	5	2	3	5	1	1	3	2	3	4	4	5	4	4	1	3	1	

Trained Students' practice TSPr

N=54

Respondents ' code	1	2	3 *	4 *	5 *	6 *	7	8	9	10*	11*	12
TSPr1	3	3	3	1	5	3	3	2	4	3	3	4
TSPr2	3	4	4	2	3	5	1	3	3	4	1	1
TSPr3	2	1	3	3	3	2	4	4	2	2	2	4
TSPr4	1	5	4	1	3	4	2	4	5	4	4	1
TSPr5	4	2	5	4	2	3	5	1	3	3	3	2
TSPr6	2	3	4	3	3	2	2	3	3	4	5	3
TSPr7	3	1	3	2	5	5	4	3	5	5	4	5
TSPr8	5	3	5	4	3	2	3	3	4	4	5	1
TSPr9	2	1	2	3	2	3	4	5	3	2	3	2
TSPr10	2	2	1	1	4	4	2	4	4	2	4	3
TSPr11	1	1	3	2	3	4	4	1	2	4	2	1
TSPr12	5	2	1	3	2	3	2	5	5	3	3	2
TSPr13	1	4	1	2	2	1	4	2	4	5	5	4
TSPr14	1	1	5	3	4	2	5	5	3	4	4	1
TSPr15	3	2	2	3	5	1	2	3	3	5	3	2
TSPr16	1	2	5	1	4	5	5	4	5	2	5	1
TSPr17	5	2	2	3	3	2	5	5	2	3	4	2
TSPr18	3	1	1	3	2	1	4	4	5	5	2	3
TSPr19	2	2	2	2	5	5	4	2	1	3	1	1
TSPr20	3	2	5	1	3	2	2	4	3	5	4	5
TSPr21	4	1	5	3	1	5	5	5	3	4	2	2
TSPr22	1	2	3	2	3	2	2	1	1	1	3	3
TSPr23	3	3	4	4	4	5	2	3	4	5	2	5
TSPr24	5	1	2	1	5	4	4	3	3	2	1	2
TSPr25	1	2	4	2	1	3	5	5	3	5	1	5
TSPr26	2	1	3	3	2	4	3	2	1	4	5	1
TSPr27	3	2	4	2	1	5	4	1	4	2	2	2
TSPr28	2	1	1	1	2	4	5	5	3	5	4	3
TSPr29	1	2	2	4	2	3	2	3	3	4	3	1
TSPr30	1	4	4	2	1	4	3	5	1	2	3	2
TSPr31	2	4	5	3	2	2	4	4	5	3	5	4
TSPr32	4	3	1	3	3	5	5	2	3	2	3	5
TSPr33	3	5	4	1	1	2	5	3	1	5	4	1
TSPr34	2	4	1	3	2	1	2	1	4	2	2	2
TSPr35	3	3	3	2	2	2	4	4	1	1	5	1
TSPr36	4	5	4	3	1	4	2	4	4	4	3	3
TSPr37	2	5	5	1	3	5	1	3	3	2	5	2
TSPr38	3	4	2	3	2	4	4	5	5	3	4	1
TSPr39	2	1	5	2	3	4	5	3	2	5	2	3
TSPr40	3	3	2	3	2	3	2	4	4	2	5	1
TSPr41	1	3	5	2	1	4	4	5	1	1	3	2
TSPr42	2	6	4	2	1	2	3	4	5	3	5	4
TSPr43	2	2	5	4	5	4	5	1	1	1	3	2
TSPr44	3	5	4	1	3	1	4	5	5	4	5	3
TSPr45	2	5	4	2	3	1	2	3	4	4	4	5
TSPr46	4	1	3	4	4	3	3	3	3	1	3	4
TSPr47	2	4	5	3	5	2	3	1	5	3	5	2
TSPr48	4	3	2	1	2	3	5	5	4	5	4	1
TSPr49	2	4	4	1	3	4	1	1	1	1	2	3
TSPr50	5	5	1	1	3	5	3	3	3	5	1	2
TSPr51	2	4	5	2	1	2	1	4	3	3	4	1
TSPr52	4	3	4	3	1	1	5	3	4	1	3	1
TSPr53	2	3	5	3	1	5	1	5	2	2	5	2
TSPr54	1	1	4	1	2	4	3	3	2	5	1	4

Declaration

I, the undersigned graduate student, hereby declare that this thesis is my original work, and that all sources of the materials used for this dissertation have been duly acknowledged.

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