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Exploring the Use of Task Based Approach to Improve ESP

Students Writing Skill

**Case study: 1st year LMD Students of Biology at Chadli Bendjedid
University El-Tarf**

Dissertation Submitted in Partial Fulfillment of the Requirements for the Master Degree in
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Dedication

For the sake of Allah our creator and our master,

For our parents for suffering through the realisation of this work, for their understanding and the care they showed during the difficult moments we went through as we forged the lines of this dissertation, without them, the accomplishment of this work and what we now would have been impossible.

To our brothers and sisters for their support and encouragement.

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Abstract

The present study aims at determining the writing difficulties faced by 1st year LMD students' of Biology at Chadli Bendjedid University, El-Tarf, besides the impact of using Task Based Approach to improve their writing skill and to help them to overcome their writing difficulties. To achieve the stated object, two research questions were raised to carry out the investigation. Henceforth, the required data was gathered after administrating online survey questionnaire for both 1st year Biology students' at the department of Biology and ESP teachers at the department of English at Chadli Bendjedid University, El-Tarf, in which the participants (65 student) answered on fifteen (15) questions, and seven (07) questions for teachers' of English language. The instrument was intensively devoted to get some basic information about the kind of difficulties that 1st year Biology students' face in writing inside English class, also if the use of tasks and TBA can helps them to improve their writing skill and overcome their problems while writing. However, the quantitative and qualitative data findings have confirmed our hypothesis, in which Biology students' have difficulties in writing skill such as grammatical mistakes, cohesion and coherence, spelling and punctuation. In addition, the results provided insights about the effectiveness of Task Based Approach to improve ESP students' writing skill. Teachers' have a positive attitude towards the use of tasks and Task Based Approach in English class for ESP students', also for Biology students' TBA give them the opportunity to overcome their writing difficulties and to do more written practises.

المخلص

تهدف هذه الدراسة الى تحديد صعوبات الكتابة التي يواجهها طلبة السنة أولى بيولوجيا في كلية البيولوجيا , جامعة الشاذلي بن جديد، الطارف، الى جانب ذلك تأثير استخدام النهج القائم على التطبيق والمهمة لتحسين مهارة الكتابة ومساعدتهم على التغلب على صعوبات الكتابة. لتحقيق الغرض المذكور، أثير سؤلان بحثيان لإجراء التحقيق. أيضا تم جمع البيانات المطلوبة بعد إدارة استبيان الكتروني عبر الانترنت لكل من طلبة السنة أولى بيولوجيا من قسم البيولوجيا في جامعة الشاذلي بن جديد و أساتذة اللغة الإنجليزية من كلية اللغات الأجنبية في نفس الجامعة، حيث أجاب الطلبة على خمسة عشر سؤال و الأساتذة على سبعة أسئلة حول نوع الصعوبات التي يواجهها الطلبة اثناء الكتابة في حصة اللغة الإنجليزية , و أيضا اذا كان استخدام التمرينات و التطبيقات و النهج القائم على التطبيق و المهمة يمكن ان يساعدهم على تحسين مهارة الكتابة و التغلب على مشاكلهم اثناء الكتابة. و مع ذلك أكدت نتائج البيانات الكمية و النوعية فرضية البحث , حيث يواجه طلاب البيولوجيا صعوبات في مهارة الكتابة مثل الأخطاء النحوية و ترابط النص , التهجئة و علامات الترقيم بالإضافة الى ذلك قدمت النتائج رؤى حول فعالية نهج القائم على التطبيق و المهمة على تحسين مهارة الكتابة لدي طلاب، حيث يمتلك الأساتذة موقفا إيجابيا تجاه استخدام تطبيقات كمهام في حصة اللغة الإنجليزية لأغراض محددة, و كذلك لمنهج البيولوجيا القائم على التطبيق حيث يمنح الطلاب الفرصة للتغلب على صعوباتهم و القيام بالمزيد من الممارسات الكتابية و التعاون مع زملائهم في الحصة.

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List of Abbreviations

ESP: English for Specific Purposes

EOP: English for Occupational Purposes

TBA: Task Based Approach

EFL: English as a Foreign Language

LMD: Licence, Master, Doctorate

ESS: English for Social Science

EAP: English for Academic Purposes

EST: English for Science and Technology

LSP: Language for Specific Purposes

EBE: Language for Business and Economy

ELT: English Language Teaching

CLT: Communicative Language Teaching

The Introductory Chapter

Introduction to the Study

Introduction

English for specific purposes (ESP) is an approach to language teaching and learning. Among the ESP learners' difficulties, writing skill is usually considered as the most difficult task in English for specific purposes (ESP). Consequently, several teaching approaches and methods have come to the ground such as Task Based Approach to help ESP students' to overcome these difficulties in writing. This current chapter presents the statement of the problem, the aim of the study, the research question and hypotheses of research methodology and the dissertation structure in addition to the conclusion.

Statement of the Problem

Students' in different ESP contexts especially at the Faculty of Biology, University Chadli Bendjedid El-Tarf, find writing as a challenging activity due to some problems and lacks at the mentioned educational institution. Specialists agree that writing is a complex skill, which needs efforts from both teachers and learners. In this context, special attention from the teachers and an adequate teaching methodology are required. Writing plays a crucial role in the Biology field. The Task Based Approach (TBA) represents a new direction in Communicative Language Teaching (CLT); it is thought to be highly effective in the domain of languages for specific purposes for different reasons. For instance, it presents the learner with real-world tasks, which improve their proficiency in the target language. The Task Based Approach might be a solution for the current teaching and learning situation of ESP in Algeria in general and particularly at the University of Chadi Bendjedid El-Tarf.

Aims of the Study

Due to the important role of English in ESP field in general and in Biology in particular, this work is an attempt to explore Biology students' writing difficulties. In addition, aims to investigate the effects of using the Task Based Approach and tasks on Biology students' writing skill at the Department of Biology at Chadli Benjedid University, El-Tarf, and mastery of the English language needed in the target situations.

Research Questions

In order to spell out the need of conducting the present research, the following set of questions is formulated:

- 1-What kind of difficulties Biology students at Chadli Bendjedid University, El- Tarf face in ESP writing skill?
- 2-Does the Task Based Approach improve the Biology students writing skill at Chadli Bendjedid University, El-Tarf?

Hypotheses

The above-mentioned questions are answered in the body of this research work. However, one needs to read this research work in order to get answers and clear explanations. Thus, the following hypotheses are formulated to guide the study:

1. One can hypothesises that the main problems faced by students' are related to the weak level of students' in English language, lack of practice and in language knowledge, which consists of spelling, vocabulary, grammar and usage...
2. One can predict that use the Task Based Approach and tasks improves the learning of writing in the target ESP classes at the Faculty of Biology at Chadli Benjedidi University, El-Tarf.

Research methodology

To answer the above mentioned research questions and hypotheses, certain methodological procedures need to be conducted. The study attempts to proving that the TBA actually enhances the learners' writing skills and improve it for Biology students at Chadli Bendjedid University, El-Tarf. To conduct this research, and to gather data, one tool is adopted which is a questionnaire. Moreover, both qualitative and quantitative methods were used to clarify what kind of difficulties Biology students face in writing in ESP course and to explore the use of Task Based Approach to improve ESP students writing skills.

Dissertation Structure

This study is composed of five chapters. The first one is an introduction to the study that constitutes the statement of the problem, the aims of the study, research questions, the hypothesis, the method used.

The second chapter however, is the literature review devoted to give a general over view about the theoretical background related to the field of ESP and Task Based Approach

related to the writing skill. It provides some key notions about the ESP definition, types, as well as writing definition and writing in ESP setting... After that as part two of the second chapter, the research focuses on providing the reader with information about the definition of the Task Based Approach (TBA) and Task components. Furthermore, it exposes the roles of teachers and learners in the Task Based Approach. It also provides the reader with an account information about the Task Based Approach in the way to improve Biology students writing skill.

The third chapter introduces the methodology employed in this research. It includes the approach used in the study, the target population, in addition to the instruments used in collecting data. The fourth chapter is devoted to the results obtained and the fifth chapter is devoted to the discussion of the research findings as well as the provision of some pedagogical implications, recommendations, concerning the use of the Task Based Approach in ESP settings more specifically Biology students at Chadli Bendjejd, University El-Tarf.

Conclusion

This chapter has introduced our research, which is about “Exploring the Use of Task Based Approach to Improve ESP Students Writing Skill” starting by presenting the problem for research and the different components, which entail. Hence, the present section is of paramount importance since it gives general description about the issue being examined.

Chapter Two: An Overview about Task Based Approach and Writing skill

Chapter Two: An Overview about Task Based Approach and Writing Skill

Part One: English for Specific Purposes and the Writing Skill

Introduction

This chapter draws attention to several points. In the first part, it studies the definition and types of ESP, as well as writing definition and writing in ESP setting also difficulties facing Biology students in writing. After that as part two of the second chapter, the research focuses on providing the reader with information about the definition of the Task Based Approach (TBA) and Task components the Task Based Methodology and The Task Based Approach to Teach Writing. Furthermore, it exposes the roles of teachers and learners in the Task Based Approach. It also provides the reader with an account information about the Task Based Approach in the way to improve Biology students writing skill.

Definition of ESP

Many researchers put different definitions for ESP forward Mackay and Mountford (1978, p.2) state, “ESP is generally used to refer to the teaching of English for a clearly utilitarian purpose”. Here, English must be thought for students in order to help them to use English in their future to practice and achieve a certain language skill by using situations. Also Robinson (1991, p.2) state, “Students study English not because they are interested in the English language or English culture as such but because they need English for study or work purposes.” This means that students are not interested in the English language itself or its culture but rather the primary focus is to study or to work, and to cope with the different language features needed in their specific disciplines. In the same line, Basturkmen (2006,

p.18) writes, “In ESP, language is learnt not for its own sake or for the sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional or workplace environments.”

The point is that ESP purpose is to increase and develop linguistic competencies of a specific group of learners who need English to present and practice their activities and/or studies for specific purposes. Hutchinson and Waters (1987, p.19) who assert a further definition of what ESP is: “ESP must be seen as an approach not as a product. ESP is not a particular kind of language or methodology... ESP is an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning.” This means that ESP should be seen as an approach to language teaching for specific purposes (LSP) not as any language product, which is concerned with specific and apparent goals for learning and learners’ needs. Accordingly, one may say that ESP is an approach to language teaching based on learners’ needs and reasons for learning a language. It helps learners develop language features and competencies needed in their specific field of study.

Types of ESP

ESP knew multiple views through time, taking into consideration its sectioning, so different types came to the floor according to the learners’ needs. In the “Tree of ELT” Hutchinson and Waters (1987, p.17) break ESP into three distinct branches, which are: English for Science and Technology (EST), English for Business and Economy (EBE), English for Social Sciences (ESS). Additionally, it is believed that ESP includes two distinct branches: English for Academic Purposes (EAP), and English for Occupational Purposes (EOP). The first refers to “the teaching of English with the specific objective of helping learners to study, conduct research or teach in that language” (Flowerdew and Peacock,

2001), however the second branch refers to non-academic purposes for learning English, it is related to workers who study English and need it in their field of work.

Definition of Writing

Writing is one of the most important language skills and as defined by Widdowson (1990) who believes that writing is the act of producing correct sentences and substantiating them on paper via the use of letters marked on a surface to communicate ideas. Additionally, writing is an important means of communication that helps the learners to organize their ideas and allows them to provide opinions about a certain subject.

Also, according to Badger and White definition (2000, p.157-158) “Writing involves knowledge about language, knowledge of the context in which writing happens and especially the purpose and skills in using language.”. Here, writing provides the learner the mastery of an effective knowledge about the language. In addition, developing writing skills of learners’ means developing other language skills that is important to convey messages and to practice the language. Writing needs more practice of activities for learners unlike speech so they develop their writing capacities and textual and grammar knowledge...

Writing in ESP Setting

The capability to write in English is important for both professional and academic needs, because English language is a global international language that is why it become important in academic and non-academic fields. Tardy (2012) pointed out that writing task in ESP has regularly been of central importance, most notably in workplaces, academic and professional fields. Accordingly, teachers’ of ESP includes writing skills in their programme

courses because they consider these skills very important for their students. ESP students need to develop their writing performance to be able to write texts, essays and formal papers.

Moreover, writing allows learners to express their ideas, information and organizing them to explain things easily in order to convey a message and provide knowledge to the reader. This is why, it is considered as a very important skill for academic success and required for many domains. Nunan (1991) asserts that successful writing involves:

- Mastering mechanics.
- Mastering and obeying conventions of spelling and punctuation.
- Using the grammatical system to convey one's intended meaning.
- Organizing content at the level of paragraph and complete text to reflect given new information and topic.
- Polishing and revising one's initial efforts.
- Selecting an appropriate style for one's audience.

(Nunan, 1991, p.37)

Difficulties Facing Biology Students in Writing

ESP students face many difficulties when writing in English language. Raimes (1983) see that writing is a difficult task, because it consists of many aspects of language, for example punctuation, spelling, vocabulary, grammar. There are many reasons why students find the writing skill difficult. (Hamzaoui, 2006, p.12) states that "Writing has been defined as the activity of transforming thought into language. This makes it a difficult skill because it

requires both mental and physical efforts on the part of the writer.’’ Also, they declared that their major difficulties in writing derived from anxieties they have about organization including textual knowledge that consists of coherence and cohesion, in addition to grammatical errors, inappropriate choice of vocabulary, incorrect punctuation and spelling.

Textual Knowledge

Having good writing text means that the ideas stick together and flow from one sentence to the next, so that readers can easily understand the meaning of the text. Thus, to enhance connectedness of sentences in a text, writers may use cohesion to join ideas between sentences, and coherence to create a continuity in passages (Lachachi, 2015-2016, p.40).

Coherence and cohesion are two very important aspects of writing. There are some reasons accounting for ESP students’ difficulties in writing coherently and cohesively.

Cohesion

There are many reasons behind cohesion problems; lack of reading is the first cause of the cohesion difficulties encountered by ESP students while writing. Teachers’ may encourage students to read frequently articles in English and that can help them to know which words or phrases should be used in order to make the sentence cohesive, easy to read and without affecting the general idea (Lachachi, 2016, p.40). In addition, the lack of cohesion knowledge believed to be another factor causing students difficulties in cohesion. It includes cohesive elements that link the text together (e.g. pronoun reference, conjunctions) (Lachachi, 2016, p.40).

Coherence

Writing essays and paragraphs in a coherent way seems to be a difficult task for ESP students'. Because students do not know how to express their main ideas, and plan for an order outline of thoughts. They may not be aware of the organizational conventions for constructing texts (e.g. topic sentence, supporting sentences, and conclusion paragraph structure) (Harmer, 2004). Thus, a lack of coherence may challenges the reader and can affect the understanding of texts.

Therefore, a good piece of writing is when it is composed of organized and well structured sentences, understandable and joined to each other with a rich variety of words to convey a clear message to the reader.

Lexical Knowledge

The choice of vocabulary plays an important role in ensuring the quality of the writing. Having a good and acceptable number of vocabulary helps learners producing well written text and because vocabulary is the key for communication that is it a needed language skill for learners according to Hubbard et al (1983). The writer must find the appropriate language and syntactic structure that fits the meaning of each proposition (Kucer, 1985, p.331) Thus, having a repertoire of vocabulary is very essential in writing because it gives the students the ability to use words appropriately. It does not mean having many words or long or difficult words; it only means knowing how to express ideas in order to facilitate to the reader the meaning and understanding the material.

Grammatical knowledge

ESP students have usually problems in sentence construction, how to join words into correct grammatical sentences. Moreover, Harmer (2001) believe that grammar is the set of rules that organize language, and help to structure the language and meaningful grammatical sentences. When people start to write, they usually make frequent errors in tenses, articles, agreement, pronouns and prepositions. Thus, grammatical knowledge can helps the students avoid mistakes, to become fluent in English, and produce effective writing. Therefore, knowing and understanding grammatical mistakes will help ESP students overcome their grammatical mistakes / errors and ensure a good quality in writing.

Spelling Mistakes

Harmer (2001) claims that one of the causes that make spelling difficult for students of English in the field of ESP is that the correspondence between the sound of a word and the way it spelt is not always clear, so here the students' do not have the ability to form words. Furthermore, a single sound may have different spellings, for example, /k/ in the following words (car, scheme, knock, king, queen) spelt differently. In addition, Harmer (2007) believes that wrong spelling does not affect the understanding of a written text, but it affects negatively the judgment of the reader, and reasons of spelling mistakes refers to the lack of knowledge about this skill or care that is why teachers should motivate their learners to read a lot.

Punctuation

Punctuation has an important role in the development of the writing level of the learners. Murray and Hughes (2008) denoted that punctuation marks facilitate the understanding of sentences meaning, ideas and reading process. So, ESP students' should have some punctuation knowledge because a good capitalized and punctuated piece of writing helps learners to make clear and easy work to read and understand, and it gives a good impression on the readers.

In addition, (Grellet, 1996, p.8) describes the importance and the role of punctuation as “to make the text you write clear and easy to read .Defective punctuation can make a text very difficult to understand, and even lead to misunderstanding.” Each punctuation mark has a specific role, and the following table explains the use of each marks.

| Mark | Name | Use to... |
|------|---------------------|--|
| . | Period | End a sentence or indicate an abbreviation |
| , | Comma | Separate list items, link complete thoughts, enclose parenthetic thoughts, or separate introductory phrases. |
| ; | Semicolon | Separate two independent clauses not joined by a conclusion. Often thought as a soft period. |
| : | Colon | Introduce a list |
| “ ” | DoubleQuotes | Indicate a quotation from a person or publication |
| ‘ ’ | Single Quotes | Indicate a slang or a quotation within a quotation |
| () | Parentheses | Set off remarks that explain or comment on the sentence |
| [] | Brackets | Indicate your own words within a quotation |
| ... | Ellipsis | Indicate words that have been deleted from a quotation |
| – | Dash | Enclose or set off parenthetic expressions or abrupt changes in thought |
| - | en dash | Indicate continuing or inclusive numbers,such as dates,time,or reference numbers |
| - | Hyphen | Create hyphenated words,such as “co-worker” ’or to create compound modifiers,such as “one-day course” |
| ? | QuestionMark | Indicate question |
| ! | Exclamation Mark | Emphasize a statement infrequently used in business Writing |
| & | Ampersand | Replace ‘ ‘and’ ’spell out instead |
| / | Slash | Indicate an and/or situation |

Table 2.1: Common Marks of Punctuation (adapted from Kent, D & Associates.2002,p.76)

Part Two: Task Based Approach

Definition of Task Based Approach

The end of 20th century led to the emergence of the Task Based Approach (TBA) within the domain of ELT (English Language Teaching). It became the focal point of research and grasped the attention of several eminent intellectual leading to a large number of investigative studies (Sanchez, 2004). Many specialist believe that the TBA is based on the belief that learners' may learn more effectively when they practice the target language in real contexts and situations and when their minds are focused on the task, rather than on the language, they are using (Willis & Willis, 2001). In other words, in order to finish the task it requires the use of the target language that is English, but the object is the completion of task and not the use of the language, though the expectation is to use the target language to complete the task.

Task Based Approach it is a different way to teach languages, it considered a tool of communication in which it help learners to grasp knowledge and learn the target language more effectively. It can help the student by placing him in a situation like in the real world. It has the advantage of getting the student to use his skills at his current level. To help develop language through its use. Also getting the focus of the student toward achieving a goal where language becomes a tool, making the use of language a necessity.

The Task Based Approach to Teach Writing

The focus in this research is on writing processes as well as the end-product, for this, Nunan (1989) states, “Focusing as much on the means where by the complete text was created as the end product itself.” Also he adds: “both processes and outcomes are taken care of.”(p.36) .The following definitions of task which is the basic unit in the Task Based Approach show the compatibility between task and the nature of writing as writers write for a specific audience and to achieve a goal or an outcome. Skehan (2003) defines a task as, “An activity in which meaning is primary: there is a goal and an outcome.”(p.3).

The TBA stresses notions such as purpose, audience, context, and identity of writers’ texts and in the end ensure that the last and final product achieves its communicative purposes and that it is socially adequate, that is one may say that writing used by the learner as a tool to achieve a communicative outcome. Moreover, context is the important element in the TBA approach to writing, in this concern, Samuda and Bygate (2008) state: “It is the context that provides the primary grounds for the participants’ interpretations of what they are doing and why”. (p.258). Context is what guides students to write a text and they could benefit from as the contextualization applied in this approach ensures exposure to the vocabulary and structures related to learners’ specialism, besides; it give learners knowledge with insights about the process they should know and practice, the purposes their texts should have, and the audience they write for.

TBA writing lessons are divided into three stages as stated by Willis (1996), “This end-product will first be introduced orally or through reading in the pre-task phase then

discussed as an integral part in the task stage, drafted collaboratively at the planning stage and finalized in the report stage”. (p.62).

Willis supports the use of a model text in the first stage that helps to set the context in a position where audience and purpose of the students’ end product are established. Later in this stage, the teacher gives the learners a set of preparatory activities that aim at activating topic-related words and phrases and background knowledge they need to understand tasks and tasks instructions.

The learners can work in groups or in pairs in the planning time of the task cycle stage in order to discuss about the task given by the teacher in an attempt to find problems, and then suggest solutions. In addition, group and pair work considered very helpful and beneficial to the learners Willis (1996) asserts, “It engages learners in using language purposefully and collaboratively, concentrating on building meaning, and not just using language for display purposes”. (p.35). Giving learners the chance to discuss meaning with each other enables them to develop their communicative skills and especially the target-language’s vocabulary because the discussions they carry out are goal oriented. After that, learners draft what they have discussed before exchanging drafts to get peer feedback, recommendations and suggested improvements. At the end of this stage, students are asked to redraft what they have written taking into consideration the feedback of their mates to prepare the final drafts which they will present to their audience.

In the last stage, learners write reports about what they have learnt from the collaborative work with their mates in relation to specific features of the written texts. In this stage, learners will be able to discuss about language form after focusing on meaning and

communication in the pre-task and cycle stages. It means that the tasks useful for language learning are those that require or favour communication through language.

Moreover, as pointed out above it is clear that not all real world tasks involve this social dimension ('real world relationship', as Skehan (2001, p.13) puts it).

Previous studies attempting to explore the effects of using the Task Based Approach to writing on ESP writing determined that the TBA could influence and improve learners' writing. In this aspect, Linying Cao, a Chinese researcher who carried out a research attempting to measure the effects of the TBA on learners' writing skills showed the positive change this approach brought as he states:

“The application of Willis' framework for TBL to college EFL writing classrooms positively brings forth significant improvement of learners' English writing competence, which involves the increase of average sentence length, the increase of average number of big words or academic words, and the increase of salience of lexical diversity (or the decrease of average lexical recurrence rate)”. (Linying Cao, 2012, p.89)

In this concern, Molinari et al. (2012) conducted a research on the benefits TBA might yield and arrived at the following results:

“TBL provides dialogic opportunities for the writing process to be fully explored (...) TBL encourages learners to notice language rather than copy it which further encourages reflection on the appropriateness of a particular language form for a given purpose.” (p.8)

In the end, the TBA exploits the model text or the final product to establish purpose and audience of learners' final texts, creates a motivating learning environment that enables the learners to write more, as well as communicate and discuss with their mates. In addition, to create meaning, orient their writings according to the purpose and audience to finally achieve coherence and correct texts in terms of topic-related words and phrases ; texts that

would satisfy the audience's needs and expectations. Hence, achieve the goal of communicative outcome around which all the TBA practices and research revolve.

Task Components

Nunan (1989) claims that tasks are generally composed of four elements, which are, "goals, the input, and activities derived from this input, and finally the roles implied for teacher and learners." (p.47). Moreover, Nunan (2004) refined this list of task components, task goals, input data, and learner procedures, in which they are supported by teacher and learner roles and the settings in which tasks are undertaken. (p. 40). In addition, Shavelson and Stern (1981) believe that whoever design the task should pay careful attention to the following task components:

- Content: The subject matter to be taught.
- Materials: The things that learners can observe/manipulate.
- Activities: The things that learners and teachers will be doing during a lesson.
- Goals: The general aims of teachers' for the task (there goals are more general and larger than objectives).
- Students: Their needs, level, abilities and interests must take into consideration.
- Social community: The whole class and its sense of groupness. (Cited in Nunan , 2004, p. 40)

Task should contain these elements in order to reach the learning objectives and to achieve the generate outcome. What follows is a brief description of task components:

1. Goals

Nunan (2004) claims that goals may be “Communicative, affective, or cognitive.” (p.42). They are simply a set of objectives that teachers’ attend to achieve from doing the learning tasks. However, teachers should not focus on only one type of goals, for example, emphasising affective goals more than communicative or cognitive goals, because focusing on one type of goals will be reflected on the nature of the perception of teaching and learning as well as the quality, purposes, and functions of education.

2. Input

Hover (1986) claims that input is written, or visual data that includes different sources, for example, books, the textbook, the internet and the teacher also. In the modern methods of teaching, the learners themselves could make input.

A rich list of sources provided by Hover (1986) may serve as an input:

“Letters (formal and informal), newspaper extracts, picture stories, telecom account, driver’s licence, social security form, business cards, memo note, photographs, family tree, drawings, shopping lists, invoices, postcards, hotel brochures, passport photos, swop shop cards, street map, menu, magazine quiz, calorie counter, recipe, extract from a play, weather forecast, diary, bus timetable, notice board items, housing request form, star signs, hotel entertainment programme, tennis court booking sheet, extracts from film script, high school year book, note to a friend, seminar programme, newspaper reporter’s notes, UK travel regulations, curriculum vitae, economic graphs.”

(Cited in Nunan, 2004, p.48)

The sources mentioned in Hovers' list could be the basis of the learning tasks. The use of these materials as tasks input raises the authenticity of the latter, and would help to achieve the communicative goals of those tasks, however, some specialists prefer to combine authentic materials with materials written and designed by them to improve learning.

3. Procedures

They refer to the activities that learners' do during the completion of tasks, and learners' manipulation of the input. Nunan (2004) defines procedures as, "procedures specifies what learners will actually do with the input that forms the point of departure for the learning task". (p.52)

The previously mentioned components are the basis of sound tasks; teachers' should take them into consideration during the realisation of tasks. For the TBA proponents, only the careful inclusion and production of tasks components lead to the success of achieving learning and educational outcomes. Tasks form the centre of TBA approach that is why their components play an important role in the general success or failure of the TBA.

The Task Based Approach Methodology

Many researchers proposed various types and designs for the task based lessons methodology; however, all of the suggested designs consist of three principal phases: pre-task, task cycle, and language focus. They reflect the chronological assumptions of the TBA. That is, progressing from holistic to specific.

1. The Pre-task Phase

The pre-task phase is usually the shortest phase because it takes from two to twenty minutes (Willis, 1996); it is also more like an introductory part of the task in which learners' discover the topic and what is about the task. Some specialists refer to this phase as the warm-up phase in which the first phase's purpose is preparing learners to perform and acquire the language and creating the adequate atmosphere for successful learning, it is the most important phase because its success entails the success of the following phases. Jane Willis (1996) believes that the pre-task phase give the opportunity to the learners to gain acquaintance with components of the tasks as she argued; "the pre-task phase introduces the class to the topic and the task, activating topic-related words and phrases". (p.40).

2. The task Cycle Phase

This phase is the most important phase in the TBA framework because most of the learners' and learning process takes place during this stage. It contains three components beginning with the first stage which Willis (1996) terms task to the second one, that is, the planning stage, the final stage in the task cycle is referred to as the report. At all the mentioned stages, students are supposed to produce natural language; both fluency and confidence in themselves are important. Willis and Skehan believe and insist on the need for grammatical accuracy while doing the task, this is because during task performance the learners' pay attention to meaning and tend to forget grammatical correctness. Moreover, communication in the target language is emphasised and the learners' errors are tolerated whereas the correction of the teachers' is not allowed.

3. The Language Focus Phase

This last phase comprises of two stages; analysis and practice. In the first stage, learners are subjected to analysis activities that are usually referred to, according to Willis (1996, as cited in Nouar, 2015) as consciousness raising activities language awareness activities, or meta-communicative tasks analysis activities are a contextualized practice of topic-related forms; therefore, language forms should not be practiced in isolation but rather with meaning that has been studied during the previous phases, notably, in the task cycle. The second phase of this stage is the practice. The teacher who motivate and urges the learners to practice new words and phrases that occurred during carries it out or after the analysis, this could be done if the teacher utilises some language focused-tasks based on the texts students have read or the recordings they have listened to during the precedent phase of this stage.

Teachers' Roles in the Task Based Approach

In the past, the teacher had a total control on the learning process and learners' in what was referred to as teacher-centred classrooms. However, with the advent of Task Based Approach (TBA) some years ago, which focuses on the communication processes and learning rather than mastery of language structures, more responsibilities and roles were assumed for the teacher. Breen and Candlin (1980) assume that the teacher has three roles to play in the communicative classroom. The first role is a facilitator of the communicative process, the second is to act as a participant, and third is an observer and learner at the same time.

Moreover, the teacher in the TBA plays many unconventional roles, for example, he/she follows and accompanies learners' during the learning process. Additionally, many specialists

believe that the teacher can be considered as the most privileged interlocutor and discussor for the learners'. ESP teachers in some situations need to have extensive flexibility so they can listen to learners' and their needs, and take interest in the professional activities and tasks, that the students' are involved in, and to take some risks in their teaching (Bojović, 2008).

TBA supporters believe that challenges, educational issues, and more importantly the needs of the learners are the factors that determine the teachers' roles. In this sense, Richards and Rodgers (1986) assume that there are some problems affected teachers' roles, for instance the degree of control the teacher has for how learning takes place, the degree of communication develop between the teacher and the learner, also the degree to which the teacher is responsible for the content, and finally the types of functions expected to fulfil from the teacher ,for instance, he is expected to practice the councillor role ,director role, or a model.

Furthermore, Richards and Rodgers (2001) indicated the list of roles that any teacher has to play and they are specific to the TBA. The first role is a selector and sequencer of tasks, the teacher is the only responsible for selecting, creating, and modifying tasks according to learners' needs, interests, level, and linguistic knowledge proficiency, as well as monitoring students' activities, and motivating them to communicate in the target language.

Learners' Roles in the Task Based Approach

The TBA follow the learner-centred approach in language teaching, in which learners role is not limited to attending lessons especially in ESP settings; Ken Hyland (2006) asserts that, "Learners have to take on new roles and to engage with knowledge in new ways when they enter high education."(p.8). Learners must participate actively during the learning

process, they must play critical roles as they do not just receive but contribute in making meaning (Richards and Rodgers, 1986). In addition, learners in the TBA should take the responsibility and control of the learning process and minimize their dependence on the teacher, as well as, choosing content and syllabus design according to their needs.

Richards and Rodgers (1986) also found that the learner should play many roles. First, a group participant, for example group work and pair work are favoured in the TBA, learners have to learn to share information and they need to know how to contribute in making meaning with their classmates. Second, creator, or risk taker because many tasks require from learners' creation and the interpretation of some information about which he/she lacks linguistic background, so, they have to learn to live with uncertainty and errors. The other role that learner should take in the learning process, is an innovator, because learner should be encouraged to experiment with using language in different ways that involve using new words and structures in different settings and contexts.

Furthermore, Nunan (1998) states that, "Learners are involved in decisions on content selection, methodology, and evaluation". (p.146), here learners can conduct more roles that are important such participating in the curriculum design that has become a collaborative activity and other complex activities.

Conclusion

In conclusion, it is proven that the Task Based Approach (TBA) has improved student's proficiency and language skills in different English language teaching settings (ELT). In addition, this approach focuses on the needs of the learners and believes that the success of the whole learning process is in the hands of the learner. Moreover, the utilisation of real-

world tasks increases students' interest and their motivation which are important to the success of any teacher, learner, and approach. However, the teachers should understand their roles, which differ from one stage to another in the TBA methodology to ensure the full exploitation of the approach to achieve the required results and especially to improve the current situation at the Faculty of Biology at Chadli Bendjedid El-Tarf.

Chapter Three

Methodology

Chapter Three

Methodology

Introduction

This chapter represents the methodology of this dissertation; it describes the methodology that we have opted for in this research in addition to the sample population we have chosen to be our case of study. Moreover, it also includes the data gathering instruments and procedure that were used to collect the needed information in order to prove or disprove the suggested hypothesis.

Method

Research design

The research design of this thesis is based on mixed method, a combination of the qualitative and quantitative approaches because they are suitable method to give a clear comprehension, and both of them are appropriate to investigate the use of Task Based Approach to improve ESP students' writing skill for 1st year Biology students at Chadli Bendjedid University, El-Tarf. The descriptive method was conducted in the present work. One tool was used to collect data and information which is questionnaire for both ESP teachers' and students' of 1st year students of Biology at Chali Benjedid University. The questionnaire was designed to check and investigate the use of Task Based Approach to improve ESP students writing skill, besides to the level and difficulties facing Biology students in English writing.

Participants

The participants of this study are First year Biology students' at the department of Biology at Chadli Benjdid University El-Tarf and ESP teachers' as a sample population for the academic year 2019-2020. We faced many obstacles to submit questionnaire for the participants, because Chadli Benjdid University El-Tarf was closed like all universities in Algeria because of the disease Covid-19. In order to complete the present work, questionnaire was distribute online and shared on Facebook, and via ESP teachers' emails and Biology students' groups of study on social media so that first year Biology students' and ESP teachers' can answer on. This study composed of sixty five-Biology student at the department of Biology at Chadli Benjedid University. They are composed of both males and females. The majority of the participants are females. Their age range from 19-22 years old and they study English as a module in their program in the second semester of their first year from the academic year 2019-2020.

Data Gathering Instruments and Procedures

In order to collect the needed data and to check hypotheses of the present work, students' and teachers' questionnaire was used to have a clear picture of the target use of Task Based Approach in teaching English and to improve ESP students' writing skill for first year Biology students'. It was administrated online to randomly number of first year Biology students' and to ESP teachers' at the department of English at Chadli Bendjedid University, El-Tarf in the second semester, within the same academic year and University. The questionnaire was shared online to sixty five students. The reason behind opting for the questionnaire was to better emphasize our hypothesis. It was much more helpful and feasible to gain information for the sake of analysis.

Description of questionnaire

In fact, the questionnaire was composed of 15 questions for first year Biology students' and 07 questions for ESP teachers. Students' questionnaire was composed of four sections (04). In the first section of the questionnaire was dedicated to the general information of students'. The second section was devoted to needs and objects for learning towards writing as a skill and students' level. For the third section, it is concerned with problems facing the learning environment, such the problems students' encounter in learning English and the kind of difficulties they face while writing in English language. In the last section of students' questionnaire was dedicated to suggestions for successful English learning.

The questionnaire of ESP teachers' attempts to investigate if the needs are take into consideration by the ESP teachers' in their process of learning. It was devoted to three (03) sections, general information section and needs and problems section, which concerned with the writing level of students' and problems they face and the third and last section, is suggestion. The teacher answer is very helpful in order to obtain the exact response to the investigation, about the difficulties that Biology students' face in English writing. In addition, to the use of task based approach and tasks to improve and overcome Biology students' writing difficulties; it includes yes/no questions, some open questions for students' so they express their opinions in additions to other ones where students' were asked to tick the right answer.

The data was gathered in the second semester of the academic year 2019-2020. We faced many difficulties to administrate the questionnaire for the participants, because Chadli Benjdid University, El-Tarf was closed like all universities in Algeria because of the disease Covid-19.

In order to finish the present work, the questionnaire was formed and written in Google Forms then it was distribute online and shared on Facebook, and via ESP teachers' emails and Biology students' groups of study on social media so that first year Biology students' and ESP teachers' can answer on. Besides to that, the questionnaire was anonymous which gave participants space and more freedom to answer the question more freely and comfortable way.

Conclusion

In this chapter, the researcher introduced the population of the study, the sample, the research design and the procedures which were used in confirming or rejecting the hypotheses of this study. Validity and reliability procedures as well as the statistical analysis used in this study were also described.

Chapter Four

Results

Chapter Four

Results

Introduction

This section is devoted to present the field work which investigates whether the use of task based approach improve ESP Biology students' writing skill and if it can help them to overcome their English writing difficulties. Therefore, this shed light on the obtained results collected by the use of instruments namely students' questionnaire and ESP teachers' questionnaire.

Part One

Students' Questionnaire Results

The questionnaire is designed to figure out 1st year LMD Biology students' at Chadli Bendjedid University, El-Tarf, difficulties in English writing and if the use of tasks and Task Based Approach will help them to overcome their writing difficulties. It was administrated via online survey questionnaire to 65 Biology students'.

1-Students' Age

The participants ages ranged between nineteen and twenty-two. Importantly, all the participants study their first year from the academic year 2019-2020 as Biology students'. As it is present in the following table:

| Students' Age | Students' Number | Percentage |
|----------------------|-------------------------|-------------------|
| 19-20 | 40 | 60.4 |
| 20-22 | 25 | 30.6 |
| Total | 65 | 100% |

Table 4.1: Participants' Age

2-Students' Gender

According to students' answers, the female students represents mainly about 80% more than the male students' numbers that is less than 20% as illustrated in the following table:

| Gender | Number of students | Percentage |
|---------------|---------------------------|-------------------|
| Female | 55 | 75.4 |
| Male | 10 | 15.6 |
| Total | 65 | 100% |

Table 4.2: Participant's Gender

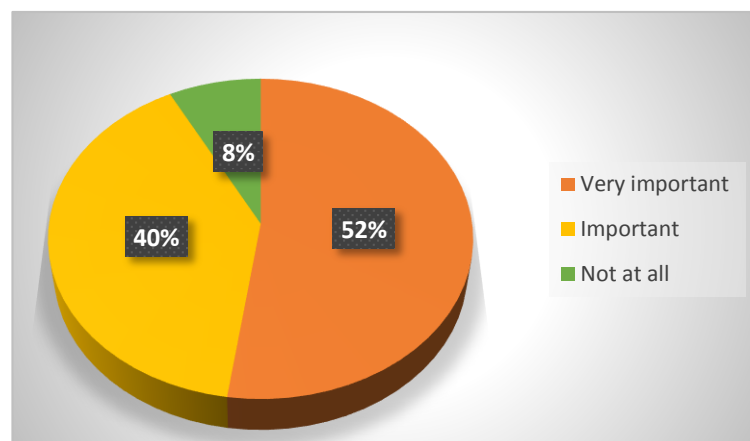
Question3: As Biology Student, do you consider English as:

Figure 4.1 Importance of English for Biology students

The results obtained from this question reflected that 52% of Biology students' said that they consider English very important, while 40% see English important. However, only 8% from the participants' claimed that they consider English not important.

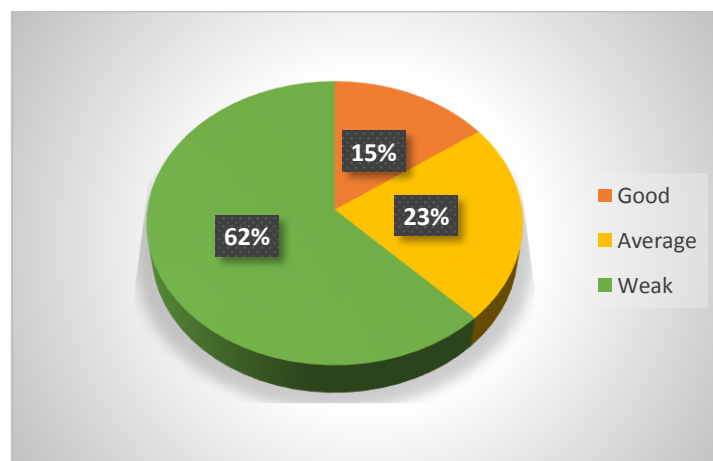
Question4: How do you evaluate your level in English?

Figure 4.2: Students' level in English

This question aims to know Biology students' level in English. The majority of students' 62% have a weak level in English, and 23% of students' have average level. While 15% of Biology students' have good level

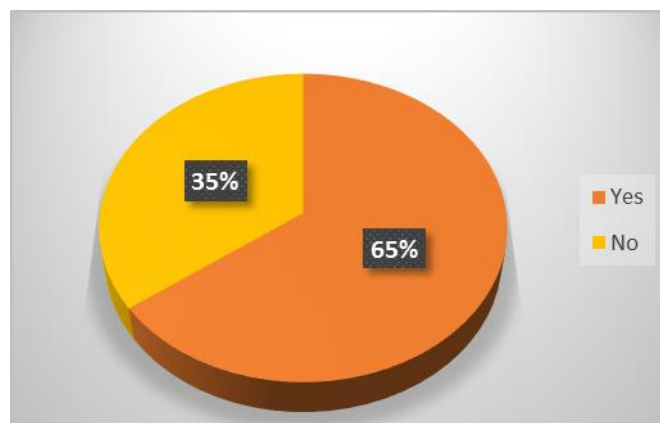
Question5: Do you participate during the English classes?

Figure 4.3: Students' participation during the English classes

The above Figure shows that 65% of Biology students' participate during the English classes, while 35% answered that they don't participate during the English classes.

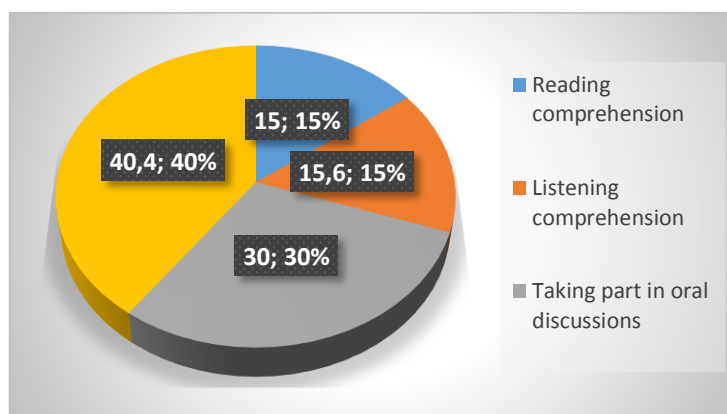
Question 6: What do you need English for?

Figure 4.4: Students needs for English

Seeing the answer of the students', about 15% of Biology students' admitted, that they need English for reading comprehension, while 15.6% (15%) said that they need English for listening comprehension. In addition, figure 4 shows that 30% of Biology students' need English in order to take part in oral discussions and 40% of the participants' said that they need English for writing scientific reports and exams answers.

Question7: Indicate the relative importance of each skill in order to attain your objectives

(1=most/4= less)

- Writing -Speaking -Reading - Listening

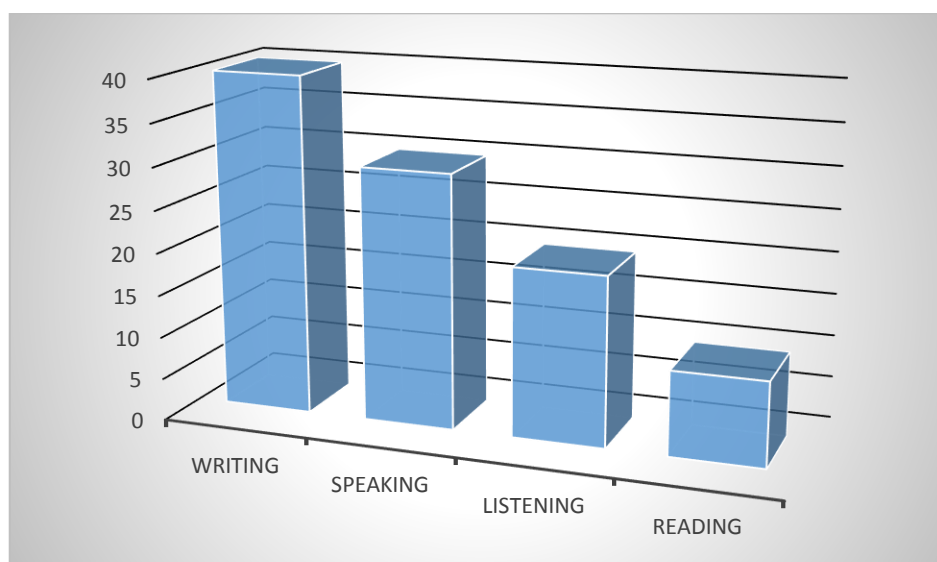


Figure 4.5: The relevant important skills for biology students

It appears from the above figure that Biology students' choose writing as the most important relevant skill for them, then speaking in the second place. For the third place listening skill and last reading.

Question8: What are the problems that you encounter in learning English?

In the response to the question, the students' gave different responses. The repeated answers are summarized as the following:

- Grammatical problems and tenses problems
- Lack of words and vocabulary
- Writing difficulties and problems in writing answers of examination
- Spelling mistakes

- Understanding terms and words
- Luck of practice of language
- Speaking problems that effects oral discussion inside the class

Question9: Which of these skills you find difficult?

- Writing

- Speaking

- Reading

- Listening

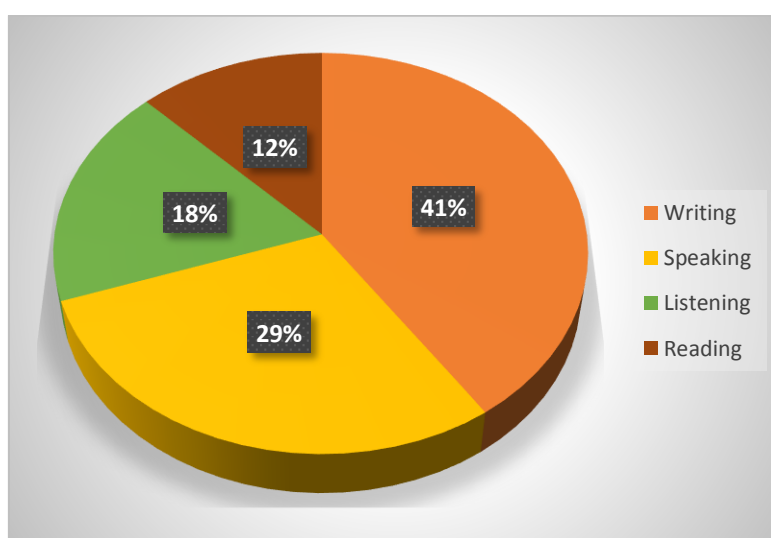


Figure 4.6: Biology students' difficult skills

The figure above shows that, 41% of the participants' find writing as a difficult skill for them. Whereas, 29% of the students' said that they find speaking difficult and 18% answered that they see listening skill difficult. However, just 12% of the students' said that they think reading is difficult skill for them.

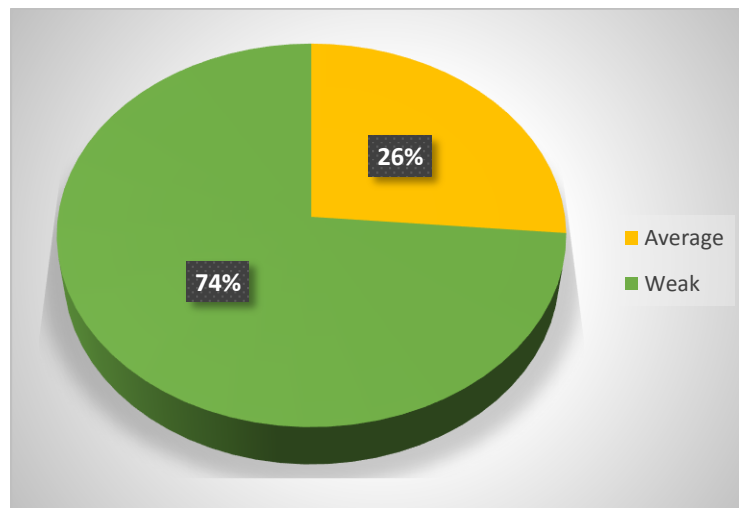
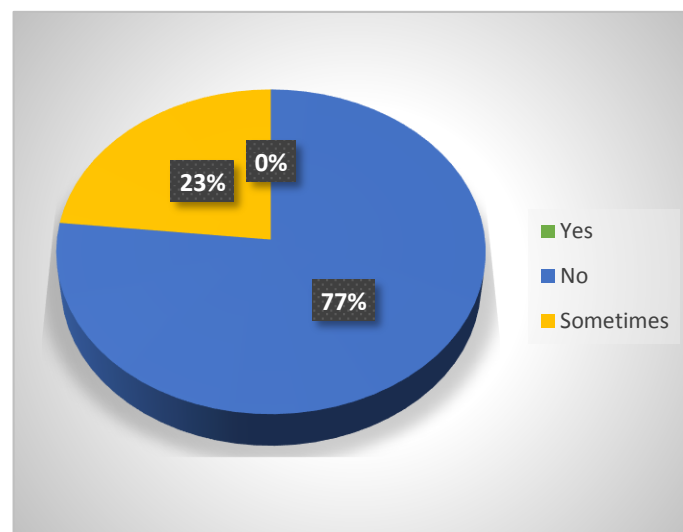
Question10- How do you consider your writing?**Figure 4.7: Writing level of students'**

Figure 7 indicates that 74% of Biology students', their writing level in English is weak; while 26% of the participants' said that, their level in writing is average.

Question 11- Do you practice tasks during English class?**Figure 4.8: Practicing tasks**

The above figure shows that about 77% of students' answered that do not practice tasks during English class.

Question12-What kind of difficulties you face when writing in English?

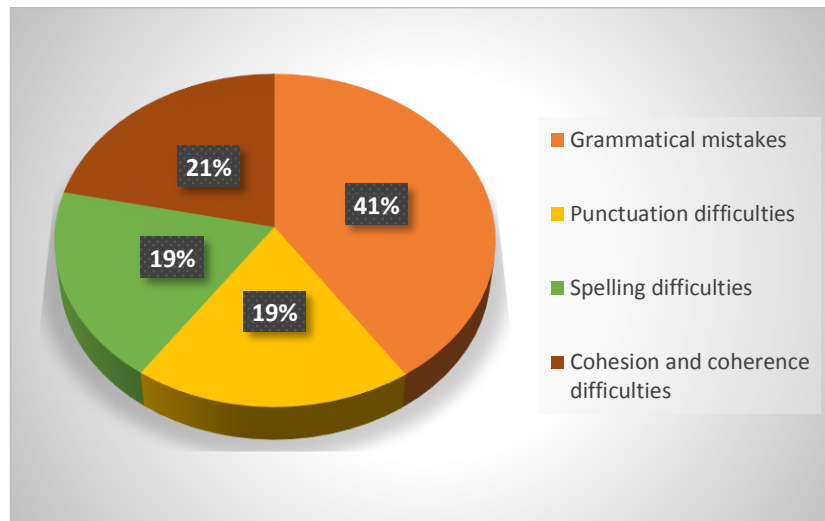


Figure 4.8: Difficulties facing Biology students' when writing in English

From the results of figure 8 about 41% of Biology students', face grammatical mistakes while writing in English. In addition, 19% of the students' said that when writing in English they face punctuation difficulties also 19% said the face spelling difficulties. However, about 21% of the participants find cohesion and coherence problems while writing in English.

Question13- According to you, who takes more responsibility in the learning process?

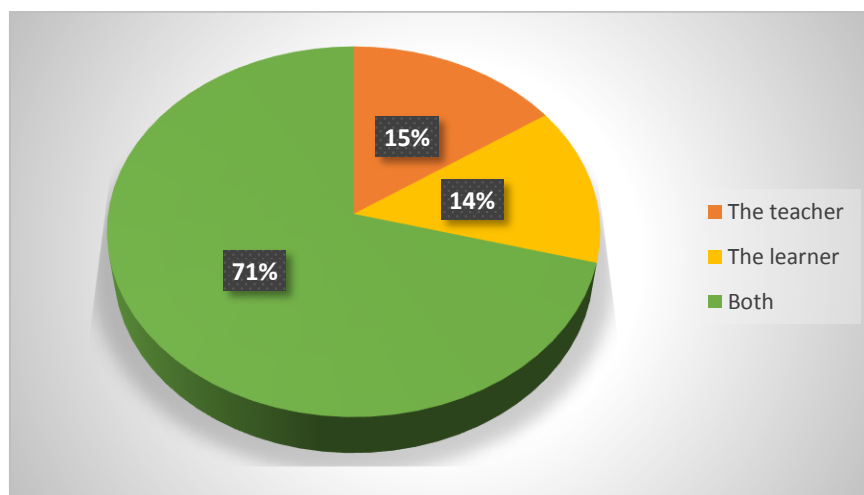


Figure 4.9: The responsible in the learning process

From the above figure 71% of the students' said that both the teacher and the learner takes responsibility in the learning process. However, 15% said that the teacher who takes more responsibility in the learning process and about 14 % of students agreed that the learner who takes more responsibility in the learning process.

Question 14- Do you think that the use of tasks in English class can help you to overcome your difficulties in writing and for successful English learning process? Say "Yes" or "No" and why?

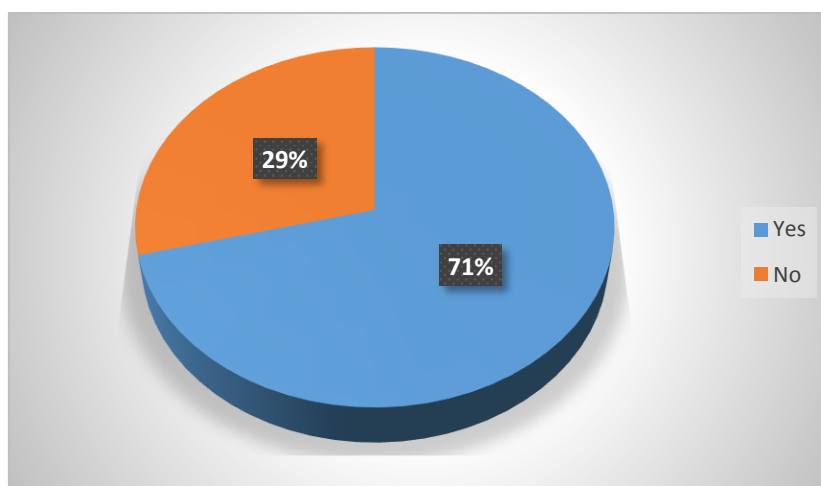


Figure 4.10: The use of tasks to help students' overcome their writing difficulties

Figure 10 indicates that most participants' number, 71% think that the use of tasks can help them to overcome their writing difficulties. However, 29% of Biology students' answered that they do not think that the use of tasks in English class can help them to overcome their difficulties in writing.

According to the participants' who answered with yes, the use of tasks can help them to overcome their writing difficulties because:

- Tasks help them to practice more and to improve writing skills.
- Because it is fun and sticks in their minds.
- The more they practice the more they learn more from their mistakes.
- Tasks show them their abilities and weakness points to develop and improve.

For the participants who said that tasks do not help them to overcome their writing difficulties because:

- They find it difficult and hard to understand.
- It do not improve their abilities.

- They find it not funny activities.

Question15-What are your suggestions to a successful English learning?

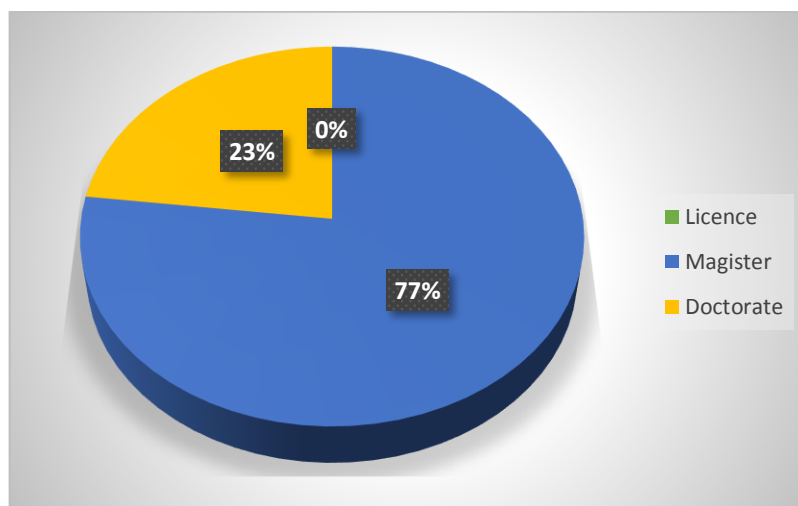
The question asked students to give suggestions to a successful learning. The majority of the participants have answered to this last question, but the important answers are:

- Using materials and easy tasks.
- To use Arabic or French from time to time to explain the meaning of difficult words.
- To use dictation to learn spelling.
- To raise the coefficient of the target language.
- To have more written practice activities inside the class.
- Changing the traditional methodology in learning foreign languages and adopting a modern and scientific methodology for learning.

Part Two

Teachers' Questionnaire Results

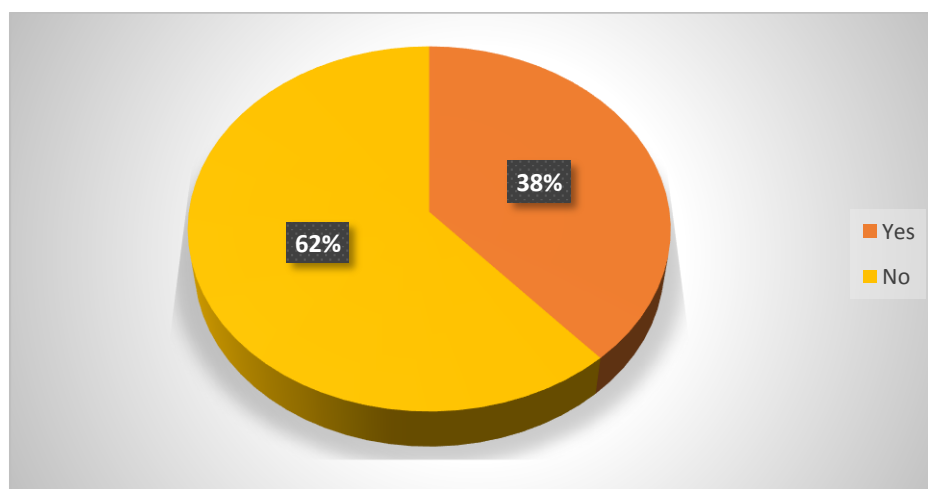
The present section devoted to the data collection analysis of teachers' questionnaire. The sample composed of twelve teachers'. The subject teachers' in this research are general English and ESP subject specialists' teachers' in the department of English at Chadli Bendejeid University, El-Tarf. The questionnaire consisted of seven questions, which generally focus on the writing level of ESP students'. The teachers' were asked about the writing difficulties that ESP students' generally and Biology students' specifically face in this skill, and if the use of tasks and Task Based Approach may help to remedy the writing difficulties of the learners'.

Question 1: Teacher degree**Figure 4.11: Teacher degree**

The aim of this question is to know teachers' degree, Licence, Megastar, or Doctorate teacher. The figure above shows most teachers' degree is Megastar (76.9%), while 23.1% with Doctorate degree.

Question 2: Have you received any special training to teach ESP?

The aim of this question is to know whether teachers' have trained to teach ESP before.

**Figure 4.12: Teachers' training**

The teachers' training figure denotes that most teachers' (62%) did not have any special training to teach ESP, while only 38% said yes they had a training to teach ESP.

Question 3: What is the writing level of ESP students'?

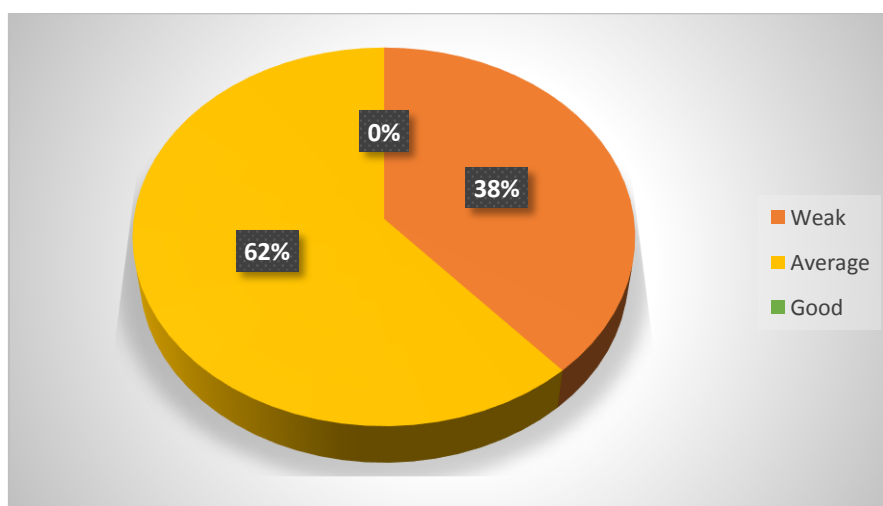


Figure 4.13: Writing level of ESP students'

The teachers' answered on the question that about 62% of ESP students' have average level in writing, while 38% said that they have weak level in writing skill.

Question 4: What are the difficulties ESP students' have in writing?

The teachers' answered on this question that the majority of ESP students' have cohesion and coherence difficulties, teachers' agreed that 15.4% of students' have difficulties in spelling while 23.1% have grammatical mistakes problems and the rest have punctuation difficulties while writing.

Question 5: Does the use of Task Based Approach and tasks can help students' to overcome their writing difficulties? If "Yes" How, if "No" Why?

In the answers on this question, all teachers' agreed on the importance of using tasks and the Task Based Approach to help students' to remedy their writing difficulties. According to their answers that's due to some points summarized as the following:

- The use of tasks in an ESP classroom may give students' more opportunities to practice the target language in its different forms and this would help to reduce their writing difficulties.
- Because students' would be actively and freely involved in the learning process and enjoy instead of worrying about the mistakes they would make. They would more explore their writing ideas and topics.
- Using such approach and tasks would enrich their vocabulary, their grammar knowledge, their communicative skills and their writing and language skills in general.

Question 6: what kind of elements the Task Based Approach and tasks in general should contains to serve the learning objectives and improve ESP students' writing skill?

- Input
- Goal
- Procedures
- Results
- All of them

For this question, most teachers' state that all of these elements are important to serve the learning objectives and improve ESP students' writing skill and the Task Based Approach and tasks should contains it all. For other teachers', input, goal and procedures takes same degree and importance for them.

Question 7: According to you, what is the teacher and the student role while using the TBA during the English class and while doing tasks?

Teachers' answers on this question are summarized as the following:

- The teacher should be a facilitator and mediator to guide students' performance and he controls the whole situation by giving instructions and feedback, but it is all about the learner who plays the role of an active agent during this kind of tasks.
- The TBA keeps the CBA mood in keeping the teacher as facilitator, and explain briefly, what the overall lesson is about and monitor students' have to be fully engaged.
- Students' construct their own knowledge and experience throughout well-designed activities while teaching facilitate and evaluate the learning process.
- Students' should be involved in the learning process and work collaboratively, and to practice real professional situations, by simulating them in the classroom and, therefore, be ready for prospective careers.

Conclusion

In this chapter we dealt with the analysis of results of both students' and teachers' questionnaire. This tool used in collecting the necessary data to prove or disprove the proposed hypothesis and in order to answer the posed questions, were worthwhile and gainful in deducing thus confirming the supposition being suggested beforehand.

Chapter Five

Discussion

Chapter five

Discussion

Introduction

This final chapter is designed to provide a deep discussion for the above results from both students' and teachers' questionnaire. In this last chapter, the instrument used to confirm and/or disconfirm the stated hypothesis. This section also includes the limitations of the study in addition to some proposed suggestions for further research.

Implications of the Research Findings

This work is carried out to understand ESP students' writing difficulties and to investigate the impact of using the task based approach to improve ESP students' writing skill. The analysis of students' and teachers' questionnaire reveals that the participants have difficulties and problems in writing in English since it is a complex skill.

Discussion of students' questionnaire results:

Students' questionnaire was given to sixty five (65) students' of first year Biology sector in department of Biology at Chadlli Ben Djedid University, El-Tarf.

In the first section of the questionnaire was dedicated to the general information of students'. The results confirmed that English is important for Biology students' and in their field of study, because English is the language of science and technology. In addition, most students' indicates that they have a weak level in English, and this conforms the difficulties that they face.

The second section in the questionnaire dealt with students' needs and objectives towards writing as a skill. The majority of students' are more interested in the writing skill and its tasks than the other skills because they think that they need it more in order to write answers of examination in English and to practice written tasks. Overall, large proportion of Biology students' agreed on the need of English to write scientific reports and to answer on exams questions.

The third section in the given questionnaire was concerned with the kind of difficulties and problems Biology students' face in English in general and specifically in writing. Accordingly, the results showed that lack of practice could be the first reason that caused students' problems. Moreover, the results revealed that they have problems in grammar and lack of new words and spelling difficulties, besides to cohesion and coherence difficulties, in addition to problems of understanding and difficulties with punctuation. Furthermore, large number of participants find that the use of tasks during English class can help them to overcome their writing difficulties because it show them their abilities and their weak points and via using tasks and practicing they learn more from their mistakes and they correct their errors.

Yet in the last section, in order to achieve successful English learning process students' of Biology suggested that teachers' may use Arabic or French from time to time to explain the meaning of difficult words, using materials and easy tasks, also teachers' may use dictation so they learn spelling. Students' suggested having more written practice activities inside the class, besides to change the traditional methodology in learning foreign language and adapting a modern and scientific methodology for learning.

Discussion of the results obtained from teachers' questionnaire

Accordingly, the results obtained from teachers' questionnaire analysis reveals that most ESP teachers' had no training to teach ESP. Teachers' reveals that students' have difficulties in the writing skill due to their weak and average level in writing and in English as a foreign language. The teachers' answered that those students' have difficulties in language knowledge such coherence and cohesion, grammar, spelling and punctuation difficulties because students' have lack in the knowledge of sentence structure, also students' need to read and practice more the language so they remedy those difficulties.

Teachers' agrees on the importance of using Task Based Approach and tasks to help ESP students' to overcome their writing difficulties, because via using the TBA and tasks in the classroom students' will practice more their English language and their writing. When students' practice more, they will recognize their mistakes and correct them and this will help to reduce their writing difficulties. In addition, using such approach and tasks would enrich their vocabulary, grammar knowledge and their communication skills. However, for the role of teachers' and students' while using the TBA and doing tasks, teachers' believe that the role of the teacher in this process is a guider, facilitator and mediator to guide students' performance and controls the whole situation by giving instructions and feedback. The teacher may use Arabic or French in order to explain briefly, what the overall lesson is about and monitor students' through the process. For students', their role is active. They are the centre of the learning process. They should be involved and work collaboratively with their mates and interacting for finishing the task.

The Limitations of the Study

Despite the need of conducting this research, we cannot deny the number of obstacles that have been unfortunately confronting us.

The spread of Corona virus (Covid 19) in Algeria that led to the close of Universities. Which effect negatively on searching the needed information in library of Chadli Benjeddid University, El-Tarf.

The lack of information about the topic being examined on the internet, even the important books to finish this work are difficult to download and must be paid for.

Moreover, the psychological factor deteriorated due to the stress from the news about the Corona virus and quarantine.

Suggestion and Recommendations

The current research work is carried out to investigate the impact of using task-based approach on improving ESP students' writing skill. Throughout this work, we have mainly worked on a number of common problems confronting students' difficulties in writing in English and the learning process. According to the results of the present study, the following recommendations are formulated.

- Considering that, the learners' of the first year Biology department have difficulties in the writing skill; teachers' should help the learners' to overcome their writing problems and encourage their learners' to practice more writing activities and tasks.
- In addition, teachers' have to evaluate the writing level of the learners' and identify their needs because effective language learning and teaching may be improved after identifying the students' needs and interests.

- Third, teachers may use Arabic or French to explain from time to time the difficult words to ESP students', because in the end they study Biology in French.
- Teachers should not neglect the use of materials and technology when teaching ESP course and should be trained to teach ESP.
- While using Task Based Approach and tasks in general, teachers may depend on easy tasks so that students' do not find many difficulties. Also, the research recommend ESP teachers to use TBA in their teaching, since it enhance and improve ESP students writing skill and their attitudes towards English.
- Students' should engage in the learning process and collaborate with the teacher as well as practice during the English class. In addition, they should listen carefully to the teacher directions and guideless, so they can overcome their spelling and grammatical mistakes, additionally to their difficulties
- Finally, since English is an international language and language of science and technology, ESP teachers may change the traditional methodology in teaching foreign languages and adapting a modern and scientific methodology for learning.

Conclusion

This chapter has deeply interpreted the obtained results from both students' and teachers' questionnaire which have successfully confirmed our hypothesis. The answers from both questionnaire showed the difficulties that affect the writing skill of the ESP learners'. In addition, the teachers' and students' answers represented that of use of Task Based Approach (TBA) has a great affect in the productivity of the students in the writing skill and help them to overcome their writing difficulties. In addition, it also includes the different limitations confronted this enquiry along some suggested recommendations to be developed for further research.

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Appendices

Appendix A:**Need Analysis Questionnaire for Students**

Dear students,

It would be very kind of you if you can answer the following questionnaire, which aims at collecting data in order to understand the English situation at the department of Biology at Chadli Bendjedid El-Tarf University, specifically 1st year Biology students', and the difficulties that they face in English classes. Also, to see if the use of Task Based Approach will help Biology students' to overcome and improve their writing skill

Thank you for your collaboration.

Section 01: General Information

1-Age:

2- Specify your gender:

A- Male

B- Female

Section 02: Needs and objectives for learning

Please, answer the following questions by ticking the appropriate box or making full answers if necessary:

3- As Biology Student, do you consider English as:

a - Very important

b - Important

c - Not at all

4- How do you evaluate your level in English?

a - Good b -Average c -Weak

5- Do you participate during the English classes?

a - Yes

b - No

Why?

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6- Why do you need English?

a - Reading comprehension

b - Listening comprehension

c - Taking part in oral discussions

d - Write scientific reports and exams answers

7-Indicate the relative importance of each skill in order to attain your objectives

(1=most/4= less)

a - Writing

c - Listening

b - Speaking

d - Reading

Section 03: Problems facing the learning environment

8-What are the problems that you encounter in learning English?

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9-Which of these skills you find difficult?

a - Writing

c - Speaking

b - Reading

d - Listening

10- How do you consider your writing?

a -Weak

b -Average

11- Do practice tasks during English classes?

a -Yes

b - No

c - Sometimes

12 -What kind of difficulties you face when writing in English?

a - Grammatical mistakes

b - Punctuation difficulties

c - Spelling difficulties

d - Cohesion and Coherence difficulties

13- According to you, who takes more responsibility in the learning process?

a - The teacher

b - The learner

c - Both

Section 04: Suggestions

14- Do you think that the use of tasks in English class can help you to overcome your difficulties in writing and for successful English learning process? Say “Yes” or “No” and why ?

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15-What are your suggestions to a successful English learning?

Appendix B:**Need Analysis Questionnaire for Teachers**

Dear Teacher;

This questionnaire is a part of a master two-graduation project, carried out to collect information for accomplishing a study entitled “ Exploring the Use of Task Based Approach to Improve ESP Students Writing Skill”, in the department of Biology at Chadli Bendjedid University El-Tarf and to see the difficulties that first year Biology students’ face in writing (ESP). In addition, the use of Task Based Approach to improve ESP students’ writing skill.

Please answer the following questions:

Section 1: General Information

1- What is your degree?

a - Licence

b - Magister

c - Doctorate

2- Did you have any special training to teach ESP?

a - Yes

b - No

Section 02: Needs and problems

3-What is the writing level of ESP students'?

a - Weak

b - Average

c - Good

4- What type of difficulties do ESP students' have in writing?

a - Cohesion and Coherence difficulties

b - Punctuation difficulties

c - Grammatical mistakes

d - Spelling difficulties

5- Does the use of Task Based Approach and tasks can help students' to overcome their writing difficulties?

If "Yes" How? If "No" why?

a - Yes

b - No

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6-As an ESP teacher, what kind of elements the Task Based Approach and tasks in general should contains in order to serve the learning objectives and improve the ESP students writing skill?

a - Goal

b - Input

c - Procedures

d - All of them

Section 03: Suggestions

7- According to you, what is the teachers and students' role while using the TBA during the English class and while doing tasks?

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THANK YOU FOR YOUR COLLABORATION