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University of Mohamed Kheider Biskra

Faculty of Letters and Languages

Department of Foreign Languages

Section of English

**The Role of Task-Based Approach in Enhancing EFL
Pupils' Engagement in Writing**

**The Case of Third Year Pupils at Hamoudi Mohamed
Sghair Middle School, Biskra**

**A Dissertation Submitted to the Department of Foreign Languages in Partial Fulfilment for the
Requirements of the Master's Degree in Sciences of the Language**

Submitted by: Djoudi Messaouda

Supervised by: Mr. Bouhitem Tayeb

Board of Examiners:

President: Mrs. Rezik Batka NADIA

University of Biskra

Examiner: Mrs. Nassri Chahira

University of Biskra

Supervisor: Mr. Bouhitem Tayeb

University of Biskra

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Dedication

First, I would like to thank the almighty ALLAH, without his mercy and sympathy I could not accomplish this work. Also I'd like to express my deep gratitude to ALLAH who gave me power and confidence to complete successfully my work. I also dedicate this work to my cherished and darling mother and husband whose love and prayers have always been a source of strength for me.

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Abstract

The core of conducting this research is to give the enlightenment of The Role of Task-Based Approach in Enhancing EFL Pupils' Engagement in Writing. Therefore, writing skill is a very important skill that should be improved by the pupils. For a high proficiency in the FL, the reason behind choosing this topic is that pupils of the Third year, even though they are supposed to have reached a high level, they still have difficulties that make their written productions not proficient. The principle hypothesis is that if EFL middle school teachers adopt task-based tasks, their pupils will be more engaged to write. To conduct this study, we chose descriptive research method because it is appropriate to our study. We use one research tool: a teachers' questionnaire submitted to, (6) teachers in Hamoudi Mohamed Sghair Middle School, Biskra. Lastly, the findings we obtained indicate that The Role of Task-Based Approach in Enhancing EFL Pupils' Engagement in Writing affects the learners' engagement positively; consequently, we confirmed and validated the stated hypothesis.

Keywords: Task-Based Approach, Engagement, writing skill, FL proficiency.

List of Abbreviations and Acronyms

EFL: English as a foreign language

FL: Foreign language

i.e.: That is

Q: Question

e.g: For example

Et.al: And others

Para: Paragraph

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General Introduction

Introduction

Writing is one of the four skills (listening, speaking, reading, and writing) in language learning. It is an important skill for language production, i.e., it is a means of conveying messages and expressing ideas, thoughts, and feelings through written texts. Writing in English seems to be a difficult task because it is an extremely complex cognitive activity in which the learners are required to demonstrate a mastery of different aspects simultaneously.

In Algerian middle schools, pupils are asked to write pieces of writing after a whole sequence (lessons of listening, speaking, reading and grammar in the same context). Learners use what they have learned in the previous lessons of writing or what is known as the “situation of integration”. This task is done through the following steps: pre-writing, during-writing and post-writing (PDP). In this task, learners are the most concern of the learning process, and getting them involved, motivated and engaged is the more significant step before starting writing.

Since learners’ engagement to write has become the interest of a considerable number of educators, numerous research papers have been conducted for the sake of looking for the best ways to develop learners’ engagement to write in English. Second Language Acquisition (SLA) studies have resulted in a number of teaching approaches. In an attempt to investigate the various factors that can help EFL learners in the writing process, the newly set teaching approaches are assumed to be much more effective than the traditional ones. As a matter of fact, the recent approaches focus on using and practising the foreign language through writing. One of the numerous teaching approaches suggests the integration of pedagogical tasks for effective language teaching and learning to write which is Task-based-Approach. This approach is designed to encourage EFL learners to practise the language in authentic situations and, therefore, to enhance their involvement and engagement.

1. Statement of the problem

In previous years, the teaching approaches were mainly teacher centred. Teachers used to be the first and only source of information upon which EFL learners depend. Additionally, the foreign language was taught by focusing attention only on grammar and language structures. Hence, EFL learners believed that the foreign language is not relevant to their own interests, and that their needs to communicate in real-life situations were not fulfilled through the implementation of such teaching approaches.

Fostering pupil's engagement is a difficult but necessary aspect of teaching writing that instructors must consider. Many may have led classes where learners are engaged, motivated, and excited to write, but most of the time have also led classes where learners are distracted, disinterested, and reluctant to engage.

All learners in the classroom do not have the same type and level of engagement to write. Some learners may have a very strong engagement to write in foreign language, others may have a weaker engagement to write, and yet others may have no engagement to write at all. As engagement is essential in language learning, one of the tasks of the teacher is to awaken, sustain and strengthen learner's engagement to write.

2. Research Question

The study tries to answer a number of related questions:

- ✚ How do EFL teachers develop their pupils' writing performance?
- ✚ Do task-based tasks have a positive effect on middle school pupils' engagement to write in English?
- ✚ To what extent does the integration of the Task-Based Language Teaching Approach help EFL learners to be fully engaged in their writing?

3. Aims of the study

The general aim of the study is to check whether or not middle school pupils' engagement can be fostered through the integration of Task-Based Language Teaching (TBLT) to teach English. As far as the specific aims, this study aims to:

- ✚ Identify the different methods and strategies that EFL teachers use to develop their pupils' writing performance.
- ✚ Spotting the light on the benefits of Task-based language teaching approach in teaching writing skills.
- ✚ Exploring whether the writing performance of EFL learners can be developed through the implementation of TBLT or not.

4. Research Hypothesis

The main hypothesis of the present work as follows:

- ✓ If EFL middle school teachers adopt task-based tasks, their pupils will be more engaged to write.

5. Significance of the Study

The current study seeks to investigate the role of task-based activities in developing middle school pupils' engagement to write in English. The results of this study may be as a reference for teaching the writing skill in relation to classroom activities. Moreover, this investigation can help middle school pupils develop their writing performance by changing the class from being teacher-centred to be a learner centred, and in which active learning, motivation and engagement to write may take place.

6. Research Methodology

6.1 Method

This research work will be conducted to present the role of task-based teaching in developing middle school pupils' engagement to write in English. We use the qualitative research method which may help us reach our research objectivity. For this, a teachers' questionnaire was administrated to teachers of middle school Hamoudi Mohamed Sghair Biskra; this type of data may be the appropriate tool which can help us answer our research questions.

6.2 Population and Sample

The population used to conduct this study consists six (N=6) teachers of English at Hamoudi Mohamed Sghair middle school whose opinions may help for enriching this research study with valuable data; in order to help us to fulfill our study with valid and reliable data.

6.3 Research Tools

In the research, we intend to implement the descriptive method that requests data gathering tools " a teachers' questionnaire " which are used to investigate the implementation of TBLT and highlight the pupils' engagement in enhancing student's writing skill.

7. The Structure of the Study

This study is composed of two major parts: a theoretical background and the fieldwork. Moreover, the theoretical part consists of two chapters which are devoted to the literature review and background of the study, whereas the last chapter is devoted to the fieldwork and data analysis. The first part is concerned with the definition of task based approach and its type and advantages.

The second chapter deals with an overview of writing skills, its importance and its stages in addition to the learner's writing difficulties. In the second part, the learners' engagement in writing, and its types.

Finally, chapter three deals with data analysis of teachers' questionnaires in order to confirm or refute our hypothesis, and provide answers to the research questions.

8. Literature Review

Many researchers have considered the importance of writing skill. in 2014, "*The Task-Based Teaching of Writing to Big Classes in Chinese EFL Setting.*" explores how to teach English writing to big classes in China from the task-based perspective. Based on a comparison between the traditional 3Ps approach and the tasked-based approach, the paper proposes a practical linear procedure as to how to teach English writing in the task-based classroom to big classes (Hayman, Miao).

In 2016, a quasi-experimental "study *The Effect of Task Based Language Teaching on Writing Skills of EFL Learners in Malaysia*" has validated the effectiveness of Task Based Language Teaching (TBLT) in promoting writing skills of EFL learners enrolled in undergraduate programs at public sector Malaysian universities. (Ahmed, R. and Bidin, S.)

In 2018, Muluneh, TEGBAR KIBRET conducted the following study: "Improving students' paragraph writing skill through task-based approach." The main objective of this study was to improve students' paragraph writing skill through task-based approach-teaching methodology. (Muluneh, TEGBAR KIBRET).

Another study in 2018, "*the effect of task-based language teaching on analytic writing in EFL classrooms*" attempts to investigate the effects of employing task-based writing instruction on Iranian EFL learners' writing competence. The participants included 69 Iranian EFL learners at the intermediate level and they were placed randomly into a control

group and an experimental group. The students in the experimental group performed writing tasks using task-based language teaching techniques, while those in the control group practiced writing skills using traditional writing exercises. (Halaleh Ma'azi, Kamran Janfeshan, Shuyan Wang).

However, none of the researchers has tried to deal with task-based approach as an enhancement of EFL pupil's engagement in writing. This research has approached The Role of Task-Based Approach in Enhancing EFL Pupils' Engagement in Writing by trying to make teachers develop their pupils' writing performance.

9. Limitation of the Study

This study may have some limitations. First of all, the limited number of Middle school teachers "participants" who answered the questionnaire which they cover only 4 students, due to the lack of time and due to Covid 19.

Chapter One: Task based learning

Introduction

Research in the field of second language teaching has contributed to numerous teaching approaches, with each approach having a different viewpoint from the other. However, they all aim to increase the quality of teaching. This first chapter is devoted to the Task Based Language Teaching review and deals with the theoretical part of this work. Several basic concepts and definitions that are related to the work are provided. Moreover, this chapter aims at presenting the nature of writing skill and the main goals to show it by shedding light on the factors that cause writing difficulties to EFL learners. Finally, it attempts to reveal a number of the activities which will tackle the issues of EFL learners in writing skill.

1. The Concept of Task – Based Approach

1.1. Definition of Task – Based Approach

TBLT is a relatively recent language teaching approach that provides learners with opportunities to use the target language authentically. (Douglas & KIM, 2014,p. 5). TBLT comes as a response to some limitations of traditional approach i.e. Presentation, Practice, and Production (Ellis, 2003). Stern (as cited in Dickinson, 2010) has stated that the student who is taught through Traditional Approaches such as PPP fail to communicate effectively.

Task-based language teaching is the best choice for PPP because learners are language consumers in task-based language teaching, whereas they are language learners in PPP. (Ellis, 2003, x). The concept of task has defined by Nunan (2004, P.1) “the task has become an important element in syllable design, classroom teaching and learning assessment. It underpins several significant research agenda, and it has influenced educational policy making in both ESL and EFL”. Pedagogically, the following concepts and strategies have been reinforced by task-based language teaching: a need-based approach to content collection

/ a focus on learning to communicate in the target language through interaction...etc. Nunan (2004, P.1) wants to map out the landscape in the light of this description, describe the mission and explain the ways in which it would be used.

Recently Ellis (2009) defined it as “an approach for teaching second or foreign language that seems to engage learners in interactional authentic language use by getting learners to perform a series of tasks”. Tasks are considered the core of the lesson in TBLT (Dickinson, 2010).

1.1.1.Task is defined

Since TBLT consists of tasks, one of the most significant elements. Scholars of applied linguistics offer some meanings of tasks.

In the literature, tasks have been identified in various ways by several researchers. Many of these concepts concentrate on various aspects of what constitutes a task Ellis (2003). As stated by Nunan (1989), below are various interpretations of the word task:

A piece of classroom work which involves learners to 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 in its own right (p.10).

Skehan (1996) describes tasks as “activities which have meaning as their primary focus. Success in tasks is evaluated in terms of achievement of an outcome, and tasks generally bear some resemblance to real-life language use” (p. 20). However, Bygate et al. still thinks: “A task is an activity which requires learners to use language, with emphasis on meaning, to attain an objective, and which is chosen so that it is most likely to provide information for learners which will help them evaluate their own learning” (Bygate et al.,

2001, p. 11). Therefore, the role is presumed to refer to a variety of work plans that have the overall objective of promoting language learning, forming the type of easy and short exercise, to more complex and long-term tasks such as group problem solving or simulations and decision-making.

1.2. Some approaches prior to TBLT

Over the last twenty years, a major improvement in the area of language learning and teaching has taken place. In the educational system, English plays a key role, not only as an important subject, but also as a means of instruction. The birth of TBLT marks this change after the following three basic stages of the field research which traditional methods, alternative method and communicative language teaching method.

1.2.1 Grammar Translation Method (GTM)

At the end of the eighteenth century, the Grammar-Translation Process started in Prussia with the publication of a French course book and an English course book for secondary school students, authored by Johann Valentin Meidinger in 1783 and Johann Christian Fick in 1793. (both cited in Howatt 2004: 152). The method was developed during the 19th century and became the dominant method of teaching foreign languages from the 1840s to the 1940s in European schools.

The aim of Grammar Translation was to enable learners to read literary classics and ‘to benefit from the mental discipline and intellectual development that result from foreign language study’ (Richards and Rodgers 2001: p.5). Grammar Copyrighted material - Provided by Taylor & Francis Historical overview 5 rules were presented in the learner’s first language one by one and in an intuitively graded sequence. Each grammar point was exemplified with a set of sentences created ad hoc in the L2 alongside their literal translation in the L1. By memorising bilingual lists of lexical objects and phrases, vocabulary was acquired. For

example, Franz Ahn's *New Practical and Easy Method of Learning the German Language* (1869) started with the declensions of German nouns, specimens of handwriting and the pronunciation of simple and double vowels, diphthongs, consonants and syllables. Then, in Part I, it introduced singular and plural subject personal pronouns with the present simple tense of the verb *seen* (to be) in the affirmative and interrogative forms (Ahn 1869: 1-12)

The learning method explained in Grammar Translation textbooks was informed by two basic principles. The first is that it is possible to base a language course on a sequence of linguistic categories, especially parts of speech. The second is that it is possible to exemplify these categories in sample sentences and then practice them by building new sentences on a word-for-word basis. It was often believed that knowledge of grammar and the possession of a good dictionary were all that was needed for translating into a foreign language. This belief was based on the 'arithmetical fallacy' that 'sentences could be constructed a priori by combining words according to certain definite rules' (Sweet 1900: 202). Grammar Translation was introduced more recently in self-study guides such as *The Penguin Russian Course* in 1961. (Fennel in Cook 2010: 11), which remained in print until 1996. The approach continues to be used today in circumstances where understanding literary texts is the primary focus of foreign language learning. (Richards and Rodgers 2001: 6 –7). Grammar Translation has also stood the test of time and proven to be surprisingly resilient to the changes implemented from 1830 until the present day in language teaching. Texts

1.2.2. The Direct Method

The Direct Method's key fallacy was the assumption that second language should be taught - by complete immersion technique - in a manner in which first language was acquired. Yet, clearly, much less time and opportunity in schools compared to studying the mother tongue with a small child. The first language learning method that applies to second

foreign language learning at a later stage is another pitfall. First language learning is an integral component of the overall development of knowledge of the environment around the child. He starts off with blank sheet, then starts collecting/selecting organising the experience of a totally new world, perceived through his senses, by formulating a variety of pre-verbal concepts. Subsequently part of the process of learning how to live is the acquisition of skills to verbalise his desires and aversions and to label his concepts, so as to make living more sufficient and secure. The success of these verbalizing abilities depends on the child's maturation level / the type of intelligence environment. Language is part of an inherent mechanism by which children learn to understand new circumstances and cope with them.

Furthermore, when we equate second language learning at the age of 11, the child is not interested in recognizing new living circumstances; the child has typically mastered the basic concepts and can manage situations for ordinary purposes of living. So as far as learning to live' is concerned, no similarities between two processes of learning. (Not the case for immigrant children - they need to learn English for survival purposes - therefore motivating force is totally different). The older child already has a first language at his disposal, which is firmly fixed to the world of things; (s) he is equipped with this advantage; it is not available to first language learners. Older children are more advanced and it would seem nonsensical to fully mimic first language learning processes with additional language learning. (Think of contact hours needed) this is argument for using MT (anti Direct Method). What does foreign language learner wish to know first? To know the FL equivalent of MT sentences/ words used in hitherto familiar situations. To learn how handle certain known/ recurring situations through the medium of the FL. He does not wish to handle completely new situations in FL terms.

According to Carl (1916, p.9), Why Direct Method opposes the use of the written word - however this objection is illogical because his reading skills have already been

mastered by second language learners. Does printed word interfere with FL pronunciation? In reality, studies show that the written word is of real help to consolidate the FL and actually enhances retention, e.g. (ef 'Je ma pel') - leaves mental impression, image of word form.

1.2.3. The Natural Method

It is a second language learning theory suggested by Krashan and Terrell in 1983. The key concern of this approach is the understandable feedback, which means that the instructor should provide the learners with understandable input so that the acquisition can take place.

While they were implemented to help learners communicate efficiently using the target language, this purpose was not fulfilled by any of the previous approaches. Some educators and linguists began to feel that students were at “a loss to communicate in the culture of the language studied”.(Galloway, 1993.p.1) In addition, “Despite years of language instruction.” (Taylor, 1983:69). The communicative approach came into being to be the most promising revolutionary approaches in the history of ELT due to the ineffectiveness of these methods, and its main aim is to improve the communicative skill of learners.

1.2.4. Total Physical Response

The definition of TPR derives from James Asher, who discovered that second or foreign language learning by adults might have similar developmental patterns to that of language acquisition by children. A baby spends a lot of months listening to the people around it long before it says a word. In Krashen’s The Natural Approach (1983) from the start of the instruction, the students listen to the instructor communicatively using the target language during the course. By using pictures and occasional words in the native language of the students and being as articulate as possible, the teacher allows her students to understand her. In TPR students listen and respond to the spoken target language commands of their teacher.

TPR's aim is for students to appreciate their experience of learning to communicate in a foreign language. In order to minimize the tension people experience when learning foreign languages, the TPR was created to enable students to pursue their studies beyond the initial level of proficiency.

The principles of TPR:

- The teacher is the director of all student behaviour; the students are imitators of her nonverbal model, in 10-20 hours of instruction students will be ready to Speak;
- Interaction is between the teacher and the whole group of students and with individual students.
- The method is introduced in the students' native language, after the introduction rarely would the mother tongue be used.
- Grammatical structures and vocabulary are emphasized over other language areas.
- Pronunciation is developed through listening mostly.
- Culture is the lifestyle of people who speak the language natively.
- Skills: understanding the spoken word should precede its production, the Spoken language is emphasized over written language, students often do not learn to read the commands they have already learnt to perform until after 10 hours of instruction.

1.2.5. The Audio- Lingual Method

The Audio-Lingual Method (ALM) appeared during the Second World War and became a foreign language teaching method by the mid 1950's. It is based on the behaviourists' view that language learning is a process of acquiring a set of correct language habits. This method gives primacy to the learning of oral skills by means of stimulus-response

and reinforcement model associated with intensive repetitions until learners can use the language spontaneously. As shown in the example below (Harmer, 2007: 64), teachers may provide students with a subject, verb and complement model within a dialogue then let them repeat intensively until they memorize it.

The principles of the method are:

- The teacher is like an orchestra leader, directing and controlling the language behaviour of her/his students; she provides her students with a good model for imitation;
- The target language is used in the classroom not the students' native language;
- A contrastive analysis between the students' native language and the target language will reveal where a teacher should expect the most interference;
- There is student-student interaction in chain drills or when students take different roles in dialogues, but this interaction is teacher-directed because most of the interaction is between teacher-student and is initiated by the teacher.
- New vocabulary and structures are presented through dialogues, the dialogues are learnt through imitation and repetition, grammar is induced from the examples given: explicit grammar rules are not provided.
- Cultural information is contextualized in the dialogues or presented by the teacher.

1.2.6. Communicative Language Teaching (CLT)

In the 1960s, CLT emerged as an alternative approach to earlier techniques. Instead of collections of phonological, grammatical and lexical objects, CLT views language as a communicative method. (Nunan, 2004, pp.6-7). In this approach, teachers are required to involve learners in real life contexts when teaching the language. Moreover, communicative competence is the basis of CLT. According to Brown (2007:217), "communicative competence is the aspect of our competence that enables us to convey, interpret messages and negotiate meanings interpersonally within specific contexts." According to Ahmed and UL

Husain (2013), goals of CLT have been translated into real communication tasks by TBLT. This latter is now considered as a real manifestation of CLT.

During the 1980s, CLT (Communicative Language Teaching) was dominant in the field of SLA (Second Language Acquisition). Ellis (2003) argued that CLT has traditionally employed a Present-Practice-Produce (PPP) procedure mainly directed at the linguistic forms of the target language. Willis (1996) states that presentation of a single point of grammar or a function, practicing of newly grasped rule or pattern (drills exercises, dialogue practice), and relatively free language production in a wider context consolidate what has been presented and practiced, such as a communication task or a role play activity. However, the PPP approach has its sceptics (Willis, 1996; Skehan, 1996; Ellis, 2003). Willis (1996) points out that “production” are not achieved very often outside the classroom (p.135). Learners often fail when communicating (i.e., they do not do it, or they do it but not well) with native speakers. Skehan (1996) also argued that students do not learn what is taught in the same order in which it was taught, so the presentation, practice and production of material do not always line up.

Ellis (2003) summarizes two reasons for this result: First, research in the field of SLA has demonstrated that learners do not acquire language the same way as it is often taught, which is presentation followed by controlled practice and then production (i.e., the PPP model of instruction). Second, learners take a series of transitional stages not included in PPP to acquire a specific grammatical feature.

1.3 Task Based Language Teaching Principles:

Nunan (2004, p. 35-37) summarizes the following principles of TBLT:

1.3.1. Scaffolding:

TBLT is an analytical approach where the language is presented in holistic bits, so the learners are required to face things that are beyond their current levels. The job of the teacher is to provide a supporting structure for the learning process to take place; the lessons and resources should provide encouragement for the learners (p35).

1.3.2. Task Dependency:

The tasks in TBLT should be built one upon another. This task dependency is called task chains, and any task is the accomplishment of the previous one. (p. 35)

1.3.3. Recycling:

In TBLT target language items should be introduced in different contexts and environments to ensure that learners are given opportunities to learn and master those items because learning is organic (grows gradually). (p.35)

1.3.4. Active learning:

The learners learn better if they participate in the learning process, they should be active in using the language they are learning. They should be given the chances to use the language and to construct their knowledge, the learner-focused work is the dominant in the class, learner learns by doing. (p. 36)

1.3.5. Integration:

Linguistic forms, communicative functions and semantic meaning should be integrated in the lesson, their systematic relations must be evident for the learners, the lesson in TBLT should teach grammatical forms and how these forms are used for communication. Nunan (2004, p.37)

1.3.6. Reproduction to creation:

In TBLT learners move gradually from stage to stage, they are expected to start by reproducing the presented models to create their own models, and so learnt items are used in different ways.

1.3.7. Reflection:

TBLT learners should be aware of the learning process and the strategies driving their learning, they will see how well they are doing and what they have learnt. TBLT according to Nunan provides learners with reflective element. (p. 37)

1.4. Advantages of Task Based Language Teaching

TBLT is a communicative technique that encourages learners to interact and engage. It helps students because TBLT lessons are very learner-centred, but it also allows the instructor to provide feedback guidance. TBLT allows for natural learning in the classroom, which is based on the learners' personal experiences of language that is customized and important to them.

Furthermore, it provides learners with a new perspective on language as a method for achieving a particular target. TBLT promotes genuine language usage and exposure by ensuring that learners use the language to negotiate and that they have the freedom to use whatever grammar and vocabulary they choose. The learners can use any language they know instead of just the lesson's target language in this task. The standard lesson sequence is reversed in TBLT, which switches from holistic to precise and from fluency to accuracy. It is related to the real world by simulating real-life scenarios (such as going to school). It is the needs of the students that determine what will be discussed in the lesson, rather than a teacher-made decision. The emphasis on the learner in TBLT allows for interpersonal contact in which errors are tolerated and implicitly corrected, ensuring that the learners are not humiliated. This boosts students' self-esteem and motivates them.

TBLT is more entertaining; the activities are fun and encourage imagination in speaking. Tasks encourage students to collaborate; there are more opportunities for them to connect and share their perspectives and ideas. All four skills can be used in TBLT (listening, speaking, reading, and writing).

1.5. Critics over TBLT

The TBLT has sparked many debates among educators and researchers during its growth. The critics usually appear as a result of a misunderstanding of the "task." Ellis (2009) has made this case. When thinkers and researchers in academia embrace a "new" approach, critics are quick to follow. TBLT is clearly posing a challenge to educators who want to use conventional teaching methods because they are easier to adopt and require less effort from the instructor. However, there are a number of issues that teachers and students can encounter while implementing TBLT.

1.6. Tasks' Difficulties

Difficulty in understanding the task, requiring more time or more attention and resources (Ganta, 2015)

1.6.1. Cognitive & Linguistics' Demand

There had to be some words or structures that the students were unfamiliar with. It is common in EFL classrooms where students do not have any prior knowledge of the target language during the early stages of learning.

1.6.2. Authenticity of the Task

It is stressed that the role in TBLT should be in a real-world environment. However, there are certain activities that are impossible to occur in real life scenarios, such as explaining a picture to someone else so that they can draw it, recognizing the differences between two images, telling a story based on pictures, and so on.

Conclusion

In this chapter, we have tried to give a general vision about some language teaching trends prior to TBLT which came as a response to the limitations of these methods. Its main goal is to facilitate natural communication where there is a focus on meaning and form to achieve fluency and accuracy. Moreover, the focus of TBLT shifts from the teacher to the learner, who is considered the centre of the learning process throughout the various phases of the task as defined by the stages of teaching through TBLT.

According to research findings, active and communicative learning is the best way to learn a language. The variety of communicative activities encourages pupils to interact without fear of making mistakes. This can be accomplished by teachers acting as facilitators and guides to assist pupils in their learning process.

Chapter two:
Learners' engagement in
writing

Introduction

Teachers of second and foreign languages believe that the key issue their pupils face is a lack of interest in learning writing. As a result, many educators and language researchers place a premium on this field of study; as a result, learner interaction will be the primary focus of the current chapter. The current chapter divided into two sections; section one deals with the pupils' writing engagement and how they engage in their writing tasks. The last section deals with the writings' concept and we shed the light on the various methods for assessing learner participation. Furthermore, we hope to provide teachers with practical tips for engaging each of the different learner styles in their classrooms in this chapter. Finally, we will consider the value and significance of engaging pupils.

Part One: Pupils' Engagement in Writing

Section One: Engagement

1.2.1 Definitions of Engagement

In today's pedagogical issues, the word "engagement" is becoming increasingly prominent. "A review of the literature shows that student participation has been well studied since the 1990s," Zepke, N., Leach, L., and Butler, P. (2010: 01). Several learning methods acknowledge the value of involving students in a variety of academic activities and tasks. Consequently, various researchers and educators provide definitions for the term in many different ways. Each one reveals a particular perspective upon which the researcher depends. For Taylor, L., and Parsons, J. (2011), researchers and educators have not agreed upon a clear and direct definition of the term 'engagement'. Indeed, based on observations made in his or her own classroom, each instructor may provide a description of the word (Bowen, S., 2005; cited in Barkley, E. F., 2010: 04).

According to Shulman, L. S. (2002; cited in Barkley, E. F., 2010: 04), the first step in learning is to involve learners in the process. Learning cannot take place if learners are disengaged and unable to learn. “Engaged students really care about what they're learning; they want to learn,” writes Barkley, E. F. (2009; quoted in Barkley, E. F., 2010: 05). Furthermore, participation allows learners to put in more effort in the learning process and to do their best to broaden their horizons. According to the author, "engaged students are attempting to make sense of what they are learning." As a result, learning to make sense of the things they're doing makes it easier for them to take on more complicated tasks and even do better cognitively. “Engaged students are interested in the learning challenge at hand and are using higher-order reasoning skills such as interpreting knowledge or solving problems,” according to Barkley, E. F. (2009; cited in Barkley, E. F., 2010: 05).

Moreover, “Researchers have recently used the word commitment to refer to the degree to which students associate with the importance schooling results, and participate in academic and non-academic school activities,” according to Willms, J. D. (2003: 08). His meaning of the term is rather broad in that it encompasses both academic and non-academic activities rather than being limited to those that take place in the classroom.

Furthermore, Anderson, A. R., Christenson, S. L., Sinclair, M. F., and Lehr (2004) argue that learners' external behaviours represent their commitment. They define the word in a way that goes beyond the psychological patterns of student interaction. They assume that the degree to which students are attentive, present, and participate in class is a better indicator of commitment. All of this is a function of the psychological status that students create as a result of their school climate (Anderson, A. R. et al., 2004). For them,

Engagement involves positive student behaviour, such as attendance, paying attention, and participation in class, as well as the psychological experience of identification with school and feeling that one is cared for, respected, and part of the school environment.

Furthermore, Chapman's (2003) concept of engagement suggests three distinct forms. He claims that when students use their cognitive abilities, guide and direct their behaviour toward active classroom engagement, and dedicate their whole heart and soul to being better learners, they are truly engaged from all angles (Chapman, E., 2003; cited in Zepke, N., et al., 2010: 01). In a nutshell, disengaged students are those who demonstrate no desire to participate in classroom activities, while engaged students are actively involved and attentive throughout the lesson (Newman, F. M., Wehlage, G. G., & Lamborn, S. D., 1992).

Engagement, in this context, is described as the result of combining motivation and active learning. "Motivation and active learning function together synergistically, and when they connect, they contribute incrementally to increased engagement," according to Barkley, E. F. (2010: 07). In other words, participation is the result of increased enthusiasm and constructive learning on the part of students. According to Barkley, E. F. (2010), the relationship between motivation and active learning, as well as how they are mixed, results in a more comprehensive concept called 'engagement.' To emphasize, learner participation will not occur if one of the components, encouragement and active learning, are absent (Barkley, E. F. 2010).

Motivation and constructive learning, according to Hanifah Firdaus, F. (2015), are essential components of commitment. She claims that bored students are unable to fully engage in the entire educational process and, as a result, develop negative attitudes toward learning. As a result, teachers should continue to inspire their students and ensure that they maintain their excitement in the learning process in order for them to remain engaged

(Hanifah Firdaus, F., 2015). Other scholars, such as J. Eccles and Ming-Te Wang (cited in Christenson, S. L., Reschly, A. L., & Wylie, C., 2012: 139), assume that motivation is more of a predictor than a component of commitment.

Furthermore, learners' participation can be measured by their level of understanding of the learning process, as well as their curiosity and positive attitudes during the instructional process (Olson, A., & Peterson, R. L., 2015). Engagement is not limited to classroom environments, according to Kuh, G., Kinzie, J., Buckley, J., Bridges, B., and Hayek, J. (2007; cited in Trowler, V., 2010: 07). It can be displayed when doing an activity in the classroom, but it can also occur outside of the classroom during certain school events.

1.2.2 Types of Engagement

Each researcher and language educator offers his or her own concept of learner engagement, but none of them is comprehensive or encompasses all three forms of engagement. Nonetheless, the majority of researchers have come to a consensus on a number of interaction styles. According to Fredricks, J. A., Blumenfeld, P., Friedel, J., and Paris, A. (2003), teachers will decide how “(...) children act, sound, and think in school” based on the various styles of interaction (Fredricks, J. A., et al., 2003: 07).

1.2.2.1 Behavioural Engagement

It refers to the constructive behaviours and manners that students display during the learning process, as well as the avoidance of tainted behaviours that cause problems, delays, and annoyances (Finn, J. D., Pannoza, G .M., & Voelkl, K. E., 1995; Finn, J. D., & Rock, D. A., 1997; cited in Fredricks, J. A., et al., 2003). Furthermore, “participation in classroom learning and academic activities, as well as actions such as persistence, initiative, focus, and asking questions” are all examples of behavioural involvement (Fredricks, J. A., et al., 2003:

07). Davis, H. A., Summers, J. J., and Miller, L. M. (2012) conclude that behavioural involvement “(...) includes students' effort, persistence, participation, and compliance with school structures.”

1.2.2.2 Emotional Engagement

Emotional commitment, in its broadest sense, entails "belonging or a sense of importance to the school, and valuing, or an acknowledgement of achievement in school-related outcomes" (Fredricks, J. A., et al., 2003: 07). Furthermore, “has more to do with the positive and negative emotions students associate with their relationships with teachers, peers, and school rather than the feelings they experience during learning activities,” according to the report (Davis, H. A., et al. 2012: 24). While the preceding meanings of emotional engagement mention feelings and emotions, they are thought to refer to relational engagement rather than emotional engagement.

Emotional involvement, in particular, implies that students should have a variety of positive affective factors, attitudes, and feelings that encourage them to participate and engage in classroom tasks and activities, as well as the way they reflect and respond within the learning environment (Fredricks, J. A., et al., 2003). However, Skinner, E., and Belmont, M. (1993; cited in Davis, H. A., et al., 2012) provide not only positive feelings and behaviours, but also some negative emotions such as fear and frustration in their description (of emotional engagement).

1.2.2.3 Cognitive Engagement

This form of participation is linked to the learner's inner self, or mind. In other words, during the instructional operation, it refers to the psychological manipulation of the obtained input or knowledge. Furthermore, cognitively active students strive to prepare,

coordinate, comprehend, and change their learning process and outcomes. They also like demanding and competitive assignments and events in the classroom (Fredricks, J. A., et al., 2003). Additionally, cognitive engagement is described by Davis, H. A., et al. (2012) as the learners' willingness to learn, the skills they acquire, and the way they approach their learning.

To summarize, quality engagement is more important than quantity engagement for better learning outcomes (Davis, H. A., et al., 2012). To put it another way, behavioural interaction does not necessarily equate to successful learning. Cognitive involvement, on the other hand, is essential for students to reach their full learning potential. Nonetheless, all three forms of engagement are needed for successful learning to take place.

1.2.3 Engaging the Main Learning Styles

In an article titled "How to engage the 7 Types of Learners in Your Classroom," the following suggestions are made (2017). It consists of techniques that the instructor can use to engage the different learning styles that may occur in his or her classroom, including auditory, visual, verbal, and kinaesthetic learners.

1.2.3.1 Engaging Auditory Learners

Auditory learners have a proclivity for being strong listeners. Listening to their teacher's interpretation helps them distinguish sounds and understand them better. According to the article "How to Engage the 7 Types of Learners in Your Classroom" (2017), "auditory learners like to hear solutions and examples explained to them, and can gravitate toward music subjects and group learning as a way to understand knowledge." It goes on to say that teachers should use their tones to make their explanations more engaging and appealing to auditory learners. It also recommends that auditory learners be asked to "(...) read back their

own notes to themselves (and the class)” by their teachers. (2017, How to Engage the 7 Different Types of Learners in Your Classroom). Teachers may also use audio recordings to engage auditory learners and help them understand the content.

1.2.3.2 Engaging Visual Learners

Visual learners are defined as follows in the article 'How to Engage the 7 Types of Learners in Your Classroom' (2017):

- Habitual doodlers / drawers.
- Observant.
- Not easily distracted.
- Enjoy planning.
- Prefer visual instructions.

That is, visual learners are more likely to take the different materials provided in a course and transform them into sketches, graphs, and other visual representations. Furthermore, the sketches, colours, and different shapes pique their attention and attract them. As a result, in order to involve visual learners, teachers must use instructional tools such as images, diagrams, and mind maps.

1.2.3.3 Engaging Verbal Learners

The authors of the 2017 article 'How to engage the 7 Types of Learners in Your Classroom' conclude that verbal learners are successful readers and/or writers. This is mostly due to their extensive lexicon and ability to expand their vocabulary in order to enhance their

writing skills and reading comprehension. As a result, verbal learners may need to take notes as they collect information in order to be engaged. Furthermore, teachers must determine the best way for verbal learners to learn, whether it be by speaking, reading, or writing (How to Engage the 7 Types of Learners in your Classroom, 2017).

1.2.3.4 Engaging Kinaesthetic Learners

The energy level of kinaesthetic learners is higher than that of other styles (How to engage the 7 Types of Learners in your Classroom, 2017). They "prefer to physically interact with the subject matter's materials." To engage kinaesthetic learners, teachers must employ teaching strategies that enable them to travel around the classroom and communicate with other students. Rather than reading a book, they tend to walk freely on open surfaces.

1.2.4 Strategies to Improve Learners' Engagement

Engagement should be established because it is required for effective information delivery. Lippmann, L., and Rivers, A. (2008) give some suggestions for engaging students. They claim that "help from adults at their school, challenging and interesting assignments, sufficient structure, autonomy support, opportunities to learn with peers, and opportunities for constructive learning" are all necessary for enhancing students' involvement (Lippmann, L., and Rivers, A., 2008: 02). Taylor, L., and Parsons, J. (2011), for example, discuss many ways to improve learners' involvement in order to improve the learning process and outcomes.

1.2.4.1 Interaction

Nowadays, the world's communities are growing in size, necessitating individuals to communicate with one another in order to meet those needs. Learners, too, need constant interaction and communication in their classes, whether with the school staff or with their peers and classmates (Taylor, L., & Parsons, J., 2011). This interaction can take place in

person or through social media. “Today's students are highly social and engaging learners,” they believe (Taylor, L., & Parsons, J., 2011: 08).

Furthermore, Windham, C. (2005; cited in Taylor, L., & Parsons, J., 2011: 09) believes that learners' interactions are not limited to school personnel or classroom participants (i.e., teachers and learners). Instead, he claims that regular contact with “faculty researchers beyond the confines of the curriculum and the development of meaningful relationships with them” will improve students' participation and interest in the topic (Windham, C., 2005; cited in Taylor, L., & Parsons, J., 2011: 09).

1.2.4.2 Exploration

Brown, J. S. (2000; cited in Taylor, L., & Parsons, J., 2011) indicates that learning should be more meaningful and tangible in order to foster a sense of discovery. Learners learn best by doing in this case. The more realistic the learning, the more involved the students are. Additionally, programs that combine inquisitiveness and problem-solving situations involve cultivating learners' sense of inquiry, which will improve learners' interest in solving certain problems and finding answers to the posed questions. They assume that “today’s learners ask for the opportunity to explore and find solutions and answers for themselves” (Taylor, L., & Parsons, J., 2011: 11).

Learning should take place in authentic contexts, according to Taylor, L., and Parsons, J. (2011). Otherwise, learners would not be able to put what they have learned in the classroom into practice outside of the classroom, rendering learning useless for them. “Seeing how ‘a thing happens in real life’ is more engaging than reading about it in class,” the writers write (Taylor, L., & Parsons, J., 2011: 12). To put it another way, learners want to know what really happens in the circumstances and environments in which they work. This discovery

piques their interest in learning more about the subject at hand, resulting in increased learning participation.

1.2.4.3 Relevancy

Since learning occurs best in context, relevant real-life scenarios are used to encourage learners to participate more actively in learning activities and assignments. Furthermore, Willms, J. D., Friesen, S., and Milton, P. (2009: 34; cited in Taylor, L., & Parsons, J., 2011: 12) assert that “the work students perform must also be important, meaningful, and genuine- in other words, it must be worthy of their time and attention.” Theoretical and abstract concepts, on the other hand, are uninteresting and dull to students. Their learning goals are summed up in meeting their real-life needs with the skills they learned in the classroom. As a result, using authentic materials and meaning, as well as adapting to real-life circumstances, will help learners become more engaged and immersed in useful and productive learning.

1.2.4.4 Multimedia and Technology

Various subject matters and issues can be discussed in today's world by the use of technical devices and programs. This technological advancement allows learners to connect and form social relationships, especially with other researchers, to explore different subject matter that meets their various needs, and to discuss specific field topics in which they are actually interested (Taylor, L., & Parsons, J., 2011). As a result, incorporating technology into various instructional processes aids learners in becoming more involved by meeting their needs for applicable information and interaction.

1.2.4.5 Engaging and Challenging Instruction

Teachers should make learners aware that creating a challenging classroom environment is beneficial to the learning process, according to Taylor, L., and Parsons, J. (2011). Furthermore, they can break the ice and build a welcoming atmosphere in which students can also question their teachers, as this is an important part of the entire learning process. This sense of difficulty engages students and encourages them to participate and cultivate critical thinking skills in order to improve their learning.

1.2.5 Characteristics of Engaging Tasks

Teachers and/or stakeholders must have tasks with the following characteristics in order for learners to be engaged, according to Willms, J. D., et al. (2009: 34; cited in Taylor, L., & Parsons, J., 2011: 13).

- The task requires and installs deep thinking.
- The task immerses students in disciplinary inquiry.
- The task is connected to the world outside the classroom.
- The task has intellectual rigor.
- The task involves substantive conversation.

An engaging mission, according to Willms, J. D., et al. (2009; cited in Taylor, L., & Parsons, J., 2011), must first stimulate learners' logical thinking and other cognitive skills. Second, the assignment should be completed in an authentic, meaningful, and engaging environment for the students. Furthermore, learners must engage in genuine conversations

when completing the mission. Learners must also be involved in discussing new concepts and ideas as part of their tasks in order to gain a broader understanding.

Additional features of activities that can evoke learner interest in the classroom are discussed by other researchers and educators. For Newman, F., Wehlage, G. G., & Lamborn, S. D. (1992; cited in Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H., 2004: 79), engaging tasks:

- Are authentic.
- Provide opportunities for students to assume ownership of their conception, execution, and evaluation.
- Provide opportunities for collaboration.
- Permit diverse forms of talents.
- Provide opportunities for fun.

To put it another way, activities should fulfil the authenticity standards of learners. Performing tasks in contexts where learners are comfortable will increase relevancy and, as a result, classroom participation expectations (Newman, F., 1991; Newman, F., et al., 1992; cited in Fredricks, J. A., et al., 2004). Obviously, students are more involved and active in learning as they know that what they learn in school can be applied outside of the classroom in the real world. In order for the role to be collaborative, improve subject comprehension, and build a challenging classroom environment, learners must also be given the opportunity to work in pairs and/or groups. As a result, learners will be more engaged in the Task at hand.

Furthermore, the task should cater to a variety of learner styles, allowing students to approach their learning according to their own perspectives, achieve their full potential during

task completion, and assess their success (Newman, F., 1991; Newman, F., et al., 1992; cited in Fredricks, J. A., et al., 2004). Finally, the role must create a happy atmosphere in order to increase learner motivation, interest, and focus. All of the features of tasks listed above engage learners, resulting in better learning outcomes.

1.2.6 Engagement and Participation

Engagement is a multidimensional term that encompasses a variety of other concepts. However, some scholars believe that “(...) involvement and participation are often used interchangeably” (Frymier, A. B., & Houser, M. L., 2015: 03). To put it another way, they mix up the terms commitment and involvement. Participation, on the other hand, is just one facet of commitment. They also agree that “engagement is much wider than participation and includes motivational, cognitive, emotional, and behavioural components” as opposed to participation (Frymier, A. B., & Houser, M. L., 2015: 08).

Almagno.S (2017) developed a rubric for analysing degrees of classroom involvement in relation to learners' interest levels. According to the teacher, the more committed students are, the more they attend class, give reasons to support their views and positions, and plan and study the lesson topic ahead of time. Disengaged students, on the other hand, do not participate in class and do not schedule lesson materials ahead of time, according to him.

Part Two: Writing Performance

2.1 Definitions of The Writing Skill

Writing is considered as a difficult skill among the other skills, and it has many views and various definitions in the part of language learning and teaching process. According to Audiotopia (2014) "writing is a medium of communication that represents language through

the inscription of signs and symbols". In the same context, Kharma and Hajjaj state that writing is also defined as the use of graphic marks to represent specific linguistic utterances (1989). Moreover, Tribble (1996, p.12) points out that "learning to write is not just a question of developing a set of mechanical 'orthographic' skill, but it also involves learning a new set of cognitive and social relation".

Cristal says that writing is an act of discovery; he states in (1999) that, "writing is not merely mechanical task, a simple matter of putting speech down on paper. It is an exploration in the use of the graphic potential of a language –a creative process- an act of discovery."(cited in, Lemsara). Pinacs (1992) also argues that, "writing is a system of graphic symbols, i.e. letters or combinations of letters which relate to the sounds we produce while speaking" (cited in, Lemsara 2015).

Additionally, Harris (1993, p.78) states that writing is not an innate natural ability but it is a cognitive ability". It means in which the author uses a set of empirical processes such as the interpretation and analysis and so on ,this is gained from his academic life and do not found it by nature. In the other hand, Langosch (1999) defined writing as an imaginary conversation between the writer and his reader; this conversation is to benefit the reader. Moreover, Richard and Renandya (2002, p.303) point out that "there is no doubt that writing is the most difficult skill for L2 learners to master". In the same sense, Tribble (1996, p.11) thinks that we cannot acquire the writing skill by exposure. However, writing differs from speaking because it needs some instructions; also the writer has only one way which is the use of words to express ideas, feeling and thought.

2.2 The importance of writing skill

Writing is a very important tool for today's society because it is an essential means of communication. Learners can express themselves, discuss and share their ideas through it.

Writing is like a frame of our communication in addition to the other receptive skills which are reading and listening. Although, Harmer (2004) claimed that writing was given little attention regardless of its long history, which shows that this skill was the stone corner in the academic field. He added that gradually, the importance of writing emerged aside with literacy and numeracy. He emphasized that the writing proficiency and the language ability are equal.

In addition, Kane (2000) defined writing as a rational activity that is related to the mind, which demands mastery of techniques and provides a channel of communication through words. He also said, "writing is not just a tool to use language; rather, it is a way of growth that makes us more complex and by consequence more interesting in addition to the practical advantages in educational field and job career of writing". Raims (1983, p.3) noted that "writers struggle with what to put down next or how to put it down on paper; they often discover something new to write or new way of expressing their idea". In line with this, Bacha (2002) claims that the language learning process depends on cognitive skills that are developed by the writing process, these skills are significant in acquiring learning strategies such as analysing, synthesizing and inferring.

2.3 Pupils' writing Problems

2.3.1 Grammar

Clark (2003) opines that learners must be taught writing process. This enables the learners to write in any situation. According the traditional approach, teaching grammar plays pivotal role in the process of writing skills but the latest researches have proved that the grammar teaching has no significant influence in the development of these skills. Braddock & Lloyd-Jones, and Schoer (1963) summarize their findings of many years long research as

“...the teaching of formal [traditional] grammar has a negligible or, because it usually displaces some instruction and practice in actual composition, even a harmful effect on the improvement of writing.” (p. 37-38, as cited in Clark, 2003)

Many researchers like Bateman and Zidonis (1996), Barham, Lamb and Wyllie (1976) have worked on the influence of grammar teaching on English writing skill. They all conclude that the classes where English grammar is taught, students lose their interest and they take English writing skills as a very hard task and such classes become ‘boring, useless and repetitive’. Hillocks (1986) suggests that usage and ‘mechanics’ of the writing skills must be carefully handled with appropriate planning (as cited in Clark, 2003).

Anees and Raazia (2007) point out some social and psychological factors which affect L2 writing skills. Social factors include social status; family background etc. and psychological factors include motivational level, age etc. Lantolf (1999) mentions effects of multicultural and multilingual background on the learners’ writing skills. Lave and Wenger (1991) also emphasize that the entire teaching process must be compatible with social set up and cultural background, which they termed as ‘situated cognition’ (as cited in Hyland, 2003).

Hanson (2009) describes that teaching becomes more productive if the learners are provided stress free environment. Dr. Robert Sylwester (1995) supporting the issue also says that mind works at its best when the environment is secure, and disciplined (as cited in y

2.3.2 Vocabulary Deficiency

Pupils face challenges when it comes to using the correct terminology and classifying themselves in the writing abilities. Seely (1998, p. 185-186) lists major element in vocabulary problems.

-Active vocabulary: is the words that the learner in their writing.

-Vocabulary that never dealt with.

-Vocabulary that seen to be passive.

-Vocabulary words, we have seen before but their meaning is not clear.

2.3.3 Spelling

Spelling is a difficult process, and it is one of the most common issues that students face while writing, since there are more than one way to spell a sound or move a letter. The appearance of the issue was caused by words that spelled the same but differed in sound and meaning.

2.3.4 Punctuation

According to Seely (1998), it plays a significant role in both reading and writing. The use of punctuation marks is in and of itself a difficult task for the learner because they change over time and used differently by different students.

-Commas: is used to separate the items in a list or to show the slight pause in a sentence, Selly (1998, p.229) states that “the person who has learned how to use commas has learned how to write”

-Apostrophe: it used for two purposes:

-Showing possessing.

-Indicate the omission of letters or numbers, this happen with constructions.

2.4 Assessing writing

The lifestyles that we witness today demand us to communicate through our technological devices cell phones computers and so on communication has taken another face, which allows interlocutors to exchange messages in writing. It is viewed that is the reason behind the declining of the level of writing.

2.4.1 Definitions and importance of assessment

“Assessment is an overall method to give feedback and feed forward to optimize the teaching and learning processes,” writes Saihi (2014, p.37). Assessment is a critical component of both the learning and teaching processes. Since it enables teachers to monitor their students' progress and assist them in diagnosing their shortcomings, allowing them to find solutions to improve their writing instruction methods.

Furthermore, according to Narayanan (2013), "assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development," which means it aids students in improving and improving their writing abilities and allowing them to obtain a basic background and knowledge base, depending on the type of assessment.

2.4.2 Types of assessment

As previously stated that evaluation is a critical component of the teaching and learning process. This significance resulted in a variety of forms, the latter depending on the intention or role for which it is performed. As a result, we'll look at two of these forms that

can be used in the classroom to improve writing efficiency. These assessments are summative and formative, and they are the most dissimilar, but they complement each other.

Therefor, “Summative evaluation is structured formally to measure a pupil's success while formative assessment is designed to help a pupil's learning,” according to Coffin, et al. (2003, p. 104, as cited in Seddik, 2017). “When the cook tastes the soup, it is formative evaluation; when the dinner guest tastes the soup, it is summative evaluation,” (Harvey, 1998, p. 7) said. It implies that they are unable to be apart and that they complete each other's tasks.

2.4.2.1 Summative assessment

It was once used to assess students' learning at the conclusion of a course after they had completed it. That is to say, the teachers were given different pieces of knowledge about the writing abilities of students who had been taught for a long time. Summative evaluation is described by Orlich, Harder, Callahan, Trevisan, and Brown (2010, p. 331) as "a process of 'summing up' achievement in some way or performing a status check on accomplishment at a given point in time." In the same lines (Baume, 1998, p. 8 as cited in Marilyn Higgins, Fiona Grant, Pauline Thompson, Alicia Montarzino 2010)

2.4.2.2 Formative assessment

Many scholars have suggested a variety of definitions for formative evaluation. (Black, p. 118, 1999) “Formative evaluation is the compilation and use of information to direct learning over a brief period of time. It takes place during a module and is mainly intended to provide input for future development.” Furthermore, Black and William (1998a) characterized formative evaluation as all activities carried out by teachers and/or their students that provide knowledge that can be used to change the teaching and learning

activities in which they are involved (as cited in William, 2011). "In formative assessment, pupils do not receive a grade, but they do receive input that encourages them to progress," says Tuttle (2009, p. 3). It means that formative assessment aims to increase a student's grade by developing their academic skills.

Conclusion

Throughout this chapter we shed light on the importance of pupils' engagement in improving their writing performance, its definitions, types and methods. Therefore, we focus on the importance of writing skill and the pupils' difficulties during this process.

From what we have seen in our study above, we sum up that, it is important to keep students engaged during classroom instruction. The level of engagement of those learners has a strong correlation with learning outcomes and achievement. As a result of this study, many teaching activities that may engage students have been identified. Thus teachers have to give their pupils the opportunity to engage in their writings' tasks through such affective methods that improve their writings' performance.

Chapter Three:

Field Work

Introduction

After the theoretical part that includes two chapters completed which related to the implementation of TBLT and writing skill? The current chapter is devoted to the analysis of data gathered with the help of the research tool: Teachers' questionnaire. Therefore, these data collection tools are conceptualized on the basis of the theoretical part of this research study. The present chapter is an attempt to gather data in order to investigate the main research question. Additionally, it seeks to analyze and discuss the obtained results and use the findings to avail and validate the research hypothesis stating that the implementation of TBLT can help foster EFL learners' engagement to write .

3.1 Teachers' Questionnaire:

3.1.1 Description of Teachers' Questionnaire:

This questionnaire is designed based on the main constituents of the two chapters in the theoretical part. It is directed to six teachers who teach English at Hamoudi Mohamed Sghair Middle School of Biskra. This questionnaire consists of three sections with 20 questions. The first section is about Teachers' General Information, includes their levels. The second section is entitled The Teachers' Understanding of Task-Based Approach; it is about the teachers' view among the importance of implementing the TB Approach. The last section is about writing skill, it includes the teachers' view about their pupils' level, and how teachers help their pupils to improve their writing tasks. The questions are either closed questions where by respondents answer with "yes" or "no" answers, or to pick out the appropriate choice from a number of options, open questions are also included to give an explanation.

3.1.2 Analysis of Teachers' Questionnaire

3.1.2.1 Section One: General Information

Question 02: Please, specify your degree.

Teachers' Degree(s)	Number	Percentage
· BA (License)	06	100%
· MA (Master)/ Magister	00	00%
Total	06	100%

Table 3.1: The Teachers' Academic Degree(s)

We notice from the table above, that all of the six teachers (100%) are enrolled in the Bachelor's degree (BA/ license degree). Accordingly, we can conclude that none of the six teacher holds the master/ Magister degree(s).

Question 03: How long have you been teaching to write English at middle school?

This question aim is to identify each one experience to see later of the effect on their experience on the given answers. The teachers' answers were different concerning years they have been teaching at the middle school it was between (2) to (10) years. Three (50%) are respond that they teaching from 10 years and the others (50%) from 2 years that's means they have experience in teaching English as a foreign language. This fact helps us in the reliability of our research. Therefore, TBLT has been adopted recently by middle school teachers; the respondents can provide us with data depending on their teaching to write experience and the various teaching to write approaches and methods they have been through during their previous years of teaching to write, when TBLT

was not implemented. This will probably help them identify the difference(s) existing between the traditional teaching to write approach (es) and the recent one (i.e., TBLT).

Section Two: Writing task-Based Language Teaching to write (TBLT)

Question04: Do you know what task based approach in writing means?

Options	Yes	No	Total
Responses	5	1	6
Percentage	75%	25%	100%

Table3.2.The Teachers' awarness about writing Based-Task Approach

The third question was as a test of the teacher's background and their knowledge on the research's theme. The answers were: (75%) teachers said that they have an idea about (TBLT), and the rest among (25%) declared that they have no idea about the term.

Question05: Do you use task based approach while teaching writings?

Options	Yes	No	Total
Responses	5	1	6
Percentage	75%	25%	100%

Table3.3: Adoption of TBLT

The previous question stated that most of the teachers know what (TBLT) means. So, what about it used while teaching writing. According to the teacher's answers we notice that the majority of them (05 teachers) have adopted the TBLT approach in their given sample. As the table above displays, (75%) indicated that, during classroom instruction, the leading approach they adopt is the TBLT.

Regarding this result we can conclude that all teachers can comprehensively respond to the following questions and statements.

Question 06: What kind of writing tasks do you usually use?

This open-ended question was designed to gain deeper insights into the way this teaching to write approach (TBLT) is implemented into their classroom instruction. Three respondents claimed that choosing a particular writing task type depends on the theme and type of the lesson. For instance, in a listening lesson one teacher uses the gap-filling writing tasks; additionally, in a reading lesson she uses the problem-solving writing tasks.

Another respondent didn't specify the writing task type(s) she uses; she only reported that her choice depends on the lesson content. The last respondent chose the matching writing tasks as the mostly used writing task type.

In order for a teacher to be successful, s/he must find ways in which s/he can adapt the academic curriculum and the lesson content so that it fits his/her pupils' level and capacities. Therefore, this question tries to capture the way teachers proceed whenever their pupils face a difficulty to undertake a particular writing task. As the rates display, the majority of participants (i.e., 75%) asserted that they bring their own writing tasks which fit their pupils' level. Moreover, only one participant (i.e., 25%) indicated that she tries to simplify the writing task instructions in order to facilitate the writing task for her pupils. However, none of our respondents tries to modify the content of the school book's writing tasks in order to fit the pupils' needs and levels. Those percentages show that the majority of participants try to innovate and device their own writing tasks by adapting to the curriculum's content and lesson objectives.

As a result, we can confirm that some third year pupils suffer from vocabulary shortage, which urges some teachers to use Arabic in order to make the writing task

instructions clearer. Not with standing, half of the sample neglected the use of the mother tongue in order to enable pupils to be active participants and overcome language deficiency, and to encourage them acquire the language patterns rather than simply translating into Arabic.

Question 07: How do you usually introduce the topic of your writing tasks?

Option	Responses	Percentage
a) Through Pictures	5	75%
b) Through Mind Mapp	1	25%
c) Through Videos	0	0%
Total	6	100%

Table3.4. How teachers introduce their writing tasks' topic

This question aimed to investigate the way(s) in which teachers introduce the topic of classroom writing tasks. Indeed, there are various methods and techniques used at the pre-writing task stage and which allow the teachers to explore and anticipate the writing task content along with their pupils. This question suggested three main choices: through pictures, through videos, or using the mind map. As the table reveals, 75% of responses claimed that they introduce the topic of the writing task through pictures. Additionally, 25% asserted that they use the mind map and brainstorming, including the spider map to explore the writing task topic. However, none of the respondents uses the video recordings to do so. These percentages indicate that the use of ICTs during English classes is non-existent. This could be due to the time constraints or to the non-availability of such materials as the data show and personal computers in this academic institution.

Question08. How can you categorize task-based approach?

Option	Responses	Percentage
a) A teacher-centered approach	3	50%
b) A learner-centered approach	3	50%
Total	6	100%

Table3.5.The way of categorize task-based approach.

According to the table above, we notice that we got equal results. (50%) of teachers stated that they categorize task-based approach by a teacher-centered approach, similar (50%) of participants claimed that they categorize task-based approach by a learner-centered approach. From these results, we can indicate that teachers should make an equalivalence between both of the centred' approach.

Question10. According to you, which of the following characterizes TBA?

Options	Responses	Percentage
a) A task is communicative goal directed	0	0%
b) A task involves a primary focus on meaning	0	0%
c) A task has a clearly defined outcome	0	0%
d) A task is any activity in which the target language is used by the learner	0	0%
e) TBLT is consistent with the principles of communicative language teaching.	0	0%
f) TBLT is based on the student-centered instructional approach	1	25%

g)All of them	5	75%
Total	6	100%

Table3.6. Categorized the TBA.

As shown on the table, the majority of teachers (75%) affirmed that all of these choices: A task involves a primary focus on meaning, a task has a clearly defined outcome, a task is any activity in which the target language is used by the learner, TBLT is consistent with the principles of communicative language teaching, TBLT is based on the student-centered instructional approach are categorized the TBA , whereas 25% asserted that TBLT is based on the student-centered instructional approach.

Thus, teachers are aware about the TBA and they focus on their learners' writing improvement through implying a variety of learning ways.

Q10.What are the main types of tasks that you use most to teach writing?

Options	Responses	Percentage
a)Individual tasks	1	25%
b) Peer tasks	1	25%
c)Cooperative tasks	4	50%
Total	6	100%

Table3.7.The main types of tasks that teachers use in their writing process

According the results in the table above, the majority of teachers (50%) asserted that the main type of tasks use in their writing tasks is the cooperative tasks. Therefore, (25%) of teachers argue that they focus on peer tasks similar to the last (25%) who use individual tasks.

Thus, teachers focus on the cooperative tasks in order to enhance their learners' writing skill .Cooperative tasks give the opportunities for learners to improve their level and learn from each other.

Q12.Which of the following writing tasks do you implement most?

Options	Responses	Percentage
a) articles	1	25%
b) Short stories and essays	0	0.0%
c) Debates and interview	0	0%
d) Role plays	0	0%
e) problem solving	0	0%
f) All of them	5	75%
Total	6	100%

Table3.8 .The most Implementation tasks in writing process.

As it can be noticed in the above table, rates of (75%) of teachers use all of writing tasks' kinds which are: articles, Short stories and essays, Debates and interview, Role plays and problem solving. while only (25%) of them use the article in their writing tasks.

Thus, teachers use more than one tasks 'type during the writing process and this what enhance the learners level

Q13. Which of the following task stages you find more difficult for your students?

Options	Responses	Percentage
a)The pre-task/the preparation stage	6	100%
b) The during task stage	0	0%
c) Post-task stage	0	0%

Table3.9 .The most difficult task stages for learners.

The table reveals that (100%) of teachers have answered ‘The pre-task/the preparation stage’ is the most difficult task stages for their learners. Whereas, 0% for both during the task stage and the post-task stage, which means that learners face difficulties in the beginning of writing tasks. Thus, teachers’ giddiness is important for them in order to find the key words of the topic to accomplish their learning.

Q14. Do you believe that implementing writing tasks in you classroom gives your pupilsthe opportunity to be active participants and autonomous?

Options	Yes	No	Total
Responses	5	1	6
Percentage	75%	25%	100%

Table3.10. Pupils’ Active Participation and Autonomy during Writing tasks.

This question regarded the teachers’ opinions of their pupils’ active participation and autonomous to learn writing when integrating TBLT into their classes. As it can be noticed from the graph above, three out of six teachers (i.e., 75%) assumed that their pupils are active participants and display independence when performing writing tasks. On the other hand, only one teacher regarded her pupils to be dependent and do not

perceive their own responsibility for to learn writing.

Please, explain how →

This follow up question investigates the teachers’ opinions of the extent to which writing tasks can generate active and autonomous pupils. One respondent argued that writing tasks, unlike grammar activities, are flexible and can meet various learner styles. For instance, visual pupils are engaged through the use of pictures; others can learn through frequent interaction. Another teacher believed that, since TBLT is student-centred, it raises the pupils’ awareness to be in charge of their own to learn writing and enables them to work independently. Another respondent believed that writing tasks require pupils to activate their mental abilities to generate ideas to solve the raised problem; and innovate the way they are going to present the writing task.

To sum up, the respondents assumed that the teachers’ role was solely centered on monitoring pupils’ writing task performance.

Section Two: Writings’ Difficulties

Q15. How do you consider your pupils' level in writing skill?

Options	Good	Average	Weak	Total
Responses	0	5	1	6
Percentage	0%	75%	25%	100%

Table3.11. The consideration of learners' level in writing skill

Regarding the results mention in the table (11), teachers said that the level of their students in writing is between average and weak. This means that the writing skill is really a produce acceptable composition. We believe that teachers should improve students’ awareness about the importance of writing skill.

Q16. Do learners know about the importance of writing skills?

Options	Yes	No	Total
Responses	1	5	6
Percentage	25	75%%	100%

Table3.12 . Learners awarness abot the importance of writing skill

According to the teacher’s answers we notice that the majority of them(03 teachers) argued that learners are not aware about the importance of writing. For instance, one of them announced, “they do not give more awareness to this important skill.” Whereas, the other participant responds: “Most of them focus more on Speaking and neglect reading and writing.” Moreover, one of the teachers said that students may be aware he announced, “It depends on each individual learner. Learners are differing.” The last one argues that learners are aware. From these results, we can sum up that learners need to be aware about the importance of writing skill.

Q17. Which of these difficulties do the students face in writing tasks? (You can choose more than one option):

Options	Responses	Percentage
a)All the types of mistakes	5	75%
b) Punctuations and Vocabularies’ mistakes	1	25
c) Grammatical mistakes	0	0%
d) Spelling mistakes	0	0%
Total	6	100%

Table3.13The difficulties that face learners in writing task.

We notice from the table above, the majority of teachers' with (75%) were choose more than one option, whereas 25% of participant affirmed that their learners have punctuations' and vocabulary's 'difficulties. Thus, learners facing many various difficulties during their writing process and they should improve their level.

Q18. Are these difficulties due to:

Options	Responses	Percentage
a)Lack of writing aspects	1	25%
b) They don't like to write tasks in English.	1	25%
c) Lack of practicing writing tasks	4	50%
Total	6	100%

Table3.14. The cause of learners' difficulties in writing tasks.

We notice from the table above(14), that the majority of participants (50%) claimed that their students' writing difficulties due to the lack of practicing writing tasks, whereas (25%) consider as an equal percentage between those who asserted it is due to both of the lack of students' desire to write and language aspects.

Q19. What are the most attractive writing tasks to your pupils according to your experience?

The aim of this question is to have an idea about the attractive one for learners. Teachers argue concerning writing's task pupils like.

Teachers present the following exapmls :

TASK ONE: what is the information that you need to write an application letter, tick the right answer; Address/Name /Surname /Father's name.

TASK TWO: matching (words or sentences) for example:

Mach A and B to form correct sentences (we provide complex sentences)

TASK THREE: Biography, teacher give a table, and ask pupils to write a small paragraph using the information's given in the table.

TASK FOUR: Situation, write an e-mail to your friend telling him/her about -
Write a biography of a famous author.

TASK FIVE: Editing, spot the mistakes and write the correct sentences (or passage).

TASK SIX: supply the punctuation and capital letters where necessary.

TASK SEVEN: Words sequencing: reorder the following words to get coherent sentences/
question.

Thus, from these examples we can argueb that the most of students are interesting in such diferent tasks that teachers should apply during the learning writing process.

Q20. How do you evaluate your learners' level in writing.

Options	Responses	Percentage
a) Observation	0	0%
b) Questionnaire	0	0%
c) Testing	6	100%
d) Interview	0	0%
Total	6	100%

Table3.15 .Learners' level evaluation in writing process.

As the above table illustrates, that (100%) of the teachers stated that they evaluate their learners' level by testing them. We notice that 0% degree for other evaluating's' level.

Thus, teachers need use a variety of ways to evaluate their learners' level in order to find out their writing and comprehension difficulties to accomplish them.

Question 21. Feel free to add any other comments or suggestions regarding the implementation of Writing Task-Based Language Teaching to write in your classroom.

The last question of teachers' questionnaire is designed to enable teachers to give any extra comments and suggestions concerning the integration of TBLT into EFL beginner classes. Teachers asserted that, despite the challenges that teachers of English may encounter, when adapting to the pupils' level and managing time and to learn writing materials, to learn writing English through writing tasks is much more effective and engaging than to learn writing it by focusing attention only on grammar rules and activities. They stated that adopting TBLT provides the opportunity for pupils to practice the language and express different social functions, and that it would be more fruitful if teachers comply appropriately with TBLT.

Discussion of the Findings of Teachers' Questionnaire

The analysis of the findings obtained from the teachers' questionnaire has contributed in answering some of the fundamental research questions. To begin, teachers consider the implementation of TBLT to teach English at middle school to be challenging. Indeed, the majority of teachers encountered problems concerning time and material limitations, which can create a challenging environment to effectively integrate writing tasks. Moreover, they assumed that, as beginner EFL learners, some pupils suffer from vocabulary shortage, which may hinder their acquisition of communicative competence. Notwithstanding, these problems are common to all EFL classes, yet teachers should make efforts to overcome these hurdles and cope with the teaching to write

environment and pupils' varied levels when undertaking writing tasks.

As far as the teaching to write approach that should be adopted to teach English at middle school is concerned, all the questioned teachers asserted that the leading approach is the writing task-based language teaching to write (TBLT). Therefore, we can deduce that TBLT is incorporated within their teaching to write programs. However, the way TBLT is implemented depends largely on each teacher's assumptions of the major aim underlying this teaching to write approach. The results of the teachers' questionnaire show that the majority of teachers believe that TBLT is crucial in optimizing the pupils' ability mainly to use the language in its authentic contexts, and to produce grammatically correct sentences. However, since one teacher reported that TBLT focuses solely on language form, her application of this approach may be faulty or incomplete and, eventually, may affect the pupils' engagement to write during classroom instruction.

Besides, the findings revealed that the great majority of teachers adapt their classroom writing tasks to fit their pupils' level and to meet the various to learn writing styles. This is mainly due to the teachers using a variety of writing task types. Moreover, they reported that, in order to present the writing task topic, pupils themselves should explore and deduce what the writing task will be about through presenting pictures, using the mind map, and mainly by creating authentic situations which trigger pupils' ability to connect the writing task content to their real-world experiences. Thus, what can be elicited from these findings is that, for most teachers, the main objective of teaching to write English through integrating writing tasks is to provide pupils the opportunity to practice the language used in real-life settings. This conclusion is revealed in the next questions in which the majority of teachers reported that, to conduct a writing task, one must focus on languagemeaning and form as well.

Additionally, the largest numbers of teachers stressing cooperative work during writing tasks (including both group and pair work) acknowledge the necessity of interaction and communication to complete the writing task. These teachers have successfully assimilated the exact aim of carrying out classroom writing tasks instead of explicitly teaching to write grammar rules through the use of activities and exercises.

However, the teacher who did not follow the writing task framework reported that this is mainly because of the limited time to exercise the grammar activities. Therefore, she focused only on developing her pupils' grammatical competence of the language, which is not the major objective of integrating TBLT.

As far as the third section of teachers' questionnaire is concerned, its aim was to capture the extent to which teachers consider their pupils to be engaged during writing tasks. Notably, many teachers regarded the writing tasks they implement during classroom instruction as challenging and able to maintain pupils' motivation and active to learn writing. And according to their detailed explanation, they stressed the flexibility and innovative designs of the writing tasks which, in turn, can meet various pupils' to learn writing styles and trigger their ability to self-monitor their to learn writing and be creative during the presentation of the writing task findings. Besides, they asserted that implementing writing tasks is engaging enough to develop their pupils' sense of responsibility and autonomy.

Therefore, the teachers believed that their pupils' involvement depends on some external factors such as time, writing task topic, availability of materials, and writing task complexity. For instance, too complicated writing tasks can cause pupils to give up and relinquish the writing task, whilst too easy ones are boring and monotonous. Therefore, teachers must be able to choose adequate writing tasks that require pupils to persist, but are not impossible to undertake. Moreover, the content of the writing task should

resemble to some daily themes and subjects so that they raise pupils' interest and grab their attention. Most teachers agreed that these factors should be regarded when designing writing tasks in order to maintain pupils' involvement and engagement to write.

In terms of the way pupils are organized to work during writing tasks, the majority of teachers, who respect the appropriate implementation of TBLT, express a desire to organize collaborative work. This willingness triggered due to the absence of disruptive behaviours and pupils' accelerated rates of participation when working in groups/pairs. We can deduce that the implementation of writing tasks have successfully implanted a sense of cooperation and responsibility in pupils. However, the teacher who did not fully comply with the writing task's framework argued that her pupils resisted to work collaboratively by creating chaos and out-of-subject discussions. As a result, she preferred individual work.

The participants provided further views of the features characterizing engaged pupils. The majority of them regarded engaged pupils to actively participate, contribute in building the course and score better during assessments and tests. Therefore, we can notice that they fundamentally focus on pupils' behavioral and cognitive engagement to write because these two types are generally observable and measurable.

On the whole, despite the challenges mentioned earlier, and in comparison to the traditional approaches of teaching to write English which are mainly grammar-based, teachers believe that implementing TBLT is much more fruitful and engaging. Additionally, they recognize that TBLT has an influential contribution to the development of their pupils' ability to express appropriate and meaningful expressions in various authentic situations. Lastly, the majority of teachers acknowledge the utility of writing tasks in enhancing their pupils' participation, autonomy, active to learn writing, and motivation.

Conclusion

This chapter was devoted to the analysis and discussion of data gathered from both students' questionnaire and teacher's interview. From the analysis of the student's questionnaire and the teacher's interview we found that third years LMD students still face some difficulties in writing and their level should be improved. Moreover, both students and teachers showed positive responses towards the importance of self-regulation. Both of them believed that teacher's feedback improve the learner's writing skill. Henceforth, the results have emphasized the stated hypotheses which indicate that students become a good self-regulated writers while teachers using a several strategies to enhance their writing self-regulation.

General conclusion

The current study aims at studying the effect of Task-Based Approach in Enhancing EFL Pupils' Engagement in Writing; the case of Third Year Pupils at Hamoudi Mohamed Sghair Middle School, Biskra.

The present study was designed to answer research question Do task-based tasks have a positive effect on middle school pupils' engagement to write in English?, it is hypothesized that "If EFL middle school teachers adopt task-based tasks, their pupils will be more engaged to write".In order to answer research question and examine the hypothesis we use a structured questionnaire for (6) teachers of Middle School.

This study is composed of two major parts: a theoretical background and the fieldwork. Moreover, the theoretical part consists of two chapters which are devoted to the literature review and background of the study, whereas the last chapter is devoted to the fieldwork and data analysis.

The first part is concerned with the definition of task based approach and its type and advantages. The second chapter deals with an overview of writing skills, its importance and its stages in addition to the learner's writing difficulties. In the second part, the learners' engagement in writing, and its types. Finally, chapter three deals with data analysis of teachers' questionnaires in order to confirm or refute our hypothesis, and provide answers to the research questions.

Finally, through the analysis and discussion of the data obtained, the findings confirmed the validity of the study's main hypothesis, which assumes that If EFL middle school teachers adopt task-based tasks; their pupils will be more engaged to write. Thus, we hope that this study will be beneficial for both teachers and pupils, and we try to solve

the previous problems by proposing some suggestions and recommendations which may lead to the betterments in writing skill among EFL pupils.

Pedagogical Recommendations

The results obtained from teachers' questionnaire which confirmed the importance of TBLT approach in the learners' writing. Accordingly, we suggest some pedagogical recommendations that may be helpful in the learning and teaching process.

For Pupils

- ✚ Students should be aware about the importance of writing skill.
- ✚ Students should take into consideration their teacher's guides and try to engage in their writing tasks.

For Teachers

- ✚ It would be better for teachers to use different types and forms of writing tasks in order to enhance their learners' writing skill, and to motivate them.
- ✚ Teachers should provide enough strategies to develop their learners' writings' engagement.

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APPENDICES

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of Mohamed Kheider Biskra

Faculty of Letters and Foreign Language

Department of Foreign Language

English Division

Teachers' Questionnaire

Dear teacher,

I would be so grateful if you could answer this questionnaire, which aims to find out "**The Role of Task-Based Approach in Enhancing EFL Pupils' Engagement in Writing.**"

You are kindly requested to full fill this questionnaire research we are undertaking and we hope that you will give us your full attention and interest.

Please tick the most suitable answer for you, and make full statement if necessary.

Thank you for your time, effort and collaboration

Prepared by:

DJOUDI MESSAOUDA

Supervised by:

Mr. Bouhitem Tayeb

2020-2021

SECTION ONE: PERSONNAL INFORMATION

Q1. Would you specify your gender please?

a) Male

b) Female

Q2. Would you specify your academic degree and qualification?

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Q3. How long have you been teaching at middle school?

a) 2-5years

b) 5-10 years

c) More than 10 years

Section Two: Teachers' Understanding of Task-Based Approach

Q4. Do you know what task based approach in writing means?

Yes No

Q5. Do you use task based approach while teaching writings?

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Q6. What kind of writing tasks do you usually use?

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Q7. How do you usually introduce the topic of your writing tasks?

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Q08.How can you categorize task-based approach?

- a) A teacher-centered approach b) A learner-centered approach

Q9. According to you, which of the following characterizes TBA?

- a) A task is communicative goal directed.
b) A task involves a primary focus on meaning.
c) A task has a clearly defined outcome.
d) A task is any activity in which the target language is used by the learner.
e) TBLT is consistent with the principles of communicative language teaching.
f) TBLT is based on the student-centered instructional approach.
g) All of them

Q10. What are the main types of tasks that you use most to teach writing?

- a) Individual tasks b) Peer tasks c) Cooperative tasks

Justify your answer please:
.....
.....

Q12. Which of the following writing tasks do you implement most?

- a) articles
b) Short stories and essays
c) Debates and interview
d) Role plays
e) problem solving
f) All of them

Justify your answer please:
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.....

Q13. Which of the following task stages you find more difficult?

- a) The pre-task/the preparation stage
- b) The during task stage
- c) Post-task stage

Q14. Do you believe that implementing writing tasks in your classroom gives your pupils the opportunity to be active participants and autonomous?

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SECTION FOUR: WRITINGS' DIFFICULTIES

Q15. How do you consider your pupils' level in writing skill?

- a) Good
- b) Medium
- c) Weak

Q16. Do learners know about the importance of writing skills? Explain.

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Q17. Which of these difficulties do the students face in writing tasks? (You can choose more than one option):

- a) Grammar
- b) Vocabulary
- c) Spelling
- d) Punctuation

Q18. Are these difficulties due to:

- a) Lack of writing aspects
- b) They don't like to write tasks in English.
- c) Lack of practicing writing tasks

Q19.What are the most attractive writing tasks to your pupils according to your experience?

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Q20.How do you evaluate your learners' level in writing, by:

Observation Questionnaire Testing Interview

Q21: Feel free to add any other comments or suggestions regarding the implementation of writing task-Based Language teaching to write in your classroom.

Thank you for your cooperation

المخلص

هدفت هذه الدراسة الى معرفة دور وتأثير منهج المقاربة بالمهام في مشاركة طلاب التعليم المتوسط لتحسين مستواهم التعليمي لمهارة الكتابة في متوسطة حمودي محمد الصغير بسكرة. ولتحقيق هذا الهدف قمنا بتقصي ومعرفة أثر منهج المقاربة بالمهام من خلال هذه الاطروحة والتي تتضمن ثلاثة فصول ; منها فصلين نظريين حيث تناولت في الفصل الأول كل ما يتعلق بمنهج المقاربة بالمهام وانواعه وفروعه على. اما الفصل الثاني ينقسم الى قسمين ; القسم الأول يتضمن مفهوم المشاركة وكل ما يتعلق به من أنواع واستخدامات , اما القسم الثاني فيتضمن مفهوم الكتابة وصعوباتها اما الفصل الثالث فقد جاء لإثبات أهمية منهج المقاربة بالمهام من طرف الأستاذ في تطوير مهارة الكتابة لطلبة التعليم المتوسط الخاص بمادة الانجليزية عبر تحليل نتائج إجابات الأساتذة الكتابية تحليلا كاملا أدى الى التوصل الى نتائج تخدم الفرضية التي انطلقت منها. والتي تتلخص في الدور الفعال لهذا المنهج وفي دور الأستاذ في تطوير وتوجيه الطلاب لتطوير مهارات الكتابة لديهم. وبناء على ما توصلنا اليه من نتائج قدمنا بالأخير بعض النصائح للأساتذة العاملين في الميدان وللطلاب.