THE EFFECTIVENESS OF TASK-BASED INSTRUCTION ON IMPROVING THE WRITING SKILLS OF DUHOK UNIVERSITY STUDENTS IN IRAQ

2021
MASTER THESIS

ENGLISH LANGUAGE AND LITERATURE

Hogir Mustafa RASHEED

Thesis Supervisor

Assistant Professor Dr. Nayef JOMAA

THE EFFECTIVENESS OF TASK-BASED INSTRUCTION ON IMPROVING THE WRITING SKILLS OF DUHOK UNIVERSITY STUDENTS IN IRAQ

Hogir Mustafa Rasheed

Thesis Supervisor
Assistant Professor Dr. Nayef JOMAA

T.C.
Karabuk University
Institute Of Graduate Programs
Department Of English
Field Of Applied Linguistics

KARABÜK

September-2021

Table of Contents

THESIS APPROVAL PAGE **4**
DECLARATION **5**
FOREWORD **6**
ABSTRACT **7**
ÖZ **8**
ARCHIVE RECORD INFORMATION **9**
ARŞİV KAYIT BİLGİLERİ **10**
ABBREVIATIONS **11**
SUBJECT OF THE RESEARCH **12**
PURPOSE AND IMPORTANCE OF THE RESEARCH **12**
METHOD OF THE RESEARCH **12**
THE HYPOTHESES OF THE RESEARCH/RESEARCH PROBLEM **13**
POPULATION AND SAMPLE **14**
SCOPE AND LIMITATION/DIFFICULTIES **15**
1. CHAPTER ONE: INTRODUCTION **16**
1.1. Introduction **16**
1.2. Background of the study **16**
1.2.1. Background of eduction system **16**
1.2.2. Background of Duhok university **18**
1.3. Problem Statement **18**
1.4. Research Questions **20**
1.6. Research Hypotheses **21**
1.7. Significance of the Study **22**
1.8. limitations of the Study **23**
1.9. Definitions **23**
1.10. Summary of the Chapter **25**
2 CHAPTER TWO: LITERATURE REVIEW **26**
2.1. Introduction **26**
2.2. The Importance of Writing **26**

2.3. Related Theories (Concepts) 27
2.3.1. The Socio-Cultural Perspective 27
2.3.2. The Interaction Hypothesis Perspective 28
2.3.3. The Output Hypothesis Perspective 28
2.3.4. Skehan's Cognitive Perspective 29
2.4. Previous Studies 29
2.5. The Framework for TBI 35
2..1. Theoretical / Conceptual Framework 38
2.5. Summary of the Chapter 39
3. CHAPTER THREE: Research Methodology 40
3.1. Introduction 40
3.2. Research Design 40
3.3. Population 40
3.4. Sampling 41
3.5. Data Collection 42
3.6. Research Instruments 44
3.6.1. The Pre-test and the Post-test 44
3.6.2. Questionnaire 45
3.7. Data Analysis 46
3.8. EFL Performance Indicators 47
3.8.1. EFL Complexity Measure 47
3.8.2. EFL Fluency Measure 48
3.8.3. EFL Accuracy 48
3.9. Trustworthiness (Reliability, Credibility, Validity) 49
3.10. Ethical Issues 49
3.11. Pilot Study 50
3.12. Data Analysis of Pilot Study 50
3.13. Summary of Chapter Three 57
4. CHAPTER FOUR: FINDINGS AND DISCUSSION 58
4.1. Introduction 58
4.2. Research Questions and Findings 58
4.3. Finding of Research Question One 59

4.3.1. EFL Complexity in Writing Skill 59
4.3.2. EFL Fluency in Writing Skill 64
4.3.3. EFL Accuracy in Writing Skill 69
4.4. Findings of Research Question Two 75
4.5. Findings of Research Question Three 77
4.6. Findings of Research Question Four 81
4.7. Summary of the Chapter 84
CHAPTER FIVE: CONCLUSION, RECOMMENDATIONS, AND DISCUSSION . 85
5.1. Introduction 85
5.2. Review of the Findings 85
5.3 Discussion of the Findings 86
5.4. Conclusion 91
5.5. Strength of the Study 92
5.6. Implication of the Study 92
5.7. Limitation of the Study 93
5.8. Recommendations for Future Research 93
5.9. Summary of the Chapter 94
REFERENCES 95
LIST OF TABLES 100
LIST OF FIGUERS 102
Appendix 103

THESIS APPROVAL PAGE

I certify that in my opinion the thesis submitted by Hogir Mustafa RASHEED titled "THE EFFECTIVENESS OF TASK – BASED INSTRUCTION ON IMPROVING THE WRITING SKILLS OF DUHOK UNİVERSTY STUDENTS IN IRAQ " is fully adequate in scope and in quality as a thesis for the degree of Master of Arts.

Assist. Prof. Dr. Nayef JOMAA. .....

Thesis Advisor, Department of English Language and Literature

This thesis is accepted by the examining committee with a unanimous vote in the Department of English Language and Literature as a Master of Arts thesis. September 13, 2021

Examining Committee Members (Institutions)	Signature
Chairman : Assist. Prof. Dr. Nayef JOMAA. (KBU)	.....
Member : Assoc. Prof. Dr. Özkan KIRMIZI (KBU)	.....
Member : Assist. Prof. Dr. Ibrahim HUWARİ (ZU)	.....

The degree of Master of Arts by the thesis submitted is approved by the Administrative Board of the Institute of Graduate Programs, Karabuk University.

Prof. Dr. Hasan SOLMAZ .....

Director of the Institute of Graduate Programs

DECLARATION

I hereby declare that this thesis is the result of my own work, and all information included has been obtained and expounded in accordance with the academic rules and ethical policy specified by the institute. Besides, I declare that all the statements, results, materials not original to this thesis have been cited and referenced literally.

Without being bound by a particular time, I accept all moral and legal consequences of any detection contrary to the aforementioned statement.

Name Surname: Hogir Mustafa Rasheed

Signature :

FOREWORD

First of all, all praises go to Allah as my every success in life is from the uncountable blessings of Allah Almighty. The success of this dissertation depends on many people. I feel overjoyed to be able to acknowledge and express my profound gratitude to all who played significant roles to obtain my MA.

Second of all, I would like to express my thanks to my parents and family that have supported me during my studying, and helped me finically and morally.

Third of all, special thanks to my supervisor, assistant professor. Dr. Nayef JOMAA for his precious advice and his constant support of my thesis. And finally, special thanks also go to the students of Duhok university that voluntarily took part in the experimental part of this study. Last but not least, I wish peace and prosperity to all those who made any contribution at any level of this dissertation.

ABSTRACT

Studies on task-based instruction are limited in Iraq, especially in the context of Duhok University. Therefore, the current study aims to explore the impact of TBI on the writing skills of Iraqi EFL students, the understandings of Iraqi EFL students towards TBI, the views of Iraqi EFL students on TBI, and the support and avoidance of TBI by the students. This is a quantitative study based on an experimental method using pre-tests and post-tests and distributing an arranged questionnaire to the experimental group. The current study participants involved 40 Duhok university undergraduates, and they studied at Duhok university- English department. The participants were divided into two groups: an experimental and a control group. The study lasted for four weeks of TBI intervention to the experimental group while the control group followed the current English language educating approach that was the grammar-translation method (GTM) in Iraq. In the current study, according to the first objective of the research, the result of the EFL performance of the experimental group was compared with the scores of the EFL performance of the control group when it comes to accuracy, fluency, and complexity. According to the findings, the experimental group's EFL participants scored significantly better than the control group's participants. Based on the second objective, the learners had a strong understanding of TBI after treatment of TBI for four weeks. Regarding the third research objective that explored learners' perspectives on TBI performance, the participants were generally optimistic about TBI implementation in English language classrooms. The findings of the fourth research objective revealed that most students preferred task-based approaches because of their collaborative and interactive nature and their motivational ability. The majority of the students were interested in TBI because TBI promotes learners' academic progress. For the learners who did not have a lot of exposure to task-based instruction, the most crucial reason they avoided taking part in task-based activities was that students are not used to task-based learning. Materials in textbooks are not proper for using TBI. The findings of this study would be mainly useful for educational purposes. In addition, this study could be highly fruitful for the EFL students and the EFL instructors.

Keywords: Task-based language teaching, Writing skills, EFL students of Duhok University.

ÖZ

Irak'ta özellikle duhok üniversitesi bağlamında çok sayıda kişiye görev tabanlı öğretim ile ilgili çalışmalar yapılmamıştır. Bu nedenle, mevcut çalışma TBI'nin Irak'taki İngilizce yabancı dil öğrencilerinin yazma becerileri üzerindeki etkisinin yanı sıra Irak'taki İngilizce yabancı dil öğrencilerinin TBE'ye yönelik anlayışlarını, ayrıca Iraklı İngilizce dilindeki öğrencilerin TBI hakkındaki görüşlerini ve TBI'nın desteklenmesi ve kaçınılması üzerindeki etkisini araştırmayı amaçlamaktadır. öğrenciler tarafından. Bu, ön test ve son testlerin kullanıldığı ve deney grubuna düzenlenmiş bir anketin dağıtıldığı deneysel bir yönteme dayanan nicel bir çalışmadır. katılımcılar deney ve kontrol grubu olmak üzere iki gruba ayrıldı. Çalışma, deney grubuna TBI müdahalesi ile dört hafta sürdü, kontrol grubu ise Irak'ta mevcut İngilizce dil eğitimi yaklaşımı olan dilbilgisi çeviri yöntemi (GTM) izledi. Bu çalışmada, araştırmanın birinci amacına göre, doğruluk, akıcılık ve karmaşıklık söz konusu olduğunda, deney grubunun İngilizce İngilizce performansının sonucu, kontrol grubunun İngilizce İngilizce performansının puanları ile karşılaştırılmıştır. bulgulara göre katılımcılar, kontrol grubunun katılımcılarından önemli ölçüde daha iyi puan aldı. İkinci amaca göre, öğrenciler dört hafta boyunca TBI tedavisinden sonra TBI hakkında güçlü bir anlayışa sahipti. Öğrencilerin TBI performansına bakış açılarını araştıran üçüncü araştırma hedefiyle ilgili olarak, katılımcılar İngilizce dil sınıflarında TBI uygulaması konusunda genel olarak iyimserdi. Dördüncü araştırma hedefinin bulguları, öğrencilerin çoğunluğunun işbirlikçi ve etkileşimli yapıları ve motivasyon yetenekleri nedeniyle görev tabanlı yaklaşımları tercih ettiğini ve öğrencilerin çoğunluğunun TBI ile ilgilendiğini çünkü TBI öğrencilerin akademik ilerlemesini teşvik ettiğini ortaya koydu. Görev temelli öğretime fazla maruz kalmayan öğrenicilerin görev temelli etkinliklere katılmaktan kaçınmalarının en önemli nedeni, öğrencilerin görev temelli öğrenmeye alışkın olmaması ve ders kitaplarındaki materyallerin uygun olmamasıdır. TBI kullanmak için. Bu çalışmanın bulguları esas olarak eğitim amaçlı faydalı olacaktır. Ayrıca, bu çalışma EFL öğrencileri ve EFL eğitmenleri için oldukça verimli olabilir.

Anahtar Kelimeler: Görev tabanlı dil öğretimi, Yazma becerileri, Duhok Üniversitesi EFL öğrencileri.

ARCHIVE RECORD INFORMATION

Title of the Thesis	**The effectiveness of task-based instruction on improving the writing skills of Duhok university students in Iraq**
Author of the Thesis	**Hogir Mustafa Rasheed**
Supervisor of the Thesis	**Assist. Prof. Dr. Nayef JOMAA**
Status of the Thesis	**Master thesis**
Date of the Thesis	**2021**
Field of the Thesis	**Applied linguistics**
Place of the Thesis	**KBU/LUEE**
Total Page Number	**112**
Keywords	**Task-based language teaching, Writing skills, EFL students of Duhok University**

ARŞİV KAYIT BİLGİLERİ

Tezin Adı	**Irak'taki Duhok üniversite öğrencilerinin yazma becerilerini geliştirmeye yönelik görev temelli öğretimin etkililiği**
Tezin Yazarı	**Hogir Mustafa Rasheed**
Tezin Danışmanı	**Yardım. Prof. Dr. Nayef JOMAA**
Tezin Derecesi	**Yüksek lisans Tezi**
Tezin Tarihi	**2021**
Tezin Alanı	**Uygulamalı Dilbilim**
Tezin Yeri	**KBU/LUEE**
Tezin Sayfa Sayısı	**112**
Anahtar Kelimeler	**Görev tabanlı dil öğretimi, Yazma becerileri, Duhok Üniversitesi'nin EFL öğrencileri**

ABBREVIATIONS

EFL: English as a Foreign Language

ELT: English Language Teaching

TBI: Task-Based Instruction

ELL: English Language Learner

L1: First Language

SL: Second Language

GTM: Grammar Translation Method

TBLT: Task-Based Language Teaching

SUBJECT OF THE RESEARCH

The effectiveness of task-based instruction on improving the writing skills of Duhok university students in Iraq.

PURPOSE AND IMPORTANCE OF THE RESEARCH

The purpose of the present study was to explore the importance of task-based instruction in writing classrooms as a foreign language, and the study was conducted on the Iraqi EFL students who studied the English language as a foreign language at the university. Two instruments of data collection were used namely pre-tests, post-tests, and questionnaires. It also strived to determine whether adapting Task-Based instruction (TBI) was a more effective means to enhance students' writing skills when compared to that of the traditional teaching method. It also attempted to gain understandings, views, interests, and disinterests of the experimental group about task-based instruction, and findings of the present study added to the present knowledge. The present studys' findings would be mainly important for educational purposes. In addition, this study could be highly useful for EFL learners and EFL teachers. The findings of this study could be important to the EFL teachers to boost EFL learners' LFL performance in their writing skills. This study would also be important to some organizations that teach children.

METHOD OF THE RESEARCH

This study applied a quantitative approach in using task-based instruction (TBI). Two instruments of data collection were used namely pre-tests, post-tests, and questionnaires. The pre-tests and post-tests were conducted on the experimental and control group, and one arranged questionnaire was given to the experimental group.

THE HYPOTHESES OF THE RESEARCH/RESEARCH PROBLEM

The following are the research hypotheses used in this study:

TBI treatment will significantly improve the writing ability of the experimental group in terms of complexity, accuracy, and fluency compared with a control group having no intervention of TBI.

There will be no great improvement in the EFL writing ability of EFL participants from the control group.

The group of experimental group will have a strong understanding of TBI after treatment of TBI.

The experimental group will have positive views on TBI after treatment of TBI.

There is no great enhancement in the mean score of the control group between the pre-test and post-test results of the control group in Complexity writing ability.

There is a great enhancement in the mean score of the experimental group between the pre-test and the post-test results of the experimental group in Complexity writing ability.

There is no great enhancement in the mean score of the control group between the pre-test and the results of the post-test of the Control group in fluency writing skills.

There is a great enhancement in the mean score of the experimental group between the pre-test and the post-test results of the experimental group in fluency writing skills.

There is no great improvement in the mean score of the control group between the results of the pre-test and the results of the post-test of the control group in accuracy writing skills.

There is a great improvement in the mean score of the experimental group between the pre-test and the post-test results of the experimental group in accuracy writing skills.

There is a great improvement in the post-test results of the mean score of the experimental group after teaching the experimental group using task-based instruction for four weeks, and there is no great improvement in the post-test results of the mean of the control group after teaching the control group using GTM, which was a classical method of teaching.

Task-based instruction attracted the attention of some scholars (Willis, 2007, Eills 2003, Foster & long, 2016). They have found out that the implementation of Task-Based instruction (TBI) is beneficial. In most nations, task-based approaches are utilized to teach second or foreign languages to students. In most nations, task-based methods are utilized to teach second/foreign languages to students. The previous study conducted at the University of Raparin in Iraq (2019) stated that EFL learners face difficulties in acquiring writing skills as one of the hard skills in language development, and they have difficulties with English. This is expressed in their achievement in the exam on matriculation. Their scores in all English language skills are usually very low, particularly in writing. Iraqi students generally hesitate to write in English because they are afraid of making spelling errors and also have problems using correct spelling or language misspelling, so to improve the ability of non-native EFL students, the current study suggested using a task-based method as the main language teaching and planning unit called Task-based instruction (TBI).

POPULATION AND SAMPLE

The current study was an attempt to examine the impact of TBI on writing skills among Iraqi EFL learners. The current study contained 40 Iraqi EFL learners. There were two groups in this study; the experimental contained 20 students having TBI treatment, and the control group contained 20 students having the traditional teaching method that was GTM. The participants were college undergraduate students at the University of Duhok. This study was carried out at the University of Duhok in the English department, and the students were between the age of 18-27 years old and of mixed genders.

SCOPE AND LIMITATION/DIFFICULTIES

This study was limited to the study of using task-based instruction (TBI) among Iraq EFL students using the quantitative approach and conducting the pre-tests and post-tests for both groups: experimental and control groups, and distributing one structured questionnaire to the experimental group, and it was an online due to the spread of the novel corona virus.

1. CHAPTER ONE: INTRODUCTION

1.1. Introduction

This chapter represents the background, statement of the problem, questions of the study, the research objectives, the significance of the study, limitation of the study, the definitions of terms, and the summary of the chapter.

1.2. Background of the study

1.2.1. Background of the educational system

Iraqi education is regulated by the Iraqi ministry of education, which reports to the Iraqi government. From primary school to doctoral degrees, this public state education is provided free of charge. The official education period in Iraq continues to 12 years. Students are required to enroll at the age of 6. Primary school is comprised of 6 grades. After the students pass a national exam and obtain the certificate of Primary School next, they will be allowed to enter intermediate School. Then, students attend Intermediate Level, grades 7-9. Students complete the national intermediate baccalaureate test when finishing the 9th grade. After graduation, students can attend a preparatory school which is comprised of 3 grades, which is separated into a general scientific and literary preparatory section. After the completion of the preparatory school, if students do not get good marks from grade 12, they will not be accepted by public universities, but there are private institutes and universities to attend. However, students will be accepted by public universities if they receive good marks from grade 12. Students attend university for 4 years for most degrees excluding, law and political sciences, Architectural, Veterinary, Dentistry, and Pharmaceutical degrees need 5 years to complete, while medicine takes six years. After students get their bachelors' degree, finally the government will hire them, or they can get jobs in the private sector.

Task-based instruction is not followed by the majority of educational institutions in Iraq. Also in the high level of education is not used, such as colleges and institutes, because the system of education in Iraq follows the Grammar translation method. Therefore, the present study is conducted in Iraq. The educational system gets benefits from the current study.

Table 1. 1. the stages of the educational system in Iraq

Number	Learning level	Period of learning	Accepted ages
1	Kindergarten (pre-school education)	1 year	4-5 years
2	Elementary learning stage	6 years	6-11 years
3	Secondary education stage	3 years	12-15 years
4	Preparatory education stage	3 years	16-18 years
5	Institution	2 years	18-20
6	University	4-6 years	18-24

The system of kindergarten in Iraq starts from the age of 4-5, as well as the process of kindergarten in Iraq is only one year of the education process. Moreover, kindergarten enrollment is optional in the aforementioned country. Also, the process of primary school commences at the age of 6 as well as the duration of primary school is six years; in each year, the students are obliged to study for nine months.

The stage of secondary starts after the graduation of the elementary stage of the study, and the students who enroll in secondary school are between the age of 12-15. Also, the process of secondary school is 3 years. Furthermore, the preparatory stage of the study begins after secondary school. The preparatory school offers two types of curriculums which are scientific and literary, but those curriculums are optional to choose them. Also, the students must study for three years to be graduated from preparatory schools.

If students do not get good marks from grade 12, they will not be accepted by public universities, but there are private institutes and universities to attend. However, students will be accepted by public universities if they receive good marks from grade 12. Students attend university for 4 years for most degrees excluding, law and political sciences, Architectural, Veterinary, Dentistry, and Pharmaceutical degrees need 5 years to complete, while a medicine degree takes six years. After that, students get their bachelors' degree.

1.2.2. Background of Duhok university

This study was to be carried out at Duhok University (UOD) that was a public university located in Iraq's Duhok district. The university defined itself as playing a crucial role in community development by promoting social development, cultural, science, and educational development in the northern part of Iraq, stating that graduates from Duhok University are currently contributing to capacity-building in the Duhok Governorate's public and private sectors. It claims to be the town's rapidly growing organization. Duhok university offers several different departments and has 18 colleges with 76 departments. Moreover, the method which is used in Duhok university is the grammar-translation method, and the majority of students are Kurdish speakers also; their nationality is Iraqi.

1.3. Problem Statement

Task-based instruction attracted the attention of some scholars (Willis 2007, Eills 2003, Foster & Long 2016). They have found out that the implementation of Task-Based instruction (TBI) is beneficial as it concentrates on communicative and collaborative tasks that require effective contact and collaboration between learners. Therefore, task-based instruction has gained popularity around the world. Hashemi, Azizinezhad, and Darvishi (2012) indicated that task-based instruction is extremely beneficial to both English learners and teachers because task-based instruction is more related to student-centered class and allows students to communicate more meaningfully as well as for teachers to get students engaged in the class.

The aim of tasks is to give learners a genuine motivation to use the language to provide such a natural environment for language learning and to participate in the classroom. Larsen-Freeman (2000) stated that as language learners try to perform tasks, they would have a rich chance to participate with their classmates, this participation is believed to enhance the learning vocabulary when the students try to comprehend one another, and the learners offer their own interpretation. Lee (2004) stated that the completion of the tasks not only encourages students to gain English it also develops their imagination and critical thinking capabilities.

The ultimate goal of teaching English would be for students to be able to use it in all aspects of their lives and to develop their capacity to improve specific language engagement to

accomplish real-world results and communicate effectively in the chosen language. (Langer & Falihan, 2000 as cited in Ahmed & Biden, 2016) argue that research into the processes of reading and writing indicates that writing and reading are strongly linked to language tasks that are influenced by their use. TBI can be specifically beneficial in foreign language teaching situations where learners have a minimal opportunity to use the target language both within and outside the classroom. Moreover, Writing is an essential skill for English learners, as it is required for their studying, work, and everyday contact. (Al-Shouraf, 2012 as cited in Ahmed & Biden, 2016) mentions that writing is the most challenging skill to learn for the students because letters are not written the same way as they are uttered, and they are not pronounced the same way as they are written, so learners must continuously write words down to improve their writing skills.

According to Ellis (2003), language skills are classified into two parts: creative (speech and writing) as well as reception (reading or listening). Willis and Willis (2007) said that writing is classified as an interactional talent, whereas speaking is classified as a personal skill. The most current study was conducted at the University of Raparin in Iraq (2019) stated that EFL learners face difficulties in acquiring writing skills as one of the hard skills in language development, and they have difficulties with English. This is expressed in their achievement in the exam on matriculation. Their scores in all English language skills are usually very low, particularly in writing. Iraqi students generally hesitate to write in English because they are afraid of making spelling errors and also have problems using correct spelling or language misspelling. Therefore, to improve the ability of non-native EFL students, this study suggested using a task-based method as the main language teaching and planning unit called Task-based instruction (TBI). Richards and Rodgers (2001) said that Tasks are supposed to enhance and develop mechanisms of negotiation, adjustment, rephrasing, and exploration at the centre of second language learning. Also, In most nations, task-based approaches are utilized to teach second and foreign languages to students, and many studies were conducted on task-based learning in many different countries, such as Iran, Iraq, Malaysia, Pakistan, and Indonesia. All these studies have been conducted recently from the 2014-2018 period, and these studies have supported task-based learning in the classroom because they helped learners learn languages well and easily. They also promoted the learners' skills in the second and foreign languages. Most of these studies used a quantitative approach, and a few used a

mixed approach, and they used the framework of Willis theory and output theory in their studies. The samplings were from their own countries. The learners could get benefit from the tasks that they performed in the classroom, and it could promote and enhance their skills in a second and foreign language.

Some studies suggested that in some countries, such as Iran and Malaysia, the findings of their study may lead to future studies to explore other related fields. More studies are required to examine the impact of using the tasks in the classrooms, and writing accuracy and fluency are a challenge that often occurs in a foreign language and the mother tongue. Therefore, more studies seem to be required in the use of tasks.

Due to the lack of studies that used the framework of Ellis on task-based instruction, especially in Iraq, this study conducted a study on using task-based instruction in the writing classrooms in Iraq to identify the impacts of TBI in the writing classrooms. Also, there is a lack of research in the existing literature of TBI research to explore the impact of TBI on the students' writing capacity, especially in the context of Iraq, but At the present, the higher education ministry is attempting to use task-based education (TBI) in the classrooms and apply task-based education, particularly at the governmental universities in Iraq. The current study's purpose was to explore the impact of TBI on the writing skill development of university Iraqi EFL learners and their views towards utilizing TBI.

1.4. Research Questions

The purpose of this experiment was to try and respond to the following research questions to show the effects of TBI on the writing skills of Iraqi EFL students. The current study was also conducted to examine the understandings, views, interests, disinterests of the learners on introducing TBI in Iraq, particularly in the writing skill.

The followings are the research questions:

1) How does TBI affect the EFL students' English as foreign language writing skills?

2) What are the Iraqi EFL students' understandings of TBI?

3) What are the views of the Iraqi EFL students on TBI in implementing?

4) Why do English students choose or discourage TBI from being introduced in Iraq?

1.5 Research Objectives

The main purpose of the current study was to enhance the current ELT system in Iraq by implementing TBI and teaching EFL students how to write correctly in the English language.

The current experimental study's research objectives are as follows:

1) To explore the impact of TBI on the EFL writing ability of Iraqi EFL students.

2) To explore how well do Iraqi EFL students understand TBI principles.

3) To identify the views of the Iraqi EFL students on implementing TBI.

4) To explore why English students choose or avoid Implementing TBI.

1.6. Research Hypotheses

The previous studies have hypothesized that performing Task-Based Instruction in English Language teaching classrooms in many countries will have a better outcome in improving the writing skills of the learners when compared to classical teaching techniques. TBI will enhance the writing skill of the participants, as compared to classical teaching techniques in Iraq. The following are the current study's research hypotheses:

TBI treatment will significantly improve the writing ability of the experimental group in terms of complexity, accuracy and fluency when compared with a control group having no intervention of TBI.

There will be no great improvement in the EFL writing ability of EFL participants from the control group.

The experimental group will have a strong understanding of TBI after treatment of TBI.

The experimental group will have positive views on TBI after treatment of TBI.

There is no great enhancement in the mean score of the control group between the results of the pre-test and the results of the post-test of the Control group in Complexity writing ability.

There is a great enhancement in the mean score of the experimental group between the results of the pre-test and the results of the post-test of the experimental group in Complexity writing ability.

There is no great enhancement in the mean score of the control group between the results of the pre-test and the results of the post-test of the Control group in fluency writing skills.

There is a great enhancement in the mean score of the experimental group between the results of the pre-test and the results of the post-test of the experimental group in fluency writing skills.

There is no great improvement in the mean score of the control group between the results of the pre-test and the results of the post-test of the Control group in accuracy writing skills.

There is a great improvement in the mean score of the experimental group between the results of the pre-test and the results of the post-test of the experimental group in accuracy writing skills.

There is a great improvement in the post-test results of the mean score of the experimental group after teaching the experimental group using task-based instruction for four weeks, and there is no great improvement in the post-test results of the mean of the control group after teaching the control group using GTM which was a classical method of teaching.

1.7. Significance of the Study

The current studys' findings would be mainly useful for educational purposes. In addition, this study could be highly useful for the EFL learners as well as the EFL teachers. The findings of this study are also benefited for the EFL teachers to boost EFL learners' LFL performance in their writing skills. Ellis and Long (2014, 2016) mentioned that EFL students enhance their collective abilities to succeed in real-world circumstances implementing tasks. EFL teachers would ameliorate language teaching methods by introducing TBI within the English classrooms. This study also supported some organizations that teach the children. This study supported besides instructors and learners, designers of courses, organizers,

textbook writers, and publishers provide books for prompting tasks and enhancing EFL writing. The primary purpose of this research was to substitute with the grammar-translation method to develop the skills of Iraqi EFL learners in writing EFL. The students could have a better opportunity to participate in the lectures. That helped the learners understand the subjects very well and easily. As a result, in the English language learning process, EFL students would be much more productive and independent in comparison to their previous position in teacher-cantered English language teaching. This method encouraged the students to be better at their writing skills. Iraqi EFL learners improved their foreign language writing skills as TBI concentrates on learning by doing experimental learning.

1.8. limitations of the Study

The following are some of the study's limitations.

The current study was limited to the study of using task-based teaching (TBI) among Iraqi EFL students using the quantitative approach, including the pre-tests and post-tests and also contained one structured questionnaire. The experimental group was given the questionnaires, whereby the sampling included the undergraduate learners of Duhok University that is located in the north of Iraq.

1.9. Definitions

Task-Based Instruction (TBI): A communicative approach to language teaching where language students may cooperate on a team and utilize the second or foreign language to solve a real communicative issue, according to Willis and Willis (2007, 28).

Task: Long (1985) gives the most widely quoted descriptions for the task. A task, according to him, is a piece of work completed freely or for monetary gain, for oneself or for others.

English Language Learner (ELL): A student who studies English as a second language or as a foreign language.

English as a foreign language (EFL): is the study of the language of another country.

Teaching English language (ELT): is the process of teaching English to students who speak English as a second language or a foreign language.

First language (L1): is a native language or is a language that humans acquire naturally.

LFL Accuracy: Accuracy in a second language refers to the ability to produce an accurate target language that is free of grammatical errors. According to Skehan (1996, 96-97), accuracy is the capacity to avoid making mistakes when speaking the target language is defined as accuracy.

EFL Fluency: EFL fluency refers to an EFL learner's output being as fluent as a native speaker's. Fluency, according to Skehan (1996, 96-97), is the ability to speak a language in real life to concentrate on meaning, possibly by utilizing more linguistic structures. The better the EFL fluency of a learner is, the more fluent he or she is in the target language.

EFL Complexity: EFL complexity of the students refer to how well the students generate the intent language when it comes to vocabulary variety, that is, the total number of words utilized in the study (whether in writing or speech) split by the task's number and content words. The syntactic complexity refers to the vocabulary used in EFL outcomes because advanced level students use more complex language than beginners (Ellis, 2003; Khorasani, 2014).

EFL performance: The target language produced by students in an ELT classroom is referred to as TBI (i.e. written or spoken). EFL performance descriptors such as difficulty, accuracy, and fluency are used to assess learners' performance in TBI research (Ellis, 2003; Skehan, 2009).

Grammar translation method: GTM refers to learning a language for the purpose of memorization of the grammatical rules of the intended language rather than for speaking and communicative purposes (Zainuddin et al., 2011).

Writing Skill: capacity to arrange a written work by its concepts of the written work is described as writing ability. It is one of the productive abilities, according to Thornbury

(2006: 248). Writing refers to the image of a language's expression in the style of alphabet letters and words.

1.10. Summary of the Chapter

This chapter clarifies the review of the background, statement of the problem, the research question, the objectives of the research, the study significance, the domain of the study, and the definitions of some terms.

2 CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction

The second chapter covers the related theories and definitions. It also presents a review of all the related studies, and finally, it introduces the conceptual framework and the summary of the chapter.

2.2. The Importance of Writing

Writing is significant because it is widely used in both higher education and employment. Students who lack the ability to express themselves in writing will struggle to communicate effectively with teachers, business owners, fellow students, and just about anyone else. Many types of communication skills are used in writing, such as proposals, memos, reports, applications, preliminary interviews, e-mails, and other types of writing are all part of a college student's or graduate's daily routine (Walash, 2010 as cited in Klimova, 2013). Writing is crucial because it offers a lot of benefits such as express one's personality, enhance conversations, improve thinking abilities, make logical and persuasive arguments, provide a person with an opportunity to later reflect on his/her ideas and re-evaluate them, and offer and obtain feedback (Chappell, 2011 as cited in Klimova, 2013). Furthermore, The most important skill in the process of learning a foreign language is writing, spelling, and handwriting that are just a few of the sub-skills included. Students must put their thoughts in the right order to generate any piece of writing because there is no constant contact between readers and writers. Writing could be viewed as an important skill that requires more clarity (Nasser, 2019). According to (Pangaribuan& Manik, 2018), Students utilize writing to communicate their views, thoughts, opinions, and experiences. They also assert that factors such as grammar, vocabulary, punctuation, recognition, and spelling can impact writing.

2.3. Related Theories (Concepts)

The following section discusses some theories that are related to using task-based instruction. The Socio-Cultural Perspective, Interaction Hypothesis, Output Hypothesis, and Skehan's Cognitive Perspective are some of the theories that strongly support TBI. Task-based instruction is not followed by the majority of educational institutions in Iraq. Also in a high level of education is not used, such as colleges and institutes, because the system of education in Iraq follows the Grammar translation method. Therefore, the present study is conducted in Iraq. The educational system gets benefits from the current study.

2.3.1. The Socio-Cultural Perspective

Lev Vygotsky was the author of the cultural-social perspective. He was an eminent Russian philosopher best known for his theory of socio-culture. He thought that social contact played a critical role in learning through these interactions inside the culture.

This theory was originally inspired by Vygotsky's works (1987). The socio-cultural approach proposes that learners collaborate to create knowledge as a team work. Learner-involved tasks are co-constructed in accordance with the learners' socio-cultural histories and the activities' locally defined goals. It has been suggested that learners participate in cognitive processes which are used in EFL learning through this co-construction of knowledge. It looks at how learners work together to accomplish tasks and how the task- accomplishing process can help with EFL learning. According to Vygotsky, interactional communication is a major cause of language learning. Vygotsky claims that the major cause of mental processes behaviour is external human connections in which the learner participates. People's learning techniques are aroused when they interact with others. It is believed that these mechanisms that occur at the inter-social level include both cognitive development and language growth. Vygotsky also suggests that this development of language passes from the social level to the internal mental level of the individual, on the basis that what derives in the social environment will ultimately be internally expressed. Ultimately, individual learners learn to understand language by joining in conversation with others, and one way of achieving this in the

language classroom is by jointly completing tasks. It is suggested from this theory that implementing tasks can enhance the writing ability of the students due to the spread of the Covid 19, and the present study could not follow this theory.

2.3.2. The Interaction Hypothesis Perspective

Michael Long is the founder of this theory which is called the interaction hypothesis perspective. It is a theory of second language acquisition that states that face-to-face communication and interaction help students enhance language skills. The theory had been around in the 1980s. According to the theory of interaction, meaning negotiation gives the learners opportunities for both providing understandable input and generating modified output. Both of these are believed to be important for language development. Long argues that information exchange allows learners to receive feedback on their level of understanding, especially in the second language. This results in mediated dialogue adjustment that makes the resulting exchange more understandable. Therefore, it claims that negotiating helps learners focus on the linguistic process as they attempt to produce the target language. This focus on linguistic form is identified as crucial for EFL learning because it gives a favourable framework for sense negotiation, which helps learners meet their information needs more effectively. It is a theory of second language acquisition that states that face-to-face communication and interaction help students enhance language skills due to the spread of Covid 19. The present study could not follow this theory.

2.3.3. The Output Hypothesis Perspective

Merrill Swain is the founder of this theory. According to the output hypothesis, a learner's production (the language which a learner generates) should not be regarded strictly as a symbol of knowledge acquired (Swain, 1998, 2000). The output is not just a learning tool that TBI Swain believes that output pushes learners to move from semantic target language analysis to a more syntactic study of target language hypotheses while actively concentrating on the language they generate (Swain, 1998). The learners find a difference between what they can say and what they want to communicate that allows them to expand their current

inter-language ability to fill the gap and help them influence and try to understand the language knowledge (Swain, 1995). Swain views the language that emerges as a result of this interlanguage spread as a pressured production. It is suggested that the value of output in learning can be described in terms of the learners' active use of cognitive resources. Research carried out within this theoretical framework has been discussed among others. Swain demonstrated that students were able to work together to solve linguistic issues by negotiating target language types throughout the process of acquiring an interactional task objectively and making a decision on which type to use to more correctly and logically express their message.

2.3.4. Skehan's Cognitive Perspective

Peter Skehan is the father of this theory. He was a British linguist who distinguished three aspects of the performance of the learner: fluency, accuracy, and complexity (1998). Fluency involves the ability of the students to interact in real life. Accuracy refers to the ability of the students to speak in accordance with its norms, while Complexity refers to the ability of the student to use more elaboration and complex target language structures. Skehan claims that involving learners in various forms of production and communication will affect these three aspects of performance. Therefore, the essays of the participants were analyzed in terms of complexity, accuracy, and fluency.

2.4. Previous Studies

Several studies on the usage of tasks have been undertaken, such as Seydi conducted a study (2014) and their study's goal was to look into the use of tasks by Iranian students in Iran. According to this study, the student usually has an active role in taking part in and generating the tasks in a task-based lesson, which increases their motivation to learn. Students have much more opportunities to demonstrate their thinking through their actions in a task-based lesson. The teacher can also be more responsive to the students' needs. TBI enables students to put their knowledge to use what they have learned and apply it productively in the task context.

Another study was conducted by Derakhshan (2018). This study aimed to investigate the effect of TBI on Iranian intermediate EFL learners' writing in Iran. The findings revealed that applying the TBI approach was helpful in students' writing performance. TBI also seems to be educationally useful in teaching writing in intermediate-level school contexts, according to the findings of this study.

Another similar study was conducted by Kafipour, Mahmoudi, and Khojasteh in Iran (2018). The goal of the research was to indicate the impact of task-based instruction on Iranian students. The findings of their study showed the use of task-based language learning methods could develop Iranian EFL students 'ability to write compared to those students who learned writing skills utilizing the traditional form of writing and getting it corrected by the teacher. It is since task-based teaching provides a realistic environment for language learning, and writing tasks would help convey understanding and communicate messages through environments that resemble circumstances in the real world. It was also mentioned the various facets of writing ability (content, structure, vocabulary, language use, and sentence dynamics) increased significantly among Iranian EFL students who learned writing skills using TBLT strategies as compared to Iranian EFL students who were using traditional writing lessons. Tasks are very important things students perform to interact with one another.

Another research was conducted by Celik (2017). The goal of the research was to discover the impacts of TBI on Iraqi students at Ishik University in Erbil city in Iraq. Task-based learning enhanced learners' language development by allowing them to experiment with the target language, according to this study. Students were able to speak the target language for authentic communication. Students benefitted from task-based learning because it included all four language skills. One of the most important aspects of tasks was that they required interaction with others. The interaction was crucial for task completion. As a result, task-based learning supported language learners in enhancing their communication abilities. Furthermore, language learners gained confidence as they had the opportunity to put their existing knowledge into practice while also benefiting from the experience of others who were performing the tasks. It was important to keep in mind that in task-based learning, students use vocabulary on purpose. Therefore, students were motivated to cooperate, and

they used the language in a context that allowed them to be much more productive and effective users.

A similar study was conducted by Ahmed and Bidin (2016). The basic goal of their study was to look into the effect of TBI on the writing ability of college students from EFL backgrounds who intend to pursue higher education in Malaysian colleges, as well as to enhance the writing skills of college students learning English at language centers in Malaysian public sector science faculty. The performance of the LFL has improved. Experimental group study respondents' EFL complexity, fluency, and accuracy measures were compared with control group students' indicators. The experimental group improved their ability to write. Students would be encouraged to interact in the target language through tasks. Students benefit from task-based instruction because it combines all four language skills; one of the most important aspects of the tasks would be that it motivates interaction with others.

A similar study was conducted by Sundari, Febriyanti, and Saragih (2018). The goal of the study was to examine the effectiveness of TBI on the students who enrolled in writing classes in English Education major at one private University in Jakartain in Indonesia. It explains the effectiveness of TBI on EFL learners to show how TBI promotes the writing abilities of the students. Their study looks into the use of designed task-based materials in university-level EFL writing classes. The results show that task-based materials, or a task-based approach in general, had a huge fluence on writing ability in terms of information, organization, punctuation, and word order, to be more precise. Task-based materials that were developed help students utilize a wide range of vocabulary at the same time, and tasks are given in class allow students to become more aware of language accuracy. Students were given tasks based on their needs allows them to use the language they already know and enhance what they do not know. Moreover, the students could engage in activities both inside and outside the classroom with authentic tasks. As a result, the activity and language outcome is relevant to real-world language use.

Another research was conducted by Naudhani and Naudhani (2017). The goal of the study was to check the use of tasks on Pakistani EFL students at one of the public universities in Pakistan, showing the value of utilizing task-based teaching in classroom teaching. In this

research, it was shown that task-based learning increases writing motivation, as well as writing tasks progress to performance, promotes self-learning, and retains the involvement of the students in writing. Task-based learning increases the participation of the students, communicating the syntactic of their interactions and current information. It is believed that a task-based approach helps in joint learning, making changes, and improving thought processes. Task-based learning specifically promotes enjoyment in research, and it leads to consistency and promotes self-learning; this shows that task-based learning introduces the students to foreign words, the learners can correct spelling, the learners use the appropriate syntax, they increase the degree of encouragement, and students generate the correct text using extracurricular content and related vocabulary. Task-based thinking shapes the structured language sense. Task-based learning offers an atmosphere for relaxation. Positively it showed the written actions tend to use the right punctuation. It demonstrated their consensus that grammatical accuracy is the goal of the tasks.

Another study was conducted by Chen and Wang (2019). The goal of this study was to see how task-based instruction affected speaking skills in China. Through this study, it was shown that the most common among students were tasks that included creativity, choice- and teamwork. Choice-making was essential in the learning phase and has also contributed to enhancing student interconnections, and it transformed the inactive, instructor-centred class into an active pupil-centred class, which increased student participation in foreign language teaching, specifically in China, where pupils have very little chance of engagement to a Language-speaking atmosphere.

Another study was conducted by Min (2014). The purpose of the study was to show the importance of using tasks in writing classrooms in China. TBI is useful in writing classes and is feasible. Throughout the experimental study, the learners who performed with TBLT were more effective than the students subject to the traditional control system learning. It offers an enjoyable learning environment for the target language use and stimulates the learners' enthusiasm to the top. Task-based learning may develop the integrated skills of the learners by collaborative exercises because all linguistic skills are interlinked. This also enhanced the learners 'writing and listening skills along with their academic achievements.

Another study was conducted by Carless (2007). The study was to determine whether task-based teaching is appropriate for Hong Kong secondary schools. It was a scientific approach. The outcome of the study reveals that task-based language teaching could well be possible in a variety of school contexts if that could be fully integrated with examination requirements and an appropriate balance between oral and other task modes could be found.

Another study was conducted by Chen (2016). The purpose of this study was to analyze modification strategies used by the students in the task-based negotiation process in SL at Curtin University. It was a quantitative method, and the findings revealed that task-based communication tasks that are meaningful, authentic, and connected to SL features could improve task-based interaction, foster motivation, and maintain task engagement, as well as optimize learners' language processing and output.

Another study was conducted by Khodaparast and Pourbehzad (2016). The study aimed to examine the impact of using two different methods of teaching vocabulary and writing procedures, a task-based method and a total physical response method. The study's findings revealed that participants were more enthusiastic to try in these ways; it was also clear that students in task-based learning had more interactions with one another and with their teachers, and as a result, they definitely learned.

Another study was conducted by Viriya (2018). The goal of the study was to look into the influence of having task-based learning to educate academic English at Thammasat University. It was a quantitative study, and the results showed that all four skills improved significantly. The participants of the study stated that TBL was advantageous because they spoke more English, learned and got by themselves outside the class when they did homework, had more practice, understood more, and learned how to interact with others through TBL. In addition, they recommended TBL to be used with other lessons because of its many learning advantages.

Another study was conducted by Azlan, Zakaria, and Yunus (2019). The aim of the study was to find out the possible use of integrating Instagram features and task-based teaching activities to enhance speaking skills in Malaysia. The finding of their study showed that the integration of Instagram with task-based language learning has a positive influence in enhancing students' self-confidence to deliver their ideas in reality and motivate them to

become fluent English speakers, and task-based activities via mobile learning seem to be a perfect environment for both in and out of classroom learning. The Instagram platform provides the students with the chance to participate in a dialogical process.

Another study was conducted by Nita, Rozimela, and Ratmandia (2019). The study aimed to examine the use of task-based learning in enhancing the speaking ability of senior high schools in Indonesia. The finding of their study showed that task-based learning has significant impacts in improving the speaking ability of senior high school students. TBLT provides the chance for students to practise speaking through the task accomplishment. In performing the task, the students were required to use English in doing, planning, report, and presenting the task, and it could enhance their speaking skills.

Another study was conducted by Nielson and Lloret (2015). It was a qualitative study of students' perceptions about the Spanish TBLT at Hawai university. Students in task-based were able to interact. The study suggested that the use of tasks was successful. It could enhance the writing ability of the students.

Another study was conducted by Min (2005). This study aimed to discuss some advantages of a task-based method at the Korean national university of education. It was carried out in elementary English lessons. The finding of the research demonstrated that tasks appeared to be good at training leaners to use the target language for practical purpose, that would prepare them for accomplishing some tasks in the real world outside the classroom. It remained to be proven that task-based interaction is more effective than other varieties of classroom interaction.

Another study was conducted by Min (2014). The primary objective of conducting this study was to evaluate the effectiveness and feasibility of TBLT in college English writing classes. Students in the experimental class who obtained TBLT were more engaged than students in the control class who received traditional instruction. It creates an interactive learning environment for the use of the target language and greatly increases students' motivation because all vocabulary learning is interlinked. TBLT could really support learners enhance their integrated skills through interactive activities. It helps students develop their writing and communicative skills while also improving their academic performance.

Another research was conducted by Tuan and Hanh (2018). The goal of the research was to explore the effect of Task-Based Language Teaching (TBLT) on students' writing performance and students' writing motivation. It was conducted on learners at Tien Giang University. The finding of the study indicated that implementation of TBLT helped enhance students' writing performance significantly at Tien Giang University. The participants in the TBLT condition greatly developed their writing motivation.

Another study was conducted by Payman and Gorjin (2014). The purpose of this study was to investigate the role of task-based strategies on students' writing skills among translation students. The finding of this study suggests that the discussion of tasks helped the translation students outperformed the other groups in writing skills. Tasks provide a chance for students to repeat the performance of the task by using it. The writing accuracy and fluency of the students will improve in several ways by focusing their attention on the main task again. The results of all these studies above showed that task-based instruction supports the students to do better and to get the subjects well in the classrooms.

Most of the previous studies used the framework of Willis (1996) and Nunan (2004) for teaching participants and used mixed method, and their samples were from Iran, Turkey, Malaysia, Korea, and Pakistan, but the current study used a framework of Ellis for teaching the participants and used quantitative method, and the samples were from Iraq. However, only limited studies have been conducted on Iraqi students; therefore, the current study aims to explore the use of task-based instruction (TBI) in the writing classroom by Iraqi students.

2.5. The Framework for TBI

The primary objective of TBI is to teach and learn a language by allowing students to use it as a tool for confident and fluent communication in real-world situations. There is a range of TBI frameworks, and no universal agreement on a single methodology exists.

The frameworks for TBI proposed by Ellis (2003) and Willis (2003) are the most widely discussed (1996). The TBLT methodology, as described by Ellis (2003), encourages pupils

to use the appropriate language in the physical world settings as concentrating on connotation. It includes the TBI lecture's pre-task, task, and post-task stages. Ellis' task-based teaching lesson model's sequence (2003). It is shown in Table 2.1. the current study followed the TBI model proposed by Eills (2003).

Table 2. 1. Ellis' TBI framework (2003)

Task phases	Interpretation
Pre-Task: The participants are informed and notified of any tasks that may have, such as idea generation, activation, and awareness-raising.	There are descriptions of the tasks. Students can be encouraged and motivated by finishing a similar task. The previous or similar task can be used as a guide when planning your time.
During Task: This is the phase where students implement tasks in order to achieve a specific goal.	The students may be under time limitations to accomplish the work. It is based on the task.
Post Task: It is a teacher's or even a language learner's focused communicative and interactive response. It could be as simple as replaying the recording or listening to the teacher's feedback.	Here, the students present the task to the class and demonstrate the entire scene of their task to the class. The group, in pairs, or even an individual representative is in charge of the presentation.

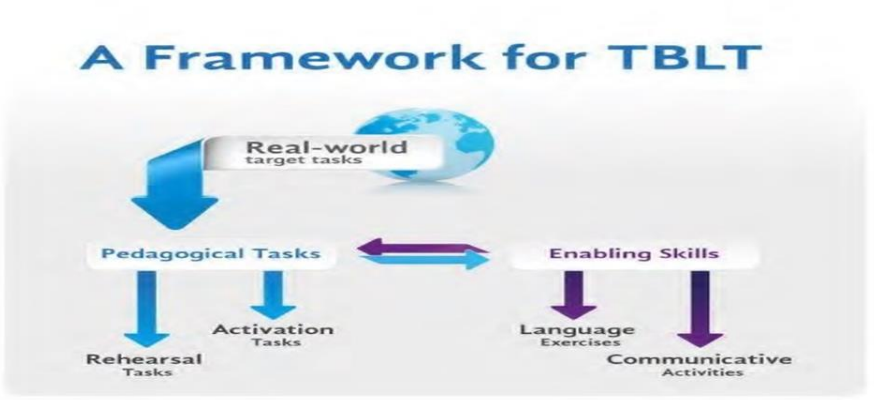
Ellis (2003) is in favor of giving students plenty of time to plan before they begin to implement the task. The main goal of this model is communicative activity, with the ‘during task' stage focusing on meaning. While giving feedback to the students of the language in the post-task, the teacher should emphasize the value of concentrating on form. It is not the teacher's primary focus.

Pre task Here teacher gives the task	Different examples of former tasks could be offered. Learners are also introduced to appropriate words and vocabulary to facilitate their subsequent use in the task cycle.
Task Cycle There are three phases: 1) **Task** 2) **Planning** 3) **Report**	Students implement the real task as outlined in the pre-task and explained earlier during the task stage. The teacher only observes and does not correct their work. During the 'planning' stage, students plan how they will present their tasks to the classroom during the report phase.
Language Focus	The teacher shows the class how he observes and gives feedback. The importance of the form can also be emphasized.

Table 2. 2. The framework of task-based instruction by Willis (1996)

Nunan's TBI framework (2004) is depicted in Figure 2.1, along with the rehearsal and activation tasks that allow learners to develop target language skills and speak fluently in the intended language medium in a real-life situation.

Figure 2. 1 Framework of TBI by Nunan (2004)



The three TBI frameworks (Ellis, 2003; Willis, 1996; Nunan, 2004) Each has its own set of consequences. The previous studies followed Willis and Nunan's framework, whereas this study attempted to follow Ellis's more direct framework.

2..1. Theoretical / Conceptual Framework

The current study was adapted to the framework of Ellis in 2003 as a guide

As shown in the table, it consists of three major stages or phases:

Table 2. 3. A designed concept for TBL (task-based lessons)by Ellis

Task phases	Interpretation
Pre-Task: The participants are informed and notified of any tasks that may have, such as idea generation, activation, and awareness-raising.	There are descriptions of the tasks. Students can be encouraged and motivated by finishing a similar task. The previous or similar task can be used as a guide when planning your time.

During Task: This is the phase where students implement tasks to achieve a specific goal.	The students may be under time limitations to accomplish the work. It is based on the task.
Post Task: It is a teacher's or even a language learner's focused communicative and interactive response. It could be as simple as replaying the recording or listening to the teacher's feedback.	Here, the students present the task to the class and demonstrate the entire scene of their task to the class. The group, in pairs, or even an individual representative is in charge of the presentation.

This distribution of stages demonstrates how the lecture will be produced. According to Ellis (2003), the 'pre-task involving the different tasks that teachers and students can conduct before starting the assignment is the first stage in the system shown in Figure 1. Some of these tasks could be to ask and answer questions, reading a subject-related passage, listening to an audio segment, or viewing a video. The second stage, the 'task stage,' focuses on the task itself and offers numerous educational choices, including whether or not students are requested to function under the pressure of time. The last phase is 'post-task and includes procedures for following up on the task performance. In task-based instruction, only the 'during task' process is mandatory. A task-based lesson should therefore consist, at least, of only one task implemented by the students. Options from either the pre-task or post-task stages are optional, but they can help ensure that the activity is completed successfully for language production.

2.5. Summary of the Chapter

This chapter recovers the related theories and definitions. It also presents a review of all the related studies, and finally, it introduces the conceptual framework and a summary of the chapter.

3. CHAPTER THREE: RESEARCH METHODOLOGY

3.1. Introduction

Chapter three introduces the research design, the population, the sampling, the data collection, the data analysis, the pilot study, the trustworthiness, the ethical issue, and the summary of the chapter.

3.2. Research Design

The current study applied a quantitative method in using task-based instruction (TBI) among Iraqi students. According to Creswell (1994), quantitative research is defined as a type of study that collects numerical data and analyzes it using mathematically based methods to explain phenomena in particular statistics. This approach consisted of pre-tests and post-tests. The most basic evaluation design is a pre-and post-test, which is defined as a before and after assessment to determine whether the expected changes in program participants occurred before the program begins, a standard test, survey, or questionnaire is administered (pre-test), and then repeated after a set time or after the program (post-test) Pre- and post-tests can be given orally or in writing. Pre-test and post-test that was conducted to the experimental and control groups, and one arranged questionnaire was given to the students of the experimental group. The current study aimed to see how effective TBI was at improving the writing skills of Iraqi EFL students. It was an experimental study, and Duhok university undergraduate students took part in the study. They studied at Duhok university- English department, the study was conducted on Duhok university students to examine the role of TBI, and there are no previous studies on Duhok university students, they were from all stages, they were registered in a university for obtaining a BA after finishing 12 years of education.

3.3. Population

This study was to be carried out at Duhok University (UOD) that was a public university located in Iraq's Duhok district. The university defined itself as playing a crucial role in community development by promoting social development, cultural, science, and educational development in the northern part of Iraq, stating that graduates from Duhok

University are currently contributing to capacity-building in the Duhok Governorate's public and private sectors. It claims to be the town's rapidly growing organization. Duhok university offers several different departments and has 18 colleges with 76 departments.

3.4. Sampling

The current study was an endeavour to evaluate the impact of TBI on writing skills among Iraqi EFL students. The study participants consisted of 40 Iraqi EFL learners. The purposive participants were separated into a group of two, control and experimental, the experimental group (number=20) having TBI intervention and the control group (number=20) having the classical teaching method that was grammar-translation method (GTM) in Iraq. This was a fundamentally quantitative study. English department students study for four years. The English language is only spoken during classes among teachers and students. This study was conducted at Duhok university in the English department. The participants were between the ages of 18-27 years old and of mixed genders. The participants were from all stages, the participants had two sessions a week, and each session took 50 minutes.

Table 3. 1. EFL Students (n=40) Demographic Information

Group of the Study	Program	Percentage of Male	Percentage of Female	Percentage of participants aged from 18 to 20	Percentage of participants aged from 21 to 24	Percentage of participants aged from 25 to 27
Experimental Group n=20	BA	8 40.0%	12 60.0%	3 15.0%	16 80.0%	1 5.0%
Control Group n=20	BA	10 50.0%	10 50.0%	9 45.0%	11 55.0%	0 00.0%

The study participants (EFL learners) were notified of the study procedure, time, and the goal of the study, which was to enhance their writing skills.

3.5. Data Collection

The quantitative data was gathered from pre-test and post-test and also from the questionnaire was distributed to the experimental group at the university. These pre-tests, post-tests, and questionnaires aimed at finding out whether task-based instruction (TBI) inspired the learning motivation of students and provided the desired learning impacts to experimental class students in writing classrooms and also to know how much TBI motivated EFL learners. This study provided the learners with some specific tasks related to writing, the study contained two groups of EFL learners, and the experimental group received TBI treatment, while the control group followed using GTM, which was the classical teaching methodology.

For data collection, pre-tests of writing skills were conducted on both groups (experimental group and control group). After that, the experimental group followed using task-based instruction, and the control group followed the existing classical method of teaching that was GTM. After four weeks of task-based instruction, each week two sessions, and each session took 50 minutes, the experiment group was given a post-test, as well as for the control group, and then the experimental group was then given a questionnaire to assess their understanding, opinions, and choice or avoidance of tasks.

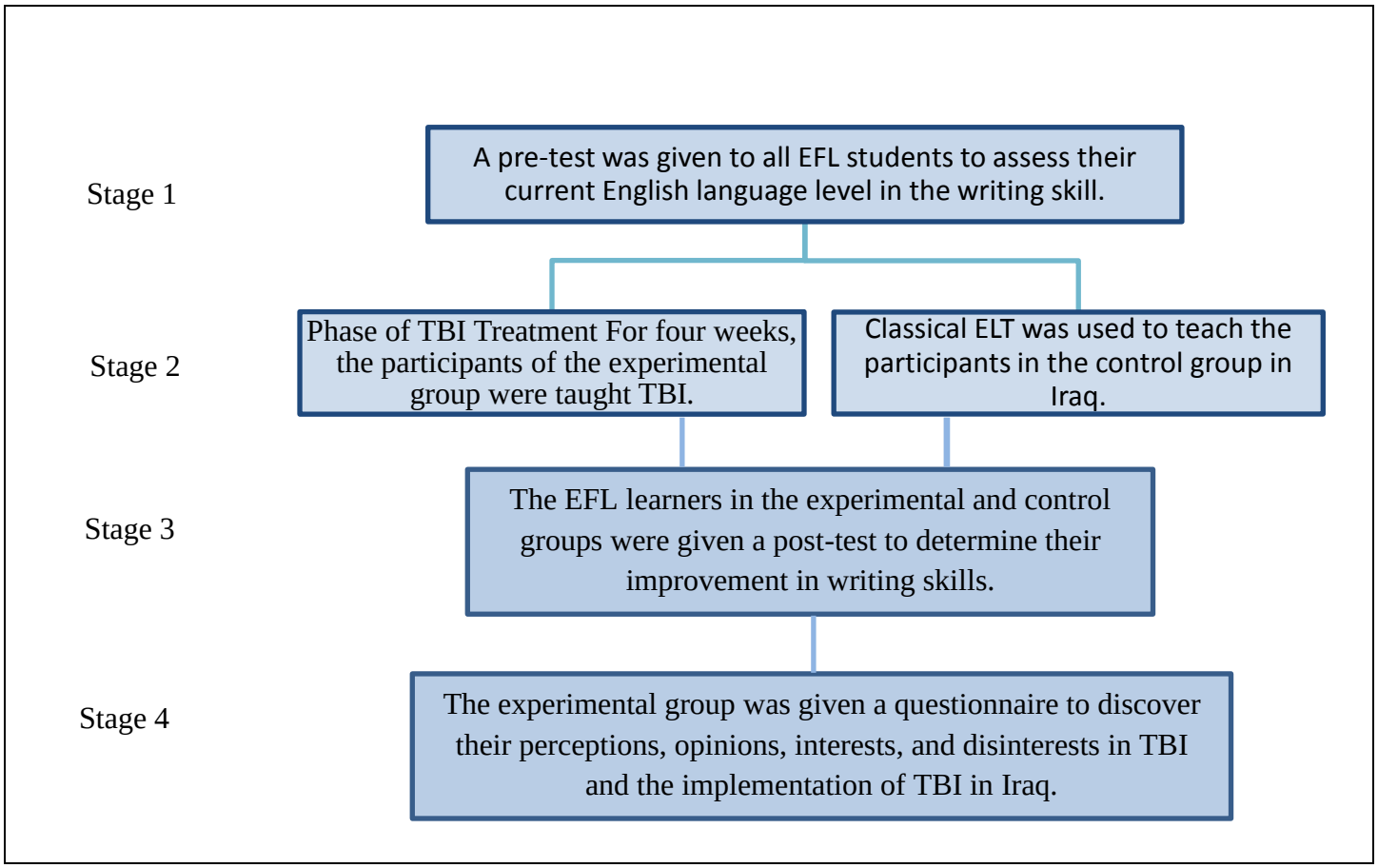
Table 3. 2. Data Collection Procedures for Research

Study Groups	Pre-test	Post-test	TBI Treatment	GTM	Questionnaire
Experimental Group (n=20)	√	√	√	×	√
Control Group (n=20)	√	√	×	√	×

Note: X indicates that the action/item is unavailable while √ indicates that the action/item is available.

For data collection, pre-tests of writing abilities were conducted on both groups (experimental group and control group). The experimental group followed using task-based instruction, while the control group followed using GTM, which was the existing classical teaching method. The experiment group was given a post-test after four weeks of TBI intervention, while the control group followed using Iraq's classical teaching method, then the experimental group was provided with the questionnaire to get their understanding, views, and choosing or avoiding tasks after treatment of task-based instruction figure 3.1 shows the experimental study flow and route map in four phases, from start to finish, i.e. from Stage-1 to Stage-4. The respondents of the study got split into groups, the experimental group received TBI intervention, and the control group carried on using the existing teaching methodology that was GTM. The experimental group was given a questionnaire to fill out to obtain their understandings, opinions, interests, and disinterests about TBI in Iraq.

Figure 3. 1. The study was divided into four stages, as shown in the flowchart below



3.6. Research Instruments

A quantitative approach was used in the current study, and the following instruments were utilized in the collection of data.

a) Tests (pre-test and post-test)

b) Questionnaire

Table 3. 3. Indicates the goal and rationale of these instruments of study and their aims in the study.

No	Instruments of Study	Goal	
1	there were a pre-test and a post-test for both groups.	To explore the answer to Research Question one, i.e. to look into the impact of TBI on the writing skill.	
2	There was a questionnaire for the experimental group	Section 2 of the questionnaire	To explore the response to Research Question Two, which is to look into the perceptions of TBI among Iraqi EFL learners.
		Section 3 of the questionnaire	To find out the response to Research Question Three, which is to look into the opinions of Iraqi EFL students on the use of TBI in the classroom.
		Section 4 of the Questionnaire	To discover the response to Research Question Four, i.e., whether English students prefer or oppose the introduction of TBI.

3.6.1. The Pre-test and the Post-test

The goal of conducting the pre-test and the post-test was to determine the answer to research question one. The pre-test was conducted to the experimental group before the intervention of TBI, and the pre-test was conducted to the control group that continued on the existing

English language method, and the post-test was conducted to the experimental group after 4 weeks and was also conducted to the control group. The same topics were given to both groups. A descriptive essay was written by the Iraqi EFL learners on women's education benefits. The limitation of the time for the essay was 50 minutes.

3.6.2. Questionnaire

A perception questionnaire was used to measure Iraqi EFL students' perceptions of TBI. This questionnaire was taken from an Iranian study. It was taken from Hadi's (2013). For ensuring that students understood the items in the questionnaire, it was given to the students of the English department. The questionnaire included some Likert-type items.

It was divided into four sections, the first of which included questions to determine their age and gender. The second section consisted of questions designed to determine how well they knew task-based instruction and its principles. The third section wanted to examine the views of foreign language learners on TBI practice in the classroom. Each question required students to respond on a 5-point scale ranging from strongly disagree to strongly agree. In the fourth section, learners chose their reasons for being willing or hesitant to use TBI.

There were two stages to the data analysis:

1) The Likert-type items of the questionnaires, which were constructed to check learners' awareness of TBI principles and their opinions on TBI performance, were given a numerical score (e.g., strongly disagree =1, disagree =2, neutral=3, agree=4, and strongly agree=5).

2) In the closed-ended items, the participants were requested to pick up their own reasons for being in favour of or against performing TBI. For this reason, the first subsection of the section three items was given the numerical score of "1", and the second subsection of section three ones were given "0". The data were analyzed through version 22 of the Statistical Package for Social Sciences (SPSS) for Windows was used. The frequency measures were used (descriptive statistics). That is to say, a percentage analysis of respondents' responses to each of the questionnaire items was used to determine how well they understood each of the TBI concepts, what were their thoughts on TBI performance in foreign language classrooms, and why did they choose to use it or avoid it.

Both Willis (1996) and Ellis (2003) indicated that all procedures in the TBI class that is split into the pre-task, during the task, and post-task stages. The whole aim of the pre-task is to train the learners by giving them the task guidance and activating background information for finishing the assignment. The learners accomplish the assignment during the training process. Throughout the post-work process, certain basic linguistic features of the assignment are practised by the learners. This process is also often named the English concentration step.

.

3.7. Data Analysis

This study used a software application which is called Statistical Package for Social Sciences (SPSS) to analyze the data of the current study. This was a quantitative study that contained a structured questionnaire and pre-test and post-test, and the questionnaire was distributed to the undergraduate students, and pre-test and post-test were conducted to the same sampling). SPSS version 22 was used to analyze the data collected in the pre-test and post-test during the pre-test and post-test, a Paired Samples T-test was used to determine whether there were statistically significant differences in the scores EFL performance in between two groups, and Duhok university is located in the north of Iraq. The participants were mixed of both genders (male and female).

Table 3. 4. Questions of Research and the Sources of Data.

No	Questions of Research	Sources of findings
1	How does TBI impact the writing skill of EFL students?	1- Comparison of the scores of the pre-test and the post-test of the Experimental group 2- Comparison of the scores of the pre-test and the post-test of the control group 3-Comparision of the scores of the post-test of the control and experimental groups
2	What are the Iraqi EFL Learners' Understandings of TBI?	1- By analyzing the data from the second section of the questionnaire
3	What are the views of the Iraqi EFL learners on TBI in implementing?	1- By analyzing the data from the third section of the questionnaire

4	Why do English learners choose or discourage TBI from being introduced in Iraq?	1- By analysing the data from the fourth section questionnaire

3.8. EFL Performance Indicators

TBI evaluates foreign language proficiency using English as a foreign language performance indicator, such as complexity, accuracy, and fluency (Ellis, 2009; Robinson, 2011; Skehan, 2009). The majority of TBI scholars concentrated on complexity, accuracy, and fluency. Complexity is defined by Ellis (2003: 340) as the degree to which the language created is elaborate and varied in performing a task, fluency is described as the capacity to function a foreign language with native-like rapidity, while accuracy is described as the capacity to communicate effectively without errors with native-like rapidity.

3.8.1. EFL Complexity Measure

complexity in terms of lexical diversity, as the number of open-class words separated by the total number of words multiplied by 100, such as verb, noun, adverb, and adjective. In the current study, the Complexity of Foreign language was measured concerning the use of lexical diversity of a foreign language (Rahimpour, 2008) as follows:

$$\text{Students' EFL Complexity (lexical)} = \frac{\text{Total number of open-class words}}{\text{Total number of EFL words}} \times \%100$$

In English, there are two types of words: content words (also known as open class words) and function words (or closed-class words). Verbs, nouns, adjectives, and adverbs are examples of content words. Prepositions, interjections, conjunctions, articles, and pronouns are examples of function words. These words have small meaning in sentences and are used to connect the function of one content word to another, such as the subject-object relationship.

3.8.2. EFL Fluency Measure

Skehan and Foster (1999) described fluency as the ability of students to communicate effectively in a foreign language by using language that emphasizes language and a range of lexical items.

$$\text{Students' EFL fluency (written)} = \frac{\text{Total number of EFL written words}}{\text{T-Units}}$$

In this case, T-Units indicate the complete number of independent and dependent clauses in the written sample of foreign language students(Ishikawa, 2006; Long, 1991; Salimi & Dadashpour, 2012).

3.8.3. EFL Accuracy

Accuracy in a foreign language refers to a student's ability to avoid mistakes while performing LFL tasks. In this study, students' foreign language accuracy was calculated as error-free T-units divided by T-units. It simply means that T-units with no grammatical, syntactical, or spelling errors were counted as error-free T-units (Rahimpour, 2008). In simple terms, accuracy was calculated by dividing the total number of error-free clauses in the target language's speech or written sample by the total number of clauses. The formula for determining a student's EFL accuracy is as follows.

$$\text{Students' EFL Accuracy} = \frac{\text{Total number of error-free clauses of EFL}}{\text{Total number of clauses of EFL}}$$

Besides measuring the students' foreign language performance triad, the data was analyzed using SPSS version 22, and any statistically significant differences in the EFL performance triad scores were determined using the Paired Sample T-test.

3.9. Trustworthiness (Reliability, Credibility, Validity)

A group of students was taught for about one week using TBI considered as the experimental group, and another group went on with the traditional method of teaching considered as the control group. Pre-test and post-test were made with both groups (experimental group and control group), including both genders. The study participants were from the University of Duhok, the participants of the experimental group were taught about one week using TBI, and the control group went on with the traditional method of teaching, and then the questionnaire was distributed to the experimental group to be able to get an idea of using tasks in the writing classroom. The questionnaire was tested on a pilot group. Each group consisted of 5 students randomly selected from the department of English who studied English as a foreign language, and the experimental group was asked to fill in the questionnaire items online at the University of Duhok English department. A technique of a test was used to ensure the reliability of the research instruments. The pilot study was done to make sure the validity of the instruments of the study which were pre-tests, post-tests, and a one-structured questionnaire and which also was considered statistically acceptable for the current study. SPSS was used to analyze the questionnaire, to ensure that the study's instruments were reliable and valid, a Paired Samples T-test was used to determine statistical significance in EFL learners' scores between the pre-test and post-test of EFL learners from the experimental group and the control group. The results of the pilot study can be found in the pilot study section.

3.10. Ethical Issues

The information of the participants or personal information of the current study was kept confidential to ensure the protection of participants to respect the participants' rights and privacy. It was important to be concerned about gaining the participants' informed consent, maintaining the confidentiality of the data, and protecting the identity of the participants. It was imperative that the identity of participants was not revealed to any other parties or the personal data were not disclosed to others.

3.11. Pilot Study

The instruments of the data collection were used during the real study in the Iraqi ELT scenario were validated in a pilot study. The current study carried out a pilot study online at the University of Duhok. Two writing classes were split into groups of two that were the experimental group and the control group. The pre-tests were made with both groups. The experimental group followed using TBI for two sessions, each session took 50 minutes, and the control group followed using the classical method of teaching for two sessions, and each session took 50 minutes in the pilot study, and then the post-tests were made with both groups, finally, the experimental group provided with the questionnaire, during the pre-test, the experimental group had 5 participants with mixed genders, and all 5 participants were present during the post-test. During the pre-test and post-test, the control group had 5 participants. The purpose of the pilot study was to figure out the result of the following research questions.

1) How does TBI affect the EFL students of English language writing skills?

The students were given a topic for the pre-test and the post-test. The topic was kind of essays, and the topic was benefits of sport, and the experimental teaching focused on enhancing students' writing skills. The pre-tests were made with both groups, the control group followed the classical method of learning, and the experimental group followed using TBI, and then the post-tests were made with both groups. The experimental group's participants were given TBI.

3.12. Data Analysis of Pilot Study

Students' EFL complexity was calculated concerning the usage of lexical diversity in a foreign language (Ahmed & Bidin, 2016; Rahimpour, 2008 The following formula was used for measuring the complexity of EFL students.

$$\text{Students' EFL Complexity (lexical)} = \frac{\text{Total number of open-class words}}{\text{Total number of EFL words}} \times \%100$$

Concerning this formula, EFL complexity is higher if a participant generates more open class words in his or her written sample, i.e. content words (noun, verb, adjective, and adverb) compared with function words (preposition, conjunction, pronoun, and article) (Ahmed & Bidin, 2016). Thus the more open class words, when compared with the function words in the written sample, would have greater EFL lexical complexity.

Students' EFL accuracy was calculated as error-free T-units divided by T units. It essentially means that T-units with no grammatical, syntactical, or spelling errors were counted as error-free T-units (Ishikawa, 2006; Rahimpour, 2008; Salimi & Dadashpour, 2012). The formula for determining a learner's EFL accuracy is as follows:

$$\text{Students' EFL Accuracy} = \frac{\text{Total number of error-free clauses of EFL}}{\text{Total number of clauses of EFL}}$$

Concerning this formula, a participant's EFL accuracy measure will enhance if he or she generates more error-free clauses. If a learner produces accuracy measure 1 (one), it indicates that his or her sample is 100 percent accurate, as he or she produced an error-free written sample.

EFL fluency of learners refers to their capacity to produce the target language fluently (Skehan & Foster, 1997). Ishikawa (2006) calculated EFL written production fluency by dividing the number of words by T-Units. T-Units were added to main clauses that were attached or embedded in subordinate clauses. (Long, 1991 ; Rahimpour, 2008 ; Salimi & Dadashpour , 2012). The following is the formula for calculating EFL fluency:

$$\text{Students' EFL fluency (written)} = \frac{\text{Total number of EFL written words}}{\text{T-Units}}$$

The significant differences in mean scores of the two groups were determined using a Paired Samples T-test.

Table 3. 5. T-test of the Experimental and Control groups in the Pre-test and the Post-test in Pilot Study

Pairs	Paired Statistics		Paired Differences			t	df	Sig. (two-tailed)
	Mean	Standard Deviation	Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Complexity1_Exp	53.83	2.77	-3.28	-5.00	-1.56	-5.30	4	006
Complexity2_Exp	57.13	3.61						
Fluency1_Exp	19.54	2.99	-3.59	-6.21	-9.74	-3.81	4	019
Fluency2_Exp	23.14	3.74						
Accuracy1_Exp	0.31	9.16	-0.23	-6.60	-6.13	-8.17	4	2.15
Accuracy2_Exp	0.55	0.25						
Complexity1_Cont	57.43	3.12	2.35	-6.74	6.31	-091	4	932
Complexity2_Cont	57.65	3.20						
Fluency1_Cont	17.04	1.5	10.25	-12.24	-8.25	-14.29	4	00
Fluency2_Cont	27.29	2.2						
Accuracy1_Cont	0.74	9.12	0.03	-6.48	-6.43	-4.14	4	2.89
Accuracy2_Cont	0.77	4.32						

Note: complexity1- Exp and complexity2-Exp refer to the pre-test and the post-test of the complexity of the experimental group.
Fluency1-Exp and Fluency2 -Exp refers to the pre-test and the post-test of the fluency of the control group, respectively. Complexity1_Cont and Complexity2_Cont refer to the pre-test and the post-test of the complexity of the control in the pre-test, respectively.

Table 3.5 shows that it has great differences in the scores of the EFL complexity of the experimental group from the scores of the pre-test (M = 53.83 , SD = 2.77) as compared with that in the post-test (M = 57.13, SD = 3.61), t (-5.30) = df (4), =0.000 (two-tailed). The mean difference between the two scores was -3.28, with a 95% confidence interval ranging from -5.00 to -1.56.

The results in Table 3.5 also shows that it has great differences in the scores of the EFL fluency of the experimental group having TBI intervention from the scores of the pre-test (M = 19.54, SD = 2.99) to the scores of the post-test (M =23.14, SD =3.74), t (-3.81) = df (4), p =019 (two-tailed). The mean difference in two scores was -3.59 with a 95% confidence interval ranging from -6.21 to --9.74

It has also great differences as shows in Table 3.5 in EFL accuracy measure of the scores of the experimental group from the scores of the pre-test(M = 0.31 , SD = 9.16) to the post-test score (M = 0.55, SD = 0.25), t (-8.17) = = df (4), = 2.15 (two-tailed). The mean difference in two scores was -0.23 with a 95% confidence interval ranging from -6.60 to - -6.13.

A Paired Sample T-test was also used to analyze the significant differences in EFL complexity, fluency, and accuracy measures of the control group in the pre-test and the post-test.

The results in Table 3.5 indicate that it has no great differences in the scores of the pre-test and the scores of the post-test of all three measures in writing skills. The scores of the complexity of the control group from the scores of the pre-test (M = 57.43, SD = 3.12) as compared to that in the post-test (M = 57.65, SD = 3.20),

The results in Table 3.5 also show that it has differences in the scores of the EFL fluency of the control group from the scores of the pre-test (M = 17.04, SD = 1.5) as compared to that in the post-test (M = 27.29, SD = 2.2),

It also has no great differences, as illustrated in Table 3.5, in the scores of the EFL accuracy measure of the control group from the scores of the pre-test s (M = 0.74, SD = 9.12) to the scores of the post-test (M = 0.77, SD = 4.32).

The questionnaire was distributed to the experimental group after the introduction of TBI to answer the following research questions. The students of the experimental group were provided with the questionnaire about their understandings, views, interests, and disinterests after TBI intervention. It was created on a Likert scale ranging from 1 to 5 (strongly disagree – disagree – neutral – agree – strongly agree) from ‘strongly disagreed' to ‘strongly agreed.' The users were requested to pick their reasons for being in favour of or against performing TBI in sections two and three, as well as in section four of the closed-ended items.

2) what are the Iraqi EFL student's Understandings of TBI?

3) What are the views of the Iraqi EFL students on TBI in implementing?

4) Why do English students choose or discourage TBI from being introduced in Iraq?

The following tables present descriptive statistics of the questionnaire for EFL Iraqi students.

Section 2

This section is about how students understand tasks.

This question was addressed in the second part of the questionnaire, which included seven items.

Table 3. 6. The Results of the Responses of the Students to the Second Section (total 5).

Items	N	Mean	Std. Deviation

A task is communicative goal-directed.	5	3.65	875
A task involves a primary focus on meaning.	5	3.95	999
A task has a clearly defined outcome.	5	3.80	894
A task is any activity in which the target language is used by the learner.	5	3.70	1.380
TBI is consistent with the principles of communicative language teaching.	5	3.65	988
TBI is based on the student-centered instructional approach.	5	3.65	1.268
TBI includes three stages: pre-task, task implementation, and post-task.	5	3.55	1.317

Section 3

This section focuses on the students' perspectives on TBI implementation.

This question was addressed in the third section of the questionnaire, which contained eight items.

Table 3. 7. Descriptive Statistics of the Questionnaire for Iraqi EFL learners.

Items	**N**	**Mean**	**Std. Deviation**
I am interested in implementing TBI in the classroom.	5	3.70	979
TBI provides a relaxed atmosphere to promote the target language use.	5	3.65	988
TBI activates learners' needs and interests.	5	3.65	1.309
TBI pursues the development of integrated skills in the classroom.	5	3.55	945
TBI gives much psychological burden to the teacher as a facilitator.	5	3.35	1.137
TBI requires much preparation time compared to other approaches.	5	3.55	1.142
TBI is proper for controlling classroom arrangements.	5	3.60	826
TBI materials should be meaningful and purposeful based on the real-world context.	5	3.95	981

Section 4

Subsection 1

This section was about why do English students support or discourage TBI from being introduced in Iraq?

What are some of the practical reasons why students choose to use or avoid TB1? This research objective was addressed in section four of the questionnaire, which included a yes/no question. If the participants chose ‘Yes,' they could tick any or all of the five reasons that followed, but if they chose ‘No,' they could pick from six options.

A number of reasons were given by the participants for why TBI should be implemented.

Table 3. 8. Descriptive Statistics of the Questionnaire for Iraqi EFL learners.

Items	N	Mean	Std. Deviation
□ TBI promotes learners’ academic progress.	5	1.21	426
□ TBI improves learners’ interaction skills.	5	1.25	463
□ TBI encourages learners’ instincts motivation.	5	2.00	417
□ TBI creates a collaborative learning environment.	5	1.50	577
□ TBI is appropriate for small group work.	5	1.60	548

Subsection 2

A number of reasons were given by the participants for why TBI should not be implemented

Table 3. 9. Descriptive Statistics of the Questionnaire for Iraqi EFL learners.

Items	N	Mean	Std. Deviation
□ Students are not used to task-based instruction.	5	67	816
□ Materials in textbooks are not proper for using TBI.	5	56	882
□ A large class size is absolute to use task-based methods.	5	33	816
□ I have difficulty in assessing my own performance.	5	67	1.033
□ Teachers' limited target language proficiency.	5	1.00	1.115
□ Teachers have very little knowledge of task-based instruction.	5	50	906

There was no problem with the results of the pilot study, the results of pre-tests and post-tests of both groups were ok, and the results of the questionnaire was also ok, that is why the main study would be conducted, and participants should be given the same topic for the pre-tests and post-tests because of the validity and reliability of the study.

3.13. Summary of Chapter Three

The third chapter of the study presents the research design, the population, the sampling, the data collection, the data analysis, the pilot study, the trust worthiness (reliability, credibility, validity), the Ethical issues, and the summary of chapter three.

4. CHAPTER FOUR: FINDINGS AND DISCUSSION

4.1. Introduction

Chapter four introduces research questions and the findings, the finding of research question one, the finding of research question two, the finding of research question three, the finding of research question four, and finally, the summary of the chapter.

4.2. Research Questions and Findings

The main aim of the present study is to look into the impact of TBI on Iraqi EFL students' writing abilities. 40 students took part in this study. They were split into groups of two. One was formed as the control group, while the other was formed as the experimental group. The control group consisted of 10 females and 10 males, while the experimental group consisted of 8 males and 12 females, ranging in age from 15 to 29 years. The study used experimental teaching to enhance the writing skills of Iraqi EFL students using a TBI method, and the experimental group was taught for a four-week of English language teaching using the TBI approach on teams. The control group went on the English language teaching using the classical method of language learning in Iraq.

Table 4. 1. Questions of Research as well as the Data Sources for the Research Questions and Answers

No	Questions of Research	Sources of Answer
1	How does TBI affect the EFL students' writing skills?	1- Comparison of the scores of the pre-test and the post-test of the Experimental group 2- Comparison of the scores of the pre-test and the post-test of the control group 3-Comparision of the scores of the post-test of the control and experimental groups

2	what are the Iraqi EFL students' Understandings of TBI?	1- By analysing the data from the second section of the questionnaire
3	What are the views of the Iraqi EFL students on TBI in implementing?	1- By analysing the data from the third section of the questionnaire
4	Why do English students choose or discourage TBI from being introduced in Iraq?	1- By analysing the data from the fourth section questionnaire

4.3. Finding of Research Question One

4.3.1. EFL Complexity in Writing Skill

Learners' EFL complexity was measured concerning usage of lexical diversity in a foreign language (Ahmed & Bidin, 2016; Rahimpour, 2008) as below:

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

The written essays in the present study during the pre-test and the post-test were 'Benefits of woman education". Keywords were written by the EFL participants in this context such as "Women", "Education", "Islam", "Benefits", "family", "society", "good", "country", "inspire", "Children", "meeting", "attention", "thing", "value" as the most common examples of the content words. Few examples of function words are such as "She", "of", "to" ", and" "the".

According to this formula, EFL complexity increases when a participant generates a higher number of open-class words in his written sample, i.e. content words (noun, verb, adjective, and adverb) compared with function words (preposition, conjunction, pronoun, and article) (Ahmed & Bidin, 2016). Thus, the more open class words as compared with the function words in the written sample will have better EFL lexical complexity.

Hypothesis one

There is no great difference in the EFL complexity (in the writing skill) of EFL participants from the control group.

Table 4. 2. EFL Complexity (Writing) in the pre-test and post-test of the Control group.

S. No	Pre-test				Post-test				
EFL Learner	Total words	Function words	Content Words	EFL Complexity	Total words	Function words	Content words	EFL Complexity	Difference
S-1	178	80	98	55.05	257	114	143	55.64	+0.59
S-2	198	88	110	55.55	174	80	94	54.02	-1.52
S-3	138	52	86	62.31	164	67	97	59.14	+3.17
S-4	194	93	101	52.06	243	106	137	56.37	+4.31
S-5	137	57	80	58.39	193	80	113	58.54	+0.15
S-6	177	76	102	57.62	182	79	103	56.59	-1.03
S-7	200	95	105	52.5	164	75	89	54.26	-1.76
S-8	144	69	75	52.08	179	82	97	54.18	-1.38
S-9	120	53	67	55.83	205	86	119	58.04	-2.21
S-10	171	79	92	53.80	247	110	137	55.46	-1.66
S-11	193	84	109	56.47	190	88	102	53.68	+2.79
S-12	193	87	106	54.92	254	107	147	57.87	-2.95
S-13	132	59	73	55.30	164	65	99	60.36	-5.06
S-14	250	97	153	61.2	201	84	117	58.20	-3
S-15	160	71	89	55.62	172	75	97	55.42	-0.2
S-16	288	121	167	57.98	203	88	115	56.65	-1.33
S-17	164	75	89	54.25	182	78	104	57.14	-2.87
S-18	195	92	103	52.28	197	95	102	51.77	+0.81

S-19	193	85	108	55.95	182	76	106	58.24	+2.29
S-20	201	94	107	53.23	221	98	123	55.65	+2.42
Total				**1112.39**				**1128.22**	**+15.83**
EFL Complexity Differences and Improvements								**+15.83**	

Table 4.2 shows that in the written sample, more content words compared with function words result in more complex language, i.e. better EFL performance. It also illustrates the effectiveness of the current method of teaching in terms of EFL measure of complexity in writing ability during the pre-test versus post-test. Table 4.2 shows the EFL complexity scores, and it shows that only some participants enhanced slightly in their EFL scores of complexity between the pre-test and the post-test. On the other hand, the participants are on the decline in their EFL scores of complexity during the post-test when compared with their scores of the pre-test. In the pre-test, the total EFL complexity was 1112.39, and after four weeks, it was enhanced to 1128.22 with an enhancement total of +15.83 that illustrates the results of the existing EFL system in Iraq.

Hypothesis two

It states: there is no great improvement in the mean score of the control group between the results of the pre-test and the results of the post-test of the Control group in complexity writing skill. A Paired Samples T-test was used to compare the means between the pre-test and post-test of the control group.

Table 4. 3. T-test of EFL complexity (Writing) of the control group in the pre-test and the post-test.

Pairs	**Paired Statistics**		**Paired Differences**		**t**	**df**	**Sig. (two-tailed)**
	Mean	**Standard Deviation**	**Mean**	**95% Confidence Interval of the Difference**			

				Lower	Upper			
Complexity1_Cont	55.61	2.82	-0.75	-1.86	380	-1.38	19	183
Complexity2_Cont	56.36	2.13						

Note: Complexity1_Cont and Complexity2_Cont refer to the complexity in the pre-test and the post-test.

Table 4.3 illustrates that when comparing the scores of the pre-test (M = 55.61, SD = 2.82) with the scores the post-test (M = 56.36, SD = 2.13) and t (-1.38) = (df 19), 183 shows that there is no great differences in the EFL complexity (in writing skills) of the scores of control group (two-tailed). With a 95 percent confidence interval ranging from -1.86 to 380, the mean difference between the two scores was -0.75. This is a statistical indication of the results of the existing methodology of English language teaching in Iraq after four weeks of teaching-learning. The experimental group's EFL complexity is presented In Table 4.4.

Hypothesis three

The experimental group with TBI intervention will implement significantly greater in EFL complexity (in the writing skill) when compared with the control group with no TBI intervention.

Table 4. 4. EFL Complexity (Writing) in the pre-test and the post-test of the Experimental group.

S. No	**Pre-test**				**Post-test**				
EFL Learner	**Total words**	**Function words**	**Content Words**	**EFL Complexity**	**Total words**	**Function words**	**Content words**	**EFL Complexity**	**Difference**
S-1	182	84	98	53.84	247	107	138	55.87	+2.03
S-2	194	91	103	53.09	200	83	117	58.5	+5.41
S-3	198	96	102	49.27	208	99	109	52.40	+3.13
S-4	207	99	108	52.17	210	91	119	56.66	+4.48
S-5	208	98	110	52.88	191	85	106	55.49	+2.60
S-6	200	95	105	52.5	243	106	137	56.08	+3.87

S-7	178	84	94	52.80	208	84	124	59.61	+6.81
S-8	209	99	110	52.63	169	70	99	58.57	+5.94
S-9	250	116	134	53.6	191	88	103	53.92	+0.32
S-10	150	63	87	50	197	95	102	51.26	+1.26
S-11	207	98	109	52.65	216	93	123	56.94	+4.28
S-12	185	83	102	55.13	190	77	113	59.47	+4.34
S-13	205	98	107	52.19	200	81	119	59.5	+7.31
S-14	249	102	147	59.03	190	73	117	61.57	+2.54
S-15	164	78	86	52.43	169	75	94	55.62	+3.18
S-16	185	61	97	52.43	189	70	119	62.96	+10.53
S-17	180	88	92	51.11	194	92	102	52.57	+1.45
S-18	181	83	98	54.14	178	70	108	60.67	+6.53
S-19	198	89	109	55.05	203	86	117	57.63	+2.58
S-20	161	72	89	55.27	183	74	109	59.56	+4.29
Total				**1064,02**				**1143.85**	**+79.83**
EFL Complexity Differences and Improvements								**+79.83**	

Table 4.4 illustrates that the outcomes of the task-based instruction approach in terms of EFL complexity in writing ability during the pre-test and post-test. It shows that the complexity of EFL has significantly increased, complexity (a sum total of 1064.02 in the pre-test when compared with the total of 1143.85 in the post-test with an enhancement total of +79.83) after four weeks, it enhanced to +79.83. According to the scores of EFL complexity in writing ability in Table 4.4, the impact of TBI in enhancing EFL writing skills has been formed, and it was a reliable finding to the first research question as mentioned in Table 4.1. The advantage and positive effectiveness of TBI intervention in enhancing the writing skill were formed when the enhancement in the control group's EFL complexity was compared with the enhancement in the experimental group's EFL complexity. The experimental group receiving TBI intervention had a score of +79.83, whereas the control group receiving no TBI intervention had a score of +15.83 in Table 4.2.

Hypothesis four

It states: there is a great improvement in the mean score of the experimental group between the results of the pre-test and the results of the post-test of the experimental group in EFLcomplexity. A Paired Samples T-test was used to compare the means between the pre-test and post-test of the experimental group.

A Paired Samples T-test was used. Table 4.5 shows the statistically significant differences in the EFL student's pre-test and post-test scores in the experimental group.

Table 4. 5. Paired Samples T-test of EFL Complexity (Writing) of the Experimental group

Pairs	Paired Statistics		Paired Differences			t	df	Sig. (two-tailed)
	Mean	Standard Deviation	Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Complexity1_Exp	53.11	2.07	-4.13	545	-5.27	-7.58	19	000
Complexity2_Exp	57.24	3.15						

Note: Complexity1_Exp and Complexity2_Exp demonstrate the complexity in the pre-test / post-test.

Table 4.5 shows that when comparing the pre-test (M =53.11, SD = 2.07) and post-test (M =57.24, SD = 3.15), there are great differences in EFL complexity within the scores of the experimental group, and t (-7.58) = df 19, =000. (two-tailed). With a 95 percent confidence interval ranging from 545 to -5.27, the mean difference between the two scores is -4.13.

4.3.2. EFL Fluency in Writing Skill

EFL fluency refers to a learner's ability to produce the target language fluently (Skehan & Foster, 1997). The number of words divided by T-Units was used by Ishikawa (2006) to determine the fluency of EFL written production. T-Units were counted when main clauses were added to subordinate clauses (attached or embedded in the main clause). (Long, 1991;

Rahimpour, 2008; Salimi & Dadashpour, 2012). The following is the formula for measuring EFL fluency:

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

Regarding the formula, the greater the number of written words in the essay compared with the total number of clauses, the better the EFL fluent performance. Table 4.6 shows the EFL fluency of the participants from the control group in the pre-test and the post-test.

Table 4. 6. EFL fluency (Writing) by the control group in the pre-test and the post-test.

S. No	**Pre-test**			**Post-test**			
EFL Students	**Word count in total**	**T-Units**	**Fluency of EFL**	**Word count in total**	**T-Units**	**Fluency of EFL**	**Improvement**
S-1	178	9	19.77	257	13	19.76	+0.61
S-2	198	10	19.8	174	10	17.4	-2.4
S-3	138	7	19.71	164	9	18.22	-1.48
S-4	194	9	21.55	243	12	20.25	-1.3
S-5	137	6	22.83	193	9	21.44	-1.38
S-6	177	8	22.12	182	8	22.75	+0.63
S-7	200	12	16.66	164	7	23.37	+5.71
S-8	129	7	18.42	179	8	22.88	+1.46
S-9	120	7	17.14	205	11	18.63	+1.49
S-10	171	8	21.37	247	13	19	-2.37
S-11	193	8	24.12	190	9	21.11	-3.00
S-12	193	7	27.57	264	13	20.30	-7.23
S-13	132	6	22	164	9	18.22	-3.77
S-14	250	11	22.72	201	10	20.1	+2.62

S-15	160	9	17.77	172	8	21.5	+3.73
S-16	288	13	22.15	203	9	22.55	+0.40
S-17	164	7	23.42	182	7	26	+2.58
S-18	195	10	19.5	197	10	19.7	+0.2
S-19	193	10	19.3	182	8	22.75	+3.45
S-20	201	12	16.75	221	13	17	+0.25
Total			**392.67**			**412.93**	**+20.26**
EFL Fluency Differences and Improvements						**+20.26**	

Table 4.6 illustrates that the EFL fluency scores are not consistent with the control group. When the pre-test and post-test EFL fluency scores were compared. The total sum of the pre-test scores was 392.57, while the total of the post-test scores was only 412.93. There was a small improvement, namely +20.26. There is no consistency in the scores, as both the pre-test and post-test EFL fluency scores increase and decrease.

Hypothesis five

It states: there is no great improvement in the mean score of the control group between the results of the pre-test and the results of the post-test of the Control group in fluency writing skills. A Paired Samples T-test was used to compare the means between the pre-test and post-test of the control group.

The Paired Samples T-test was used to determine statistical significance in the scores of the EFL fluency between the pre-test and post-test of the control group's EFL participants, as shown in Table 4.7.

Table 4. 7. Paired Samples T-test of EFL fluency (Writing) of the control group.

Pairs	**Paired Statistics**		**Paired Differences**			**t**	**Df**	**Sig. (two-tailed)**
	Mean	**Standard Deviation**	**Mean**	**95% Confidence Interval of the Difference**				
				Lower	**Upper**			
Fluency1_Cont	20.73	2.77	-0.44	-1.43	1.60	120	19	

Fluency2_Cont	20.64	2.29						906

Note: Fluency1_Cont and Fluency2_Cont refer to fluency in the pre-test and post-test

As shown in Table 4.7, the control group's EFL fluency scores do not differ significantly. The difference between the pre-test (M = 20.73, SD = 2.77) and the post-test shows that (M = 20.64, SD = 2.29) t (120) = df-19, =906 (two-tailed). With a 95 percent confidence interval of -1.43 to 160, the mean difference between the two scores was -0.44.

Table 4. 8. EFL fluency (Writing) by the experimental group in the pre-test and the post-test

S. No	**Pre-test**			**Post-test**			
EFL students	**Word count in Total**	**T-Units**	**Fluency of EFL**	**Word count in Total**	**T-Units**	**Fluency of EFL**	**Improvement**
S-1	182	8	22.27	247	11	22.45	+0.18
S-2	194	7	27.71	200	7	28.57	+0.86
S-3	198	10	19.8	208	9	23.11	+3.31
S-4	207	10	20.7	210	9	23.33	+2.63
S-5	208	11	18.90	191	9	21.22	+2.32
S-6	200	9	22.22	243	11	22.09	+0.12
S-7	178	7	25.42	208	7	29.71	+4.29
S-8	209	9	22.23	169	6	28.16	+5.93
S-9	250	14	17.85	191	10	19.9	+1.25
S-10	150	6	21.42	197	9	21.88	+0.46
S-11	207	9	23	216	9	24	+1
S-12	185	7	26.42	190	7	27.14	+0.72
S-13	205	9	22.77	200	8	25	+2.37
S-14	249	11	22.63	190	8	23.75	+1.12
S-15	164	7	23.42	169	6	28.16	+4.74
S-16	185	9	20.55	189	8	23.62	+3.07

S-17	180	7	25.71	194	7	27.71	+2.00
S-18	181	8	22.62	178	7	25.42	+2.80
S-19	198	10	19.8	203	9	22.55	+2.75
S-20	161	8	20.12	183	9	20.33	+0.21
Total			**445.56**			**488.1**	**+42.54**
EFL Fluency Differences and Improvements						**+42.54**	

Table 4.8 illustrates that the experimental group's total EFL fluency was 445.56 at the pre-test, and that enhanced after four weeks of TBI intervention. In the post-test, the total amount of EFL fluency calculated was 488.1. As a result, EFL fluency has improved, with the total aggregate of EFL fluency in the post-test increasing to +42.56. Table 4.8 shows that all EFL students' EFL fluency scores are increasing in the post-test.

Hypothesis six

It states: there is a great improvement in the mean score of the experimental group between the results of the pre-test and the results of the post-test of the experimental group in fluency writing skills. To test this hypothesis. A Paired Samples T-test was used to compare the means between the pre-test and post-test of the experimental group.

The Paired Samples T-test was used to determine the statistically significant differences between the experimental group's EFL fluency scores in the pre-test and post-test, as shown in Table 4.9.

Table 4. 9. Paired Samples T-test of EFL Fluency (Writing) by the Experimental group.

Pairs	**Paired Statistics**		**Paired Differences**			**t**	**df**	**Sig. (two-tailed)**
	Mean	**Standard Deviation**	**Mean**	**95% Confidence Interval of the Difference**				
				Lower	**Upper**			
Fluency1_Exp	22.27	2.56	-2.12	-2.89	-1.36	-5.82	19	

Fluency2_Exp	24.40	2.93						000

Note: Fluency1_Exp and Fluency2_Exp show EFL fluency in the pre-test and in the post-test.

Table 4.9 illustrates that the experimental group's EFL fluency differs significantly between pre-test (M = 22.27, SD = 2.56) and post-test (M = 24.40, SD = 2.93), t (-5.82) = df 19 =000. (two-tailed). The difference between the two scores is -2.12, with a 95 percent confidence interval of -2.89 to -1.36.

4.3.3. EFL Accuracy in Writing Skill

The accuracy of students' EFL was calculated as a free of error T-units divided by T units. It basically means that T-units were counted a free of error T-units with no grammatical errors, syntactical errors, or errors of spelling (Ishikawa,2006; Rahimpour, 2008; Salimi & Dadashpour, 2012). The following is the formula for measuring a student's EFL accuracy:

$$\text{Students' EFL Accuracy} = \frac{\text{Total number of error-free clauses of EFL}}{\text{Total number of clauses of EFL}}$$

If a learner generates more free of errors clauses, his or her EFL accuracy measure would enhance regarding this formula. In this form, if a student obtains accuracy measure 1 (one), it means that his or her sample is 100 percent accurate, as he or she has written a sample that is free of errors.

Table 4. 10. EFL accuracy (Writing) of the control group in the pre-test and the post-test

S. No	**Pre-test**				**Post-test**				
EFL Student	**Total Clauses**	**Error Free**		**Accuracy of EFL**	**Total Clauses**		**Error Free**	**Accuracy of EFL**	**Improvement**

		Clauses				**Clauses**		
S-1	9	6		0.66	13	9	0.69	+0.03
S-2	10	9		0.9	10	9	0.9	0
S-3	7	5		0.71	9	6	0.66	+0.04
S-4	9	8		0.88	12	9	0.75	-0.13
S-5	6	2		0.33	9	7	0.77	+0.44
S-6	8	5		0.62	8	4	0.5	+0.12
S-7	12	10		0.83	7	4	0.57	-0.25
S-8	7	5		0.71	8	6	0.75	-0.04
S-9	7	4		0.57	11	8	0.72	+0.15
S-10	8	7		0.85	13	10	0.76	-0.08
S-11	8	6		0.75	9	8	0.88	+0.13
S-12	7	5		0.71	13	12	0.76	+0.05
S-13	6	3		0.55	9	8	0.88	+0.38
S-14	11	7		0.63	10	7	0.7	-0.07
S-15	9	7		0.77	8	7	0.87	+0.10
S-16	13	10		0.76	9	7	0.77	+0.06
S-17	7	5		0.71	7	6	0.85	-0.14
S-18	10	7		0.7	10	5	0.5	-0.2
S-19	10	6		0.6	8	6	0.75	-0.15
S-20	12	9		0.75	13	8	0.61	-0.13
Total				**13.99**			**14.64**	**+0.98**
EFL Accuracy Differences and Improvements					**+0.98**			

Table 4.10 shows that the control group's aggregate EFL accuracy was 13.99, while the aggregate EFL accuracy calculated in the post-test was 14.64. As a result, the control group's EFL accuracy in the pre-test and post-test after four weeks is remarkably similar (+0.98). The score of the post-test increased to +0.98, indicating some progress. Table 4.10 demonstrates that the score of the EFL fluency in the post-test of the EFL students is constantly on the increase.

Hypothesis seven

It states: there is no great improvement in the mean score of the control group between the results of the pre-test and the results of the post-test of the control group in accuracy writing skills. A Paired Samples T-test was conducted to compare the means between the pre-test and post-test of the control group.

The Paired Samples T-test was used to determine whether there was any statistical significance in the EFL accuracy scores in writing skills of the EFL participants in the control group, as shown in Table 4.11.

Table 4. 11. Paired Samples T-test of EFL accuracy (Writing) of the control group.

Pairs	**Paired Statistics**		**Paired Differences**			**t**	**df**	**Sig. (two-tailed)**
	Mean	**Standard Deviation**	**Mean**	**95% Confidence Interval of the Difference**				
				Lower	**Upper**			
Accuracy1_Cont	6.970	1.342	-0.350	-1.117	0.470	-893	19	383
Accuracy2_Cont	7.320	1.118						

Note: Accuracy1_Cont and Accuracy2_Cont demonstrate accuracy in the pre-test and in the post-test.

Table 4.11 illustrates that the control group's EFL accuracy scores are not significantly different from the pre-test (M = 6.970, SD = 1.342) and post-test (M = 7.320, SD = 1.118), t (-893) = -td 19 =383 (two-tailed). With a 95 percent confidence interval ranging from -1.117 to 0.470, the mean difference in the two scores was -0.350.

Table 4. 12. EFL accuracy (Writing) in the pre-test and the post-test by the experimental group.

S. No	**Pre-test**				**Post-test**				
EFL Student	**Total Clauses**	**Error Free Clauses**		**EFL Accuracy**	**Total Clauses**		**Error Free Clauses**	**EFL Accuracy**	**Improvement**
S-1	8	5		0.62	11		10	0.90	+0.28
S-2	7	5		0.71	7		6	0.85	+0.14

S-3	10	7		0.7	9		7	0.77	+0.07
S-4	10	4		0.4	9		6	0.66	+0.26
S-5	11	5		0.45	9		8	0.88	+0.43
S-6	9	4		0.44	11		9	0.81	+0.37
S-7	7	3		0.42	7		5	0.71	+0.29
S-8	9	5		0.55	6		4	0.8	+0.25
S-9	14	10		0.71	10		8	0.08	+0.09
S-10	6	2		0.33	9		8	0.88	+0.55
S-11	9	7		0.77	9		8	0.88	+0.11
S-12	7	4		0.57	7		5	0.71	+0.14
S-13	9	5		0.55	8		7	0.78	+0.55
S-14	11	9		0.81	8		7	0.87	+0.06
S-15	7	4		0.57	6		5	0.62	+0.04
S-16	9	4		0.44	8		7	0.87	+0.43
S-17	7	3		0.42	7		6	0.75	+0.33
S-18	8	5		0.62	7		6	0.75	+0.13
S-19	10	8		0.8	9		8	0.88	+0.08
S-20	8	3		0.37	9		5	0.55	+0.18
Total				**11.25**				**15.02**	**+3.76**
EFL Accuracy Differences and Improvements						**+3.77**			

Table 4.12 shows that the experimental group's aggregate EFL accuracy was 11.25, in the post-test and in the post-test aggregate, EFL accuracy was 15.02. As a result, there has been a significant enhancement in EFL accuracy, with the total sum total of EFL fluency in the post-test enhancing to +3.77, indicating a significant enhancement.

Hypothesis eight

It states: there is a great improvement in the mean score of the experimental group between the results of the pre-test and the results of the post-test of the experimental group in accuracy

writing ability. A Paired Samples T-test was used to conducted to compare the means between the pre-test and post-test of the experimental group.

Table 4. 13. Paired Samples T-test of EFL accuracy (Writing) by the experimental group.

Pairs	Paired Statistics		Paired Differences			t	df	Sig. (two-tailed)
	Mean	Standard Deviation	Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Accuracy1_Exp	5.62	1.50	-188	-299	-0.76	-3.52	19	002
Accuracy2-Exp	7.50	1.85						

Note: Accuracy1_Exp and Accuracy2_Exp demonstrate accuracy in the pre-test and in the post-test**.**

Table 4.13 shows that the scores of the EFL accuracy of the experimental group differs significantly from the scores of the pre-test (M = 05.62, SD = 1.50) as compared with the scores post-test (M = 7.50, SD = 1.85), t (-3.52) = df 19 =002. (two-tailed). With a 95 percent confidence interval ranging from -299 to -0.76, the mean difference between the two scores was -188.

Hypothesis nine

It states: there is a great improvement in the post-test results between the mean score of the control and experimental group after teaching the experimental group using task-based instruction for a four-week, and the control group went on the classical method of learning which was GTM. A Paired Samples T-test was conducted to compare the means between the experimental and control groups.

Table 4. 14. T-test of the post-tests (writing) by the experimental and control groups

Pairs	Paired Statistics		Paired Differences			t	df	Sig. (two-tailed)
	Mean	Standard Deviation	Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Complexity2_Exp	57.11	3.15	0.881	-2.81	1.04	-956-	19	351
Complexity2_Cont	56.36	2.13						
Fluency2_Exp	24.40	2.93	-3.75-	-5.15-	-2.36-	-5.65-	19	000
Fluency2_Cont	20.64	2.29						
Accuracy2_Exp	7.50	1.85	0.18	-115	078	-397-	19	696
Accuracy2_Cont	7.320	1.118						

Table 4.14 shows that the experimental group's EFL complexity (M = 57.11, SD = 3.15) is significantly different from the post-test scores of the control group (M = 56.36, SD = 2.13), t (956) = df 19, =351 during the post-test of the experimental group and the post-test of the control group (two-tailed). With a 95 percent confidence interval ranging from -2.81 to 1.04, the mean difference between the two scores was 0.881. Table 4.14 shows that the experimental group's EFL fluency measure differs significantly from that of the control group. Significant differences exist between the experimental group's post-test EFL fluency scores (M = 24.40, SD = 2.93) and the control group's post-test EFL fluency scores (M = 20.64, SD = 2.29), t (19) = df-5.65-, =000. (two-tailed). With a 95 percent confidence interval ranging from -5.15 to -2.36, the mean difference between the two scores was -3.75.

Similarly, during post-tests, the experimental group's EFL accuracy measure differs significantly from the control group's EFL accuracy measure. The T-test for Paired Samples is a statistical test that examines the performance between two groups in Table 4.14 indicates significant differences between the experimental group's EFL accuracy measure in post-test

scores (M = 7.50, SD = 1.85) to the control group's EFL accuracy measure in post-test scores (M = 7.320, SD = 1.118), t (19) = DF-397-, =696. (two-tailed). With a 95 per cent 224 confidence interval ranging from -115 to 078, the mean difference between the two scores was 0.18.

4.4. Findings of Research Question Two

The experimental group was provided with a questionnaire to answer questions two, three, and four.

2) what are the Iraqi EFL Learners' Understandings of TBI

This part was linked to the second research question that states: what are the Iraqi EFL students' Understandings of TBI?

This question was addressed in part two of the questionnaire, which included seven items.

Hypothesis ten

The experimental will have a strong understanding of TBI after treatment of TBI.

Section two

Table 4. 15 illustrates the result of the students' responses to section two.
SA= strongly agree; A= agree; U=neutral; D= disagree; SD= strongly disagree

Table 4. 16 the result of the students' responses to section two

N	Questionnaire Items	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
		F* P**	F* P**	F* P**	F* P**	F* P**
1.	A task is communicative goal-directed.	----	---	2 10%	8 40%	10 50%

2.	A task involves a primary focus on meaning.	---	---	2 10%	11 55%	7 35%
3.	A task has a clearly defined outcome.	---	2 10%	1 5%	8 40%	9 45%
4.	A task is any activity in which the target language is used by the learner.	---	---	1 5%	9 45%	10 50%
5.	TBI is consistent with the principles of communicative language teaching.	1 5%	1 5%	1 5%	10 50%	7 35%
6.	TBI is based on the student-centred instructional approach.	0	1 5%	2 10%	8 40%	9 45%
7.	TBI includes three stages: pre-task, task implementation, and post-task.	1 5%	1 5%	1 5%	12 60%	5 25%

F*= Frequencies P**= Percentages

Table 4.15 shows the participant generally had a great understanding of TBI. The findings of this study corroborate those of Zare (2007), who investigated the attitudes of Iranian EFL learners toward TBI after being exposed to and using TBI, and the findings of the current study are also in line with a study conducted by Hadi (2012) that attempted to investigate Iranian EFL learners' perceptions of TBI.

Table 4. 17. Descriptive Statistics of the Questionnaire for the experimental group

Items	N	Mean	Std. Deviation
A task is communicative goal-directed.	20	4.40	681
A task involves a primary focus on meaning.	20	4.25	639
A task has a clearly defined outcome.	20	4.20	951
A task is any activity in which the target language is used by the learner.	20	4.40	754
TBI is consistent with the principles of communicative language teaching.	20	4.05	1.050
TBI is based on the student-centred instructional approach.	20	4.25	851

TBI includes three stages: pre-task, task implementation, and post-task.	20	3.95	999

Table 4.16 shows descriptive statistics of the questionnaire for Iraqi EFL learners concerning each item of the second section of the questionnaire determining to understand of the Iraq EFL learners.

4.5. Findings of Research Question Three

3) What are the views of the Iraqi EFL learners on TBI in implementing?

This section was related to the third research question, which is: What are the opinions of Iraqi EFL students on TBI implementation?

This question was addressed in section three of the questionnaire, which included eight items.

Section three

Hypothesis eleven

The experimental group will have positive views on TBI after the intervention of TBI.

Table 4. 18 illustrates the results of the students' responses to the questionnaire's third section's items.
SA= strongly agree; A= agree; U=neutral; D= disagree; SD= strongly disagree

N	**Questionnaire Items**	**Strongly Disagree 1**	**Disagree 2**	**Neutral 3**	**Agree 4**	**Strongly Agree 5**

		F* P**	F* P**	F* P**	F* P**	F* P**
8.	I am interested in implementing TBI in the classroom.	---	1 5%	3 15%	4 20%	12 60%
9.	TBI provides a relaxed atmosphere to promote the target language use.	---	1 5%	3 15%	4 20%	12 60%
10.	TBI activates learners' needs and interests	---	---	3 15%	8 40%	9 45%
11.	TBI pursues the development of integrated skills in the classroom.	---	---	3 15%	9 45%	8 40%
12.	TBI gives much psychological burden to the teacher as a facilitator.	---	---	2 10%	9 45%	9 45%
13.	TBI requires much preparation time compared to other approaches.	---	---	2 10%	10 50%	8 40%
14.	TBI is proper for controlling classroom arrangements.	---	1 5%	1 5%	11 55%	7 35%
15.	TBI materials should be meaningful and purposeful based on the real-world context.	1 5%	1 5%	---	8 40%	10 50%

Table 4. 19 the results of the students' responses to the questionnaire's third section's items

F*= Frequencies P**= Percentages

Table 4.17 illustrates that a lot of the learners of the current research hold positive views of the implementation of tasks. They were very excited about the implementation of tasks in the writing classroom. The findings of this study are in line with the findings of the study conducted by Zare (2007), who investigated the attitudes of Iranian EFL students towards TBI after they were exposed to and applied TBI, and the findings of the current study support a study conducted by Hadi (2012) that attempted to investigate Iranian EFL learners' perceptions of TBI.

Table 4. 20. Descriptive Statistics of the Questionnaire for the experimental group

Items	N	Mean	Std. Deviation
I am interested in implementing TBI in the classroom.	20	4.40	1.046
TBI provides a relaxed atmosphere to promote the target language use.	20	4.35	933
TBI activates learners' needs and interests.	20	4.30	733
TBI pursues the development of integrated skills in the classroom.	20	4.20	834
TBI gives much psychological burden to the teacher as a facilitator.	20	4.35	671
TBI requires much preparation time compared to other approaches.	20	4.30	657
TBI is proper for controlling classroom arrangements.	20	4.20	768
TBI materials should be meaningful and purposeful based on the real-world context.	20	4.25	1.070

Table 4.18 presents descriptive statistics of the questionnaire for Iraqi EFL students concerning each item of the third section of the questionnaire determining opinions of the Iraqi EFL learners.

Table 4. 21 illustrates that all the hypotheses of the current study were accepted, none of the hypotheses was rejected.

Hypotheses of the Current Study.

Table 4. 22 the hypotheses of the current study

N.	Hypotheses	Accepted ones	Rejected ones
1.	TBI treatment will significantly improve the writing ability of the experimental group in terms of complexity, accuracy and fluency when compared with a control group having no intervention of TBI.	**Accepted**	**…..**

2.	There is no great difference in the EFL complexity, accuracy and fluency (writing ability) of EFL students of the control groups.	**Accepted**	**…..**
3.	The experimental group will have a strong understanding of TBI after treatment of TBI.	**Accepted**	**…..**
4.	The experimental group will have positive views on TBI after treatment of TBI.	**Accepted**	**…..**
5.	There is no great improvement in the mean score of the control group between the results of the pre-test and the results of the post-test of the Control group in complexity writing skill.	**Accepted**	**…..**
6.	There is a great improvement in the mean score of the experimental group between the results of the pre-test and the results of the post-test of the experimental group in complexity writing skill.	**Accepted**	**…..**
7.	There is no great improvement in the mean score of the control group between the results of the pre-test and the results of the post-test of the Control group in fluency writing skill.	**Accepted**	**…..**
8.	There is a great improvement in the mean score of the experimental group between the results of the pre-test and the results of the post-test of the experimental group in fluency writing ability.	**Accepted**	**…..**
9.	There is no great improvement in the mean score of the control group between the results of the pre-test and the results of the post-test of the Control group in accuracy writing ability.	**Accepted**	**…..**
10.	There is a great improvement in the mean score of the experimental group between the results of the pre-test and the results of the post-test of the experimental group in accuracy writing skill.	**Accepted**	**…..**
11.	There is a great improvement in the post-test results of the mean score of the experimental group after teaching the experimental group using task-based instruction for four weeks, and there is no great improvement in the post-test results of the mean of the control group after teaching the control group using GTM, which was a classical method of teaching.	**Accepted**	**…..**

4.6. Findings of Research Question Four

4) Why do English students choose or discourage TBI from being introduced in Iraq?

This section is related to the fourth research question, which is: Why do English students support or oppose the introduction of TBI in Iraq?

What practical reasons do students choose to apply or avoid TB1? One yes/no question related to this research objective was included in section four of the questionnaire. If the respondents chose ‘Yes,' they could tick any or all of the five reasons that followed, but if they chose ‘No,' they could choose from six options.

A number of reasons were given by the participants for why TBI should be implemented.

Section four

Subsection one

Table 4. 23. Reasons given by the students for using TBI

Items	**F*** **P****
TBI promotes learners’ academic progress.	10 50%
TBI improves learners’ interaction skills.	6 30%
TBI encourages learners’ instincts motivation.	---
TBI creates a collaborative learning environment.	3 15%
TBI is appropriate for small group work.	1 5%

F*= Frequencies P**= Percentages

Table 4.19 demonstrates that the majority of the participants showed that TBI promotes learners’ academic progress, and also TBI improves learners’ interaction skills, and some others showed that TBI creates a collaborative learning environment. The findings of this study are in line with the findings of the study conducted by Zare (2007), who investigated the use of tasks on the Iranian EFL learners towards TBI after they were exposed to and

applied TBI, and the findings of the current study support a study conducted by Hadi (2012) that tried to explore Iranian EFL learners' s views of TBI.

Table 4. 24. Descriptive Statistics of the Questionnaire for the experimental group

Items	N	Mean	Std. Deviation
TBI promotes learners' academic progress.	20	1.70	483
TBI improves learners' interaction skills.	20	1.83	471
TBI encourages learners' instincts motivation.	20	000	000
TBI creates a collaborative learning environment.	20	2.00	450
TBI is appropriate for small group work.	20	1.80	447

Table 4.21 presents descriptive statistics of the questionnaire for Iraqi EFL students concerning each item of the fourth section of the questionnaire showing the number of reasons the participants presented for using TBI.

Subsection 2

Table 4. 25. A number of reasons were given by the participants for why TBI should not be implemented

Items	**F*** **P****
Students are not used to task-based instruction.	12 60%
Materials in textbooks are not proper for using TBI.	9 45%

A large class size is absolute to use task-based methods.	3 15%
I have difficulty in assessing my own performance.	4 20%
Teachers' limited target language proficiency.	5 25%
Teachers have very little knowledge of task-based instruction.	6 30%

F*= Frequencies P**= Percentages

Table 4.22 demonstrates that most of the participants showed that students are not used to the task-based instruction, and also materials in textbooks are not proper for using TBI. Some participants showed that teachers have very little knowledge of task-based instruction. The findings of this study corroborate those of Zare (2007), who explored the use of tasks on Iranian EFL learners' attitudes toward TBI after they were exposed to and used TBI, and the present study's findings supported research conducted by Hadi (2012) that attempted to examine Iranian EFL learners' s views of TBI.

Table 4. 26. Descriptive statistics of the questionnaire for Iraqi EFL learners.

Items	**N**	**Mean**	**Std. Deviation**
Students are not used to task-based instruction.	20	1.17	983
Materials in textbooks are not proper for using TBI. A	20	50	905
large class size is absolute to use task-based methods.	20	1.17	1.030
I have difficulty in assessing my own performance.	20	80	1.033
Teachers' limited target language proficiency.	20	1.17	1.030
Teachers have very little knowledge of task-based instruction.	20	55	934

Table 4. 23 presents the mean and standard deviation values of descriptive statistics concerning each item of the fourth section of the questionnaire showing the number of reasons presented by the participants for not Implementing TBI.

4.7. Summary of the Chapter

Chapter four presents the review of research questions and the findings, the finding of research question one, the finding of research question two, the finding of research question three, the finding of research question four, and finally, the summary of the chapter.

CHAPTER FIVE: CONCLUSION, RECOMMENDATIONS, AND DISCUSSION

5.1. Introduction

The fifth chapter of the present study discusses the review of the findings, discussion of the findings, conclusion, strength of the study, implication of the study, limitations of the study, the recommendation for future research, and the summary.

5.2. Review of the Findings

The first research question in this study was how does TBI impact EFL writing skill learners? The results of the performance of the EFL in the experimental group during the pre-test and post-test were compared to determine the answer to research question one. The scores of the pre-test in EFL accuracy, fluency, and complexity were when compared with the post-test scores after a four-week TBI treatment. After four weeks of TBI treatment, EFL students improved their EFL writing ability in terms of EFL complexity, accuracy, and fluency. A Paired Samples T-test was used to determine the statistically significant differences in pre-test and post-test scores. There were significant differences between the scores in the pre-test and the post-test.

In this study, The EFL performance scores of the experimental group were compared to those of the control group's EFL learners in terms of complexity, correctness, and fluency. The experimental group's EFL students outperformed those in the control group. Within the Iraqi EFL context, the effectiveness of TBI in comparison to emerging methodologies for teaching languages was established. It was hypothesized that TBI would help EFL students improve their writing skills.

Questionnaire data analysis of the closed-end questionnaire for the experimental group was employed to respond to study questions two, three, and four. The participants demonstrated a high understanding of the linguistic characteristics of tasks, indicating that tasks can be used as a teaching tool in second language learning. The students' understanding of the use

of the task was excellent. They could have a good understanding of TBI after four weeks of treatment.

The third research question was on the EFL students' opinions of the TBI treatment. It revealed that Iraqi EFL students were generally optimistic about TBI implementation in classrooms of the English language. They appeared to be able to be familiar with the new techniques of acquiring language, and the participants seemed to enjoy the task-based learning. They were very enthusiastic about performing tasks. Some research has been conducted to ascertain EFL learners' perceptions of TBI's effectiveness when compared with traditional techniques of language instruction. for example, GTM (Hadi, 2012; Zare, 2007). These studies showed that the learners had good views on TBI.

In answer to the fourth research question, which asked why students chose or avoided certain topics for practical reasons. Because of their cooperative and collaborative aspects, as well as their eagerness to motivate others, the majority of the students chose a task-based approach. Although a large number of students chose TBI because it helps students improve their academic performance, it also helps them enhance their interaction skills.

The most important reason why students who had no exposure to task-based teaching stopped involving in task-based activities is that they were not familiar with task-based learning teachers' target language proficiency is restricted, and textbook content is not appropriate for using TBI. Furthermore, teachers have no experience with task-based teaching.

5.3 Discussion of the Findings

The current study's first research question was "How does TBI impact EFL writing skill students? The outcomes of the development of the EFL participants of the experimental group in the pre-test and the post-test were compared with determining to respond to the first research question. The pre-test scores in EFL complexity, accuracy, and fluency were

compared with the post-test scores after four weeks of intervention of TBI. After four weeks of TBI treatment, EFL students improved their EFL writing skills.

In this study, The EFL performance scores of the experimental group were compared to those of the control group's EFL learners in terms of complexity, accuracy, and fluency. The experimental group's EFL students exceeded the control group's students. Therefore, In the Iraqi EFL context, the effectiveness of TBI in comparison to the current method of teaching was formed that GTM. It was hypothesized that TBI would help EFL students improve their writing skills. The findings of this study corroborate those of Ahmad and Bidin (2016), who conducted a study on the ability of the writing of Malaysian university undergraduates and found that the participants in the experimental group, there was an improvement in EFL performance indicators such as EFL difficulty and vocabulary.

According to the second research question, the analysis of items 1 to 7 revealed that students had a firm knowledge of the linguistic features of tasks, supporting the teaching benefits of tasks in learning a second language. The understanding of the learners towards the use of tasks was great. They could have a strong understanding of TBI after treatment of TBI for four weeks. This finding backs up the findings of Hadi's study (2012), which tests the perception of Iranian EFL students following their exposure to and application of TBLT, respectively. The findings revealed that Iranian EFL students had a good opinion toward TBLT.

Regarding the third research question, which explored learners' perspectives or views on TBI implementation, the study of items 8 to 15 revealed that Iraqi EFL students were generally optimistic about TBI implementation in the classroom where English was taught. They appeared to be able to adjust to the new method of language teaching. These findings are consistent with the findings of Hadi's (2012) study, in which it is argued that the Iranian EFL students who took part in the study enjoyed the new experience.

In answer to the fourth research question which asked about the practical reasons why students chose or avoided those subjects. The majority of students preferred task-based approaches because of their collaborative and interactive nature, as well as their motivational ability. Although a significant number of students preferred TBI because TBI promotes learners' academic progress, it also improves learners' interaction skills.

For the learners who did not have a lot of exposure to task-based instruction, the most crucial reason why they avoided taking part in task-based activities was that students are not used to task-based learning, and materials in textbooks are not proper for using TBI, and teachers limited target language proficiency. Moreover, teaches have very little knowledge of task-based instruction.

These findings were in line with a study was conducted by Seyedi (2014) on Iranian students in Iran; according to this study, a task-based lesson gives the learner a more active role in having participated in and generating the activities, as well as increasing their desire to learn. A task-based lesson allows students to develop their thinking through their actions much more frequently. The teacher may be much more willing to respond to the students' needs. TBI enables students to implement what they've learned in the class in real-world situations.

The findings of the present study supported another similar study conducted by Kafipour, Mahmoudi, and Khojasteh in Iran (2018). To indicate the effect of task-based instruction on Iranian learners. As the findings of their study showed, the use of task-based language learning methods could develop Iranian EFL students 'ability to write compared to those students who learned writing skills utilizing the traditional form of writing and getting it corrected by the teacher. It is since task-based teaching provides a realistic environment for language learning, and writing tasks would help convey understanding and communicate messages through environments that resemble circumstances in the real world. It was also mentioned the various facets of writing ability (content, structure, vocabulary, language use, and sentence dynamics) increased significantly among Iranian EFL students who learned writing skills using TBLT strategies as compared to Iranian EFL students who were using traditional writing lessons. Tasks are very important things students perform to interact with one another.

The findings of the present study supported the findings of the study of Celik (2017) on Iraqi students at Ishik University in Erbil city in Iraq. This study showed that task-based teaching allows students to experiment with the target language. It improves their language development. Tasks could very well allow students to communicate in the target language. Because it includes all four language skills, one of the most important characteristics of tasks is that they require interaction with others. Interaction is necessary for task implementation.

As a result, task-based learning could really assist language learners in enhancing their communication abilities. In addition, language students will gain confidence as they will have the opportunity to put their existing knowledge into practice while also being able to benefit from the experiences of others who are participating in the tasks. It's important to keep in mind that in task-based learning, students use vocabulary for a specific purpose. Therefore, the students are encouraged to cooperate with others, and the students use the language in an appropriate environment that makes the students become more productive and effective users.

These findings were in line with a similar study was conducted by Ahmed and Bidin (2016) on promoting the writing abilities of university undergraduates learning the English language in Malaysia's public sector tertiary institutions. The main goal of their research was to see how TBI affected the writing skills of university undergraduates from EFL backgrounds who wanted to pursue higher education in Malaysian universities. There was an enhancement in LFL performance. Indicators in terms of EFL complexity, fluency, and accuracy measures of experimental group study respondents compared with control group learners. The experimental group enhanced their writing skill. Tasks would encourage learners to communicate using the intended language. Task-based instruction was beneficial for learners as it contains four language skills. A significant aspect of the tasks is that this contributes to contact with others.

The findings of the current study supported a similar study was conducted by Sundari, Febriyanti, and Saragih (2018) on the students who enrolled in writing class in English Education major at one private University in Jakartain in Indonesia. It explains the effectiveness of TBI on EFL learners to show how TBI promotes the learners' writing skills. Their study examines the use of developed task-based materials in EFL writing classes at the university level. The findings show that developed task-based materials, or task-based approach in general, it gives significant effects on the performance of writing in the forms of format, content, organization, and grammar, and sentence, to be more specific, developed task-based materials succeed in fostering students to use, and Students' awareness of language accuracy is developed through tasks given in class that create diverse vocabulary at the same time. The students were given tasks based on their needs allows them to use the language they already know and enhance what they don't know. Moreover, Students could

really engage in activities both inside and outside the classroom with authentic tasks. As a result, the activity and language outcome is relevant to real-world language use. The findings of this study supported another study conducted by Naudhani and Naudhani (2017) on Pakistani EFL learners at one of the public universities in Pakistan, showing the value of utilizing task-based teaching in classroom teaching. In this research, it was shown that task-based learning increases writing motivation, as well as writing tasks progress to performance, promotes self-learning, and retains the involvement of the students in writing. Task-based learning increases the participation of the learners, communicating the syntactic of their interactions and current information. It is believed that a task-based approach helps in joint learning, making changes, and improving thought processes. Task-based learning specifically promotes enjoyment in research, and it leads to consistency and promotes self-learning. Tasks focus on the writing. This shows that task-based learning introduces the students to foreign words, the learners can correct spelling, the learners use the appropriate syntax, they increase the degree of encouragement, and students generate the correct text using extracurricular content and related vocabulary. Task-based thinking shapes the structured language sense. Task-based learning offers an atmosphere for relaxation. Positively it showed the written actions tend to use the right punctuation. It demonstrated their consensus that grammatical accuracy is the goal of the tasks.

The findings of this study supported another study conducted by Chen and Wang in China on Chinese learners to explore the effects of task-based learning in speaking skill in the term of thought, speaking, comprehension and learning of second language acquisition. Through this study, it is shown that the most common among students are tasks that include creativity, choice- and teamwork. Choice-making is essential in the learning phase and has also contributed to enhancing student interconnections. And It transformed the inactive, instructor-centred class into an active pupil-centred class, which increased student participation in foreign language teaching, specifically in China, where pupils have very little chance of engagement to a Language-speaking atmosphere.

These findings were in line with another similar study conducted by Min in china (2014). Their study aimed to show the importance of using tasks in writing classrooms. All results from their study have proved successful with the task. TBI is useful in writing classes and is feasible. Throughout the experimental study, the learners who performed with TBLT were

more effective than the students subject to the traditional control system learning. It offers an enjoyable learning environment for the target language use and stimulates the learners 'enthusiasm to the top. Task-based learning may develop the integrated skills of the learners by collaborative exercises because all linguistic skills are interlinked. This also enhanced the learners 'writing and listening skills along with their academic achievements.

5.4. Conclusion

The present study was an endeavor to investigate whether there would be any significant differences between the writing skills of Iraqi EFL learners who were taught by TBI and the writing skills of Iraqi EFL learners that were taught by the traditional method of teaching. According to the findings of the present study, task-based instruction methodology could enhance the writing ability of Iraqi EFL students when compared with the students who kept going to practice writing ability using the classical method of explanation by a university teacher. That's because task-based teaching can help students learn in a human language context, and writing activities can help them express themselves and communicate in scenarios that are similar to real-life situations. The use of tasks has the potential to dramatically improve the writing abilities of Iraqi EFL students. There was a great difference between the learners who practised writing skills using TBI in comparison with the writing skills of the Iraqi EFL students who used the traditional writing exercises. Tasks are beneficial activities that learners interact with each other. Using a task-based approach to help learners be more proficient in their writing skills. Furthermore, because they have a visible consequence, teachers and learners can tell if communication was successful or not. When students attempt to complete a task, they must work together to understand and communicate their thoughts. The findings of the present study revealed that using the TBI approach enhanced the writing skill of the students. The pre-task, task, and post-task cycles are the language focus in which students could pay close attention to language structures and task components in task-based language learning.

5.5. Strength of the Study

The present study has strengths because the study was constructed in a quantitative manner of research methodology with all features of quantitative research, such as enthusiasm, uniqueness, creativity, unfamiliarity, beneficiary, profitability, determination, discipline, respect, patience, and entertainment for Iraqi EFL students. This study was realistic because it involved the participants in most of the actions that people do in their daily lives, such as executing tasks and communicating information. In terms of enthusiasm, the participants were enthusiastic about starting to perform each task. According to the university teacher's information, it was first undertaken for the study participants because there was no previous example of TBI studies. In the context of Iraqi EFL, this study was a fresh addition and example. The majority of the students were unaware of TBI's effectiveness. Both EFL students and EFL teachers benefited from the study, which was both beneficial and productive because the students had never been in a student-centered EFL classroom before, it was beneficial to them, and they were at ease during the TBI experimental study. EFL students were very determined and disciplined to work on tasks on a team, and the participants were very respectful with one another. The EFL students were taught in a classroom that was friendly to learning, and they performed tasks on a team very happily. The participants could have fun while performing tasks.

5.6. Implication of the Study

The findings of this study were mainly beneficial for educational purposes. In addition, this study could be so useful for the EFL learners as well as the EFL teachers. The EFL teachers derived great benefit from the findings of the current study to boost EFL learners' LFL performance in writing skill. EFL teachers would ameliorate Iraqi ELL by introducing TBI within the English classrooms. This study would also help some organizations that teach the children. This research helped not only students and teachers and also educational experts and organizers because textbook writers and publishers provide books for suggesting tasks and improving EFL writing. Students would be the centre of learning a language. The students solved the tasks that were given by their teachers. The main objective of this research was to incorporate a creative learner-centred TBI approach to substitute with the existing

teacher-centred language teaching system to develop the skills of Iraqi EFL learners in writing LFL. The students would have a better opportunity to participate in the lectures. That helped the learners understand the subjects very well and easily. As a result, in the English language learning process, EFL students would be much more productive and independent in comparison to their previous position in teacher-centred English language teaching. The teacher did everything in the classroom, such as explaining the subject and solving exercises. The students learned better, and also, the students would have a better understanding of the subjects when they did tasks by themselves. This method helped the students to be better in their writing skills. TBI emphasizes learning by doing experience learning. Hence Iraqi EFL students increased their foreign language writing skills.

5.7. Limitation of the Study

The present study is limited to the study of using task-based instruction (TBI) among Iraqi students using the quantitative approach that contained pre-tests and post-tests and one structured questionnaire. The current study was conducted on the students of the University of Duhok that is located in the north of Iraq.

5.8. Recommendations for Future Research

Writing skill is a difficulty that exists in the first language and in a foreign language as well. A study seems to be very crucial in this domain. The current study's findings may guide future research into other related areas in this domain. As this study was only conducted at one university, more studies are needed in similar situations to authenticate the findings and to find more about writing skills by the use of tasks with EFL learners in Iraq, and also more studies are indeed to differentiate the use of tasks between two different sexes, boys, and girls. In this study, only one skill was investigated (writing skill), and a quantitative research approach was used. And it did not focus on other language skills (reading, speaking, and listening) and also other research approaches did not consider. The current study investigated pre- and post-teste and questionnaire only that were concerned with the quantitative approach and did not consider the other activities the role of discussion, descriptive essays, mind mapping tasks which were concerned with the qualitative approach and their effects on

writing skill to see whether they are helpful to improve writing skill. The current research was carried out at the university level, but it could also be applied to language learners at different proficiency levels (beginners, intermediate, advanced, etc.) to find out what the results will be. Studies on different proficiency levels were strongly encouraged. This study was also conducted at one certain place of education, but it can also be applied to language learners at different places (Institutes, high schools, organizations, etc.) to find out what the results will be. Studies on different places are strongly encouraged.

5.9. Summary of the Chapter

This chapter reviews the review of the findings, discussion of the findings, conclusion, strength of the study, the implication of the study, limitations of the study, the recommendation for future research, and the summary of the chapter.

REFERENCES

Ahmadian, J. M . (2016) Task-based language teaching and learning. *The Language Learning Journal*, 44(4), 378-380.

Ahmed, R . Z . & Biden, B. J. S. (2016). The Effect of Task Based Language Teaching on Writing Skills of EFL Learners in Malaysia. *Open Journal of Modern Linguistics,* (6), 207-2018.

Azlan, B. A . N . & Zakaria, B. S. & Yunus, M . M . (2019). integrative Task-Based Learning: Developing speaking skill and increase motivation via Instagram. *International Journal of Academic Research in Business& Social Sciences,* 9(1), 620- 635.

Calver, M . & sheen, Y .(2015). Task-based language learning and teaching: an action-research study. *Academia accelerating the world's research,19(2), 226.244.*

Carless, D. (2001). implementation task-based learning with young learners. *Academia accelerating the worlds' research.* 389-396.

Celik, B. (2017). Task-Based Learning: An Effective Way of Developing Communication Skills. *International Journal of Social Sciences & Educational Studies, 4(2),* 104-108.

Chen, C .C . J. (2016). EFL learners' strategy use during task-based interaction in second life. *Australasian journal of education technology, 32(3*), 1-16.

Chen, S. & Wang, J. (2019). Effects of Task-based Language Teaching (TBLT) Approach and Language Assessment on Students' Competences in Intensive Reading Course. *Canadian Center of Science and Education, 12(3),* 119-138.

Creswell, J.W.(1994). *Research Design: Qualitative & Quantitative Approaches*, London: SAGE Publications.

Derakhshan, A. (2018).The Effect of Task-Based Language Teaching Instruction on the Iranian Intermediate EFL Learners' Writing Performance. *International Journal of Instruction, 11(4),* 528-544.

Ellis, R. (2003). Task-based language learning and teaching. Oxford: Oxford University Press.

Hadi, A. (2013). Perceptions of Task-based Language Teaching: A Study of Iranian EFL Learners. *English Language Teaching*, 6(1), 103-111.*S*

Hashemi , M . & Azizinezhad, M. & Darvishi S. (2012). Using task-based language teaching, learning practically in English classes. *Procedia - Social and Behavioural Sciences*, 31, 527-529.

Ishikawa, T. (2006). The Effect of Task Complexity and Language Proficiency on Task-Based Language Performance. *The Journal of Asia TEFL*, 3 (4), 193-225.

Kafipour, R . & Mahmoudi, E . & Khojasteh, L . (2018). The effect of task-based language teaching on analytic writing in EFL classrooms. *Teacher Education & Development |Research article,* 5 (1), 1-16.

Khalaji, H, R. (2013). The impact of task planning on Iranian EFL learners' writings. *Procedia - Social and Behavioural Sciences*,(70), 720-723.

Khodaparast, M . & pourbehzad, H . (2016). The effect of Total Physical Response and Task-based approach on learning vocabulary and writing. *International Conference on Research in Science and Technology.*

Klimova, F, B. (2013) The Importance of Writing. *Paripex - Indian journal of research*, 2(1), 9-11.

Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*. Oxford University.

Lee, C, F, K. (2004). *Language output communication strategies and communicative tasks: In the Chinese* context. Lanham, MA: University Press of America

Lloret , G .M . & Nielson , K .(2015). Evaluating TBLT: the case of a task- based Spanish program. *Academia accelerating the world's research.*

Long, M. H. (1985). A role for instruction in second language acquisition: Task-based language teaching. *Modelling and assessing second language acquisition*, 18 (1), 77-99.

Long, M. H. (1991). Focus on form: A design feature in language teaching methodology. *Foreign language research in cross-cultural perspective*, 2 (1), 39-52.

Long, M. H. (2016). In Defense of Tasks and TBLT. Nonissues and real Issues. *Annual Review of Applied Linguistics*, 36 (1), 5-33.

Mahdavirad, F. (2017). Task-based language teaching in ran: a study of EFL teacher's perspectives. *International journal of English language & translation studies*, 5 (4), 14-21.

Min, H. (2014). The Effects of Task-Based Teaching Approach on College Writing Classes. *Studies in Literature and Language*, 9(3), 182-186.

Min, S. L. (2005). The Pros and Cons of Task-based Instruction. Elementary English Classes. *English Teaching*, 60(2),185-205.

Nasser, S. M. (2019). Iraqi EFL Students' Difficulties in Writing Composition: An Experimental Study(University of Baghdad). *International journal of English Linguistics*, 9(1), 178-184.

Naudhani, S,M. & Naudhani, S,M. (2017). The impact of the task-based learning on the teaching of writing skills of EFL learners in Pakistan. *ELK Asia pacific journal of social science*, 3(2).

Nita, A .& Rozimela, Y .& Ratmandia (2019). The Use of Task-Based Learning to Enhance Speaking Skill of Senior High School Students. *Advances, in Social Science, Education and Humanities Research*, (463), 161-165.

Norris, M . J. (2002). Interpretation intended uses and designs in Task-based language assessment. *Language testing*,19(4),337-346.

Pangaribuan, T., & Manik, S. (2018). The Effect of Buzz Group Technique and Clustering Technique in Teaching Writing at First Class of SMA HKBP I Tarutung. *English Language Teaching,* 11(1), 164-178.

Payman, S . & Gorjian, B. (2014). Effects of task-based strategies on students' writing skill among translation students. *European Journal of Business and Social Science,*3(3), 201-216.

Pryia, V . N.& Valli, S .K. (2016). A task-based approach to develop the writing skills in English of students at college level. *International Journal of Applied Engineering Research,*11(3), 2145-2148.

Rahimpour, M. (2008). Implementation of Task-Based Approaches to Language Teaching.

Richards, J., & Rodgers,T. (2001). *Approachos and methods in language teaching.* United kingdom: Cambridge university press.

Robinson, P. (2007). Task Complexity, Theory of Mind, and Intentional Reasoning: Effects on L2 Speech Production, Interaction, Uptake and Perceptions of Task Difficulty. International Review of Applied Linguistics, 45 (3), 193- 214.

Salimi, A., & Dadashpour, S. (2012). Task Complexity and Language Production Dilemmas. *Procedia social and behavoiral sciences* , 46, 643-652.

Seyedi, S . H. (2014). The Application of Task-based Writing and Traditional Writing on the Development of Reading Comprehension of EFL Advanced Iranian Learners. *International Journal of English Language Education,* 2 (1), 225-240.

Seyyed, k. (2012). Task-based Instruction. *International Journal of Linguistics,* 4(3), 242-251.

Shehadeh, A. (2019). Task-based Language Learning and Teaching. Theories and Applications. *United Arab Emirates University,* 12-29.

Skehan, P. (1998). *A Cognitive Approach to Language Learning. Oxford*: Oxford University Press.

Skehan, P.(2009). Modelling Second Language Performance: Integrating Complexity, Accuracy, Fluency and Lexis. *Applied Linguistics* 30 (4), 510–532.

Skehan, P., & Foster, P. (1997). Task type and Task Processing Conditions as Influences on Foreign Language Performance, *Language Teaching Research,* 1(3). 185-211.

Sundari, H ., & Febriyanti, R. H . & Saragih, G (2018). Using Task-based Materials in Teaching Writing for EFL Classes in Indonesia. *International Journal of Applied Linguistics & English Literature*, 7 (3), 120-124.

Thornbury, S. (2006). An A-Z of ELT: A Dictionary of Terms and Concepts Used in English Language Teaching. Oxford, UK: Macmillan Education.

Tuan, T . L .,& Huan, T . N. (2018). The effect of task-based language teaching on EFL learners' writing performance at Tien Giang University. *Can Tho University Journal of Science,*54(5), 91-97.

Viriya, C. (2018). Using Task-Based Learning with students of Academic English. *Arab world English*, 9(4), 337-346.

Willis D., & Willis. J. (2007). *Doing Task-based Teaching*. Oxford: Oxford University Press.

Willis, J. (1996). *A framework for task-based learning*. Harlow: Longman.

Zainuddin, H., Yahya, N., & Morales-Jones, C., & Ariza, E. N. W. (2011). *Fundamentals of Teaching English to Speakers of Other Languages in K-12 Mainstream Classrooms.* Third Edition. Iowa-USA: Kendall Hunt Publishing.

LIST OF TABLES

TABLE 1. 1. THE STAGES OF THE EDUCATIONAL SYSTEM IN IRAQ. ... **ERROR! BOOKMARK NOT DEFINED.**

TABLE 2. 1. TBI FRAMEWORK BY ELLIS (2003)..... 36

TABLE 2. 2. TASK-BASED INSTRUCTION FRAMEWORK BY WILLIS (1996). 37

TABLE 2. 3. A FRAMEWORK FOR DESIGNING TASK-BASED LESSONS BY ELLIS. 38

TABLE 3. 1. EFL STUDENTS (N=40) DEMOGRAPHIC INFORMATION 41

TABLE 3. 2. DATA COLLECTION PROCEDURES FOR RESEARCH..... 42

TABLE 3. 3. INDICATES THE GOAL AND RATIONALE OF THESE INSTRUMENTS OF STUDY AND THEIR AIMS IN THE STUDY..... 44

TABLE 3. 4. QUESTIONS OF RESEARCH AND THE SOURCES OF DATA. 46

TABLE 3. 5. T-TEST OF THE EXPERIMENTAL AND CONTROL GROUPS IN THE PRE-TEST AND THE POST-TEST IN PILOT STUDY..... 52

TABLE 3. 6. THE RESULTS OF THE RESPONSES OF THE STUDENTS TO THE SECOND SECTION (TOTAL 5). 54

TABLE 3. 7. DESCRIPTIVE STATISTICS OF THE QUESTIONNAIRE FOR IRAQI EFL LEARNERS... 55

TABLE 3. 8. DESCRIPTIVE STATISTICS OF THE QUESTIONNAIRE FOR IRAQI EFL LEARNERS... 56

TABLE 3. 9. DESCRIPTIVE STATISTICS OF THE QUESTIONNAIRE FOR IRAQI EFL LEARNERS... 57

TABLE 4. 1. DESCRIBES THE RESEARCH QUESTIONS AND THE SOURCES OF DATA OF RESEARCH QUESTIONS AND THE SOURCE OF ANSWERS. 58

TABLE 4. 2. EFL COMPLEXITY (WRITING) IN THE PRE-TEST AND POST-TEST OF THE CONTROL GROUP. 60

TABLE 4. 3. T-TEST OF EFL COMPLEXITY (WRITING) OF THE CONTROL GROUP IN THE PRE-TEST AND THE POST-TEST. 61

TABLE 4. 4. EFL COMPLEXITY (WRITING) IN THE PRE-TEST AND THE POST-TEST OF EXPERIMENTAL GROUP..... 62

TABLE 4. 5. PAIRED SAMPLES T-TEST OF EFL COMPLEXITY (WRITING) OF THE EXPERIMENTAL GROUP..... 64

TABLE 4. 6. EFL FLUENCY (WRITING) BY THE CONTROL GROUP IN THE PRE-TEST AND THE POST-TEST. 65

TABLE 4. 7. PAIRED SAMPLES T-TEST OF EFL FLUENCY (WRITING) OF THE CONTROL GROUP. 66
TABLE 4. 8. EFL FLUENCY (WRITING) BY THE EXPERIMENTAL GROUP IN THE PRE-TEST AND THE POST-TEST 67
TABLE 4. 9. PAIRED SAMPLES T-TEST OF EFL FLUENCY (WRITING) BY THE EXPERIMENTAL GROUP. 68
TABLE 4. 10. EFL ACCURACY (WRITING) OF THE CONTROL GROUP IN THE PRE-TEST AND THE POST-TEST 69
TABLE 4. 11. PAIRED SAMPLES T-TEST OF EFL ACCURACY (WRITING) OF THE CONTROL GROUP. 71
TABLE 4. 12. EFL ACCURACY (WRITING) IN THE PRE-TEST AND THE POST-TEST BY THE EXPERIMENTAL GROUP..... 71
TABLE 4. 13. PAIRED SAMPLES T-TEST OF EFL ACCURACY (WRITING) BY THE EXPERIMENTAL GROUP..... 73
TABLE 4. 14. T-TEST OF THE POST-TESTS (WRITING) BY THE EXPERIMENTAL AND CONTROL GROUPS..... 74
TABLE 4. 15. SHOWS THE RESULT OF THE LEARNERS' REACTIONS TO THIS SECTION. SA= STRONGLY AGREE; A= AGREE; U=NEUTRAL; D= DISAGREE; SD= STRONGLY DISAGREE75
TABLE 4. 16. DESCRIPTIVE STATISTICS OF THE QUESTIONNAIRE FOR IRAQI EFL LEARNERS. 76
TABLE 4. 17. DEPICTS THE RESULTS OF THE STUDENTS' RESPONSES TO THE ITEMS OF SECTION THREE OF THE QUESTIONNAIRE. SA= STRONGLY AGREE; A= AGREE; U=NEUTRAL; D= DISAGREE; SD= STRONGLY DISAGREE 77
TABLE 4. 18. DESCRIPTIVE STATISTICS OF THE QUESTIONNAIRE FOR IRAQI EFL LEARNERS. 79
TABLE 4. 19. SHOWS THAT ALL THE HYPOTHESES OF THE CURRENT STUDY WERE ACCEPTED, NONE OF THE HYPOTHESES WAS REJECTED. 79
TABLE 4. 20. SHOWS THE NUMBER OF REASONS THE STUDENTS PRESENTED FOR USING TBI. 81
TABLE 4. 21. DESCRIPTIVE STATISTICS OF THE QUESTIONNAIRE FOR IRAQI EFL LEARNERS. 82
TABLE 4. 22. THE NUMBER OF REASONS PRESENTED BY THE STUDENTS FOR NOT IMPLEMENTING TBI 82
TABLE 4. 23. DESCRIPTIVE STATISTICS OF THE QUESTIONNAIRE FOR IRAQI EFL LEARNERS. 83

LIST OF FIGUERS

FIGURE 2. 1 FRAMEWORK FOR TBI BY NUNAN (2004). 38
FIGURE 3. 1. FLOWCHART OF THE STUDY IN FOUR STAGES 43

Appendix

Instrument (Questionnaire)

Learner Questionnaire

This questionnaire is designed to examine Iraqi EFL learners' perceptions of Task-Based instruction (TBI) with reference to classroom practice. I would be really grateful if you read each item carefully and provide an answer. Your answers will be kept confidential. Thank you for your cooperation.

Section I. General and Demographic Information date: 2021 / /

College: ……... Department: ……..

Gender □ male □ female

Age □ 18-20 □ 21-24 □ 25-27

Section II. Learners' Understandings of Task and TBI

For each of the following statements, please answer by putting an √ in a box, according to the following scale:

SA (strongly agree), A (agree), U (undecided), D (disagree), SD (strongly disagree).

Questionnaire Items	SA	A	U	D	SD
1. A task is communicative goal-directed.					
2. A task involves a primary focus on meaning.					
3. A task has a clearly defined outcome.					
4. A task is any activity in which the target language is used by the learner.					

5. TBI is consistent with the principles of communicative language teaching.					
6. TBI is based on the student-centred instructional approach.					
7. TBI includes three stages: pre-task, task implementation, and post-task.					

Section III. Learners' Views on Implementing TBI

The following statements address Learners' views on implementing TBI in the classroom. Please answer by putting √ in a box that matches your position most, according to the following scale.

SA (strongly agree), A (agree), U (Undecided), D (disagree), SD (strongly disagree).

Questionnaire Items	SA	A	U	D	SD
8. I am interested in implementing TBI in the classroom.					
9. TBI provides a relaxed atmosphere to promote the target language use.					
10. TBI activates learners' needs and interests.					
11. TBI pursues the development of integrated skills in the classroom.					
12. TBI gives much psychological burden to a teacher as a facilitator.					
13. TBI requires much preparation time compared to other approaches.					
14. TBI is proper for controlling classroom arrangements.					
15. TBI materials should be meaningful and purposeful based on					

the real-world context.					

Section IV. Reasons Learners Choose or Avoid Implementing TBI. Are you interested in the implementation of TBI in your classroom? □YES □NO If yes, please put a √ for any reasons that make you interested in TBI.

□ TBI promotes learners' academic progress.

□ TBI improves learners' interaction skills.

□ TBI encourages learners' instincts motivation.

□ TBI creates a collaborative learning environment.

□ TBI is appropriate for small group work.

If no, please put a √ for any reasons that make you uninterested in TBI.

□ Students are not used to task-based instruction.

□ Materials in textbooks are not proper for using TBI.

□ A large class size is absolute to use task-based methods.

□ I have difficulty in assessing my own performance.

□ Teachers limited target language proficiency.

□ Teachers have very little knowledge of task-based instruction.

Consent to Participate in the Study

The purpose of the study is to explore the effect of TBI on the writing skills of Iraqi undergraduates. You are required to be a part of the experimental teaching for four weeks through TBI as compared to the classical methodology of teaching the English language in Iraq. The decision to participate in this study is absolutely up to you. All information provided by you will be entirely confidential, and it will be used only for the MA thesis at Karabuk University. You need to sign the following boxes as a volunteer to participate in the experimental teaching.

1. I confirm that I have read the information sheet as explained by the researcher and have the opportunity to ask questions regarding Experimental teaching.

☐

2. I understand that my participation is voluntary, and I am allowed to withdraw at any time without giving a reason.

☐

3. I am ready to participate in the study.

☐

Dated: September 04, 2021 Semester: spring, 2021

Name of the Participant: _____

Date of Birth: _____

Signature: _____

Gender: _____

Signature: _____

Summary of the tasks performed during experimental teaching in Iraq

Week	Tasks
1	1- Introduction and Benefits of TBI in ELT 2- benefits of online learning
2	1- Learning English through youtube 2- Ways to improve English outside the classroom
3	1- Learning English using mobile applications 2- Improving English (vocabulary) through dictionaries
4	1- Learning English through music and songs 2- Learning English through movies

Sample of Descriptive Essays written by the EFL Learners in Iraq

1- One essay from the pre-test and one essay from the post-test by the Control group

2- One essay from the pre-test and one essay from the post-test by the Experimental group.

Please see the next page for the samples

control group

Time: 50 minutes

Name:

Date: 2021 April 10

Q. write a descriptive essay on the given topic

Benefits of women education

Education is one of best and developed trend in our everyday life. So, everyone in society has his/ her right to be part of the education or particopate in the process of education in order to be educated, and not deprived from such a beneficial process. The process of educstion should be available for both genders not only for men, or women so that we have an educated society because society can be estsblisged by both genders not only one. So, women education is one of the tremendous factor for having the developed community becsuse society can not be improved in term of develoment without educated women. Educated people in general are so different from the an educated ones in term of literacy, cleverness, sociology, marriage, marketing, adopting children, and coversating with people, but an educated one can not depend on herself completely because she did found the people in many places, and many aspects of life that is why we have support the process of women education, and we should be against the process of illiteracy everywhere. Women education is the process of leading women to lightness of many aspects of life.

Pre-test

Experimental group

Time: 50 minutes

Name:

Date: 10th April 2021

Q. write a descriptive essay on the given topic

Benefits of woman education

An educated wife can split the load of her husband's life by doing jobs or by sharing her knowledgeable views about the jobs. An educated housewife can educate her children and can teach her children about the rights and moral values. She can also guided them to differentiate between good and bad things.

Girls sometimes have to face various forms of violence the school. Including violence on the way to school, by the school teacher, students and other people involved in the school environment. So girls' parents think that she might not be safe at that place hence forbid them from going to school.

Though education is free still there is a lot of cost involved in sending children to school. It includes the cost of uniform, stationery, books, and conveyance which is too much for a family living below poverty line. They can't even affords a day's meal, educational expenses are too far to incur. That is the reason why parents prefer to keep their girl child at home , so this way they can't study and they will be uneducated women.

control group

post-test

Time: 50 minutes

Name:

Date: 2021 may 10

Q. write a descriptive essay on the given topic

Benefits of women education

Women's education is a broad concept that refers to both girls' and women's health and education up to the tertiary stage. Around 65 million girls are out of school around the world, the majority of which live in developing and underdeveloped countries. Women are crucial to a country's growth. It is necessary and very important step for all countries, including developing and Education for women

Education is one of the most advanced and well-developed trends in our daily lives. As a result, everyone in society has the right to participate in or be a part of the educational process in order to be trained and not be denied access to such a valuable process. So we have an informed population, the educational process should be open to all genders, an educated wife can split the load of her husband’s life by doing jobs or by sharing her knowledgeable views about the jobs. An educated housewifives can educate her children and can teach her children about the rights and moral values. She can also guide them to differentiate between good and bad things.

experimental group

post-test

Time: 50 minutes

Name:

Date: 2021 may 10

it is every single woman´s right to be educated and to have a good education. No women should stay uneducated. An educated women can educate their children well, There is a famous saying that says, education is the most powerful weapon which you can use to change the world, it is obvious from this saying that education is very important and crucial to every single person in society. A man in family should encourage women to obtain education. If women stay uneducated in society then the half of society would be uneducated, most of scholars have shown that nations get development through education, and tells if you want to destroy any nations, start first destroying their education. An educated girl is better informed about pregnancy-related issues, as well as influences on her general health and that of her family. In turn, this knowledge not only reduces unplanned pregnancy rates and infant mortality rates; it can effectively result in experienced female health care providers who can better assists with childbirth.