

Developing a Task-based program for enhancing written Communicative Skills among EFL Secondary Scholars

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Abstract: The present study aimed at investigating the effect of using a task-based program on the development of EFL secondary scholars' written communicative skills. The study adopted the quasi-experimental design, using one experimental group and one control group. Participants of the study were first year language secondary school students, zagazig city, in the academic year 2021/2022. They were randomly assigned into two groups, experimental (35 students) and control (35 students). The experimental group received training through the task-based program, at the same time, the control group continued to study the content in the regular way. To determine the necessary written communicative skills for the first year language secondary school students, checklist was designed and the written communicative skills were approved by the jury members. Based on these written communicative skills, a written communicative test was developed and used as a pre-posttest. Results indicated that there was a statistically significant difference between the mean scores of the experimental group (taught through the designed task-based program) and the control group (taught traditionally) on the posttest in the overall written communicative skills. Results also revealed that there was a statistically significant difference between the mean scores of the experimental group in the pre- and the posttest in the overall written communicative skills favoring the post scores. It was concluded that the designed task-based program was effective in enhancing written communicative skills.

Key words: Task-based program- Writing- Communicative Skills-EFL secondary scholars.

Introduction:

Writing is amongst the most prominent skills of language. Learners need to be trained as an essential component of their academic life and later on in their professional life, which partially explains why teaching writing has prompted a good deal of research that covers various aspects of its broad instructional contexts.

In the last thirty-five years, our world has witnessed some dramatic and incredible changes. The most influential and remarkable ones

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are the revolution in information technology and the revolution in communication technology with their consequences and prevailing impacts. This revolution in information and communication has turned our world into what has been called a small village. The new situation has entailed the growth of scientific and cultural interrelations among different parts of the world. Such conditions necessitated that the increasing number of the world population should have one medium of communication, which made situations ripe to qualify English as a medium- language. Thus, the teaching and learning of English among people has become something in demand.

Littlewood (1999) explained the relationship between TBT and CLT as follows: the continuum from focus on forms to focus on meaning could equally well be taken as representing 'task-types' in the TBT or 'activity types' within the CLT. In this respect, TBT can be seen as a development within the CLT. The essential feature of this development is that the structural and authentic communication activities or tasks take on a more central role. In TBT (as usually conceived) tasks serve not only as major components of methodology, but also as units around which a course may be organized. These units provide a link between outside-classroom reality and inside-classroom pedagogy. At the interface with outside-classroom reality, communication tasks enable the course to be organized around 'chunks of communication' which reflect students' needs, interests, and experience. At the interface with inside-classroom pedagogy, they provide an organizing focus for the individual components of language (forms, vocabulary, and so on) that students have to learn in order to communicate competently.

Willis (1996) indicated that TBT learning is fostered through performing a series of activities as steps towards successful task realization. The focus is away from learning language items in a non-contextualized vacuum to using language as a vehicle for authentic and real-world needs. By working towards task realization, the language is used immediately in the real context of the learner, making learning authentic. In a TBT framework, the language needed is not pre-selected and given to the learners who then practice it, but rather it is drawn from the learners with help from the teacher, or to meet the demands of tasks. In TBLT, motivation for communication becomes the primary driving force.

This approach places the emphasis on communicative fluency rather than the hesitancy borne of the pressure in more didactic approaches to produce correct utterances. Exposure to the target language should be in a naturally occurring context. This means that, if materials are used, they

are not prepared especially for the language classroom, but they are selected and adapted from authentic sources such as magazines, newspapers, and brochures.

Based on the dramatic changes in the field of technology and communication, the new innovation in the field of teaching and learning EFL, and the outcomes of TEFL process in our schools which seem to be not much promising, the Ministry Of Education has launched the Educational Reform for Knowledge Economy Project to enhance the outcomes of (TEFL) process through starting the process of (TEFL) from grade one instead of grade five, updating the curriculum and textbooks of English language, and giving the choice to the teacher to use any appropriate method for achieving the instructional objectives.

Using writing skills to communicate with native and non-native speakers of English is one of the major problems confronting students who are learning EFL in Egypt. This problem could be caused by the lack of a native speaker's environment and the crowded classes at our schools. Therefore, developing writing skills is a real challenge for both EFL teachers and EFL students.

Context of the problem:

Conducting a written communicative skills questionnaire in April, 2019 as a pilot study to identify the difficulties facing EFL students in the first year at Zagazig language secondary school (n=70), it was found out that, EFL students lacked some written communicative skills.

Statement of the problem

In light of the aforementioned argumentative account, it is clear that the secondary school EFL students lack the written communicative skills as had been revealed through the pilot study. It could also be mentioned that giving the activities of the designed task-based program would help in achieving high standards of skill mastery for the EFL students. Accordingly, this study attempted to address the following main question as well sub questions:

How effective is a designed task-based program in developing EFL experimental language secondary school students' written communicative skills?

Questions of the study:

- 1. What are the written communicative skills needed for the first year EFL students at the experimental language secondary school?**
- 2. To what extent do those students master these skills?**

3. what are the features of a task-based program that may enhance the EFL students' written communicative skills?
4. what is the effectiveness of the proposed TB program?

Significance of the study

The results of this study are hopefully expected to be useful to:

1. The EFL students: This study may improve the EFL students' written communicative skills.
2. Teachers: This study may supply teachers of this stage with task-based activities that could improve their performance in the EFL classrooms and their students' written communicative skills.

Delimitations of the study

This study was delimited to:

1. Seventy students at Zagazig language secondary school, Sharkia Governorate.
2. Written communicative skills which were specified by the questionnaire results.

Instruments of the study

The following instruments were designed by the researcher: A written communicative skills questionnaire. See its results Appendix (B) page 25.

Validity:

The first version of the questionnaire was submitted to 10 jury members in Ain Shams, Zagazig, Benha and Suez Canal University to determine the most important communicative writing skills needed for the first year EFL students at the language secondary school students.

The final list of communicative writing:

Communicative Writing Skills	Relative Weight of Importance%
1. Form words from given common syntactic roots / stems (word formation)	99
2. Identify the immediate constituents of sentences	100
3. Formulate sentences from words , groups of sentences from sentences by observing semantic and formative relations	98
4. Identify different meanings of the same word in different contexts	98
5. Identify various syntactical structures to observe their semantic equivalents and potential changes in meaning	95
6. Explain the meaning of the given word/ word from the text	100

7. Write simple types of communication correctly in terms of content and form	99
8. Express oneself clearly in an organized coherent way, according to the genre and communicative situations	97

b. The pre-post written communicative skills test. See Appendix (C) page 28.

Validity:

To validate the test, it was submitted to 10 jury members in Ain Shams, Zagazig, Benha and Suez Canal University to measure the test content validity. The first version of the test was submitted to 10 jury members in Ain Shams, Zagazig, Benha and Suez Canal University to evaluate the items of the content, number of questions, scoring methods, the suitability of the test for students' age and suitability for limit. The test proved to be valid.

Reliability:

Reliability of the test was determined using the test-retest method. The test was administered twice to a sample of 35 students of the first year EFL students at the language secondary school having an interval of two weeks. The reliability coefficient was computed using Spearman Brown correlation coefficient.

c. A rubric for correcting written communicative skills test. See Appendix (H) page 32.

Review of literature

To assess written communicative skills and determine a student's growth and skill, world language teachers turn to how Communication is defined within the standard. Communicative skills are manifested within the national standard through the interpretive mode, interpersonal mode, and presentational mode of communication (ACTFL, 2012). The interpretive mode of communication is characterized by the ability to interpret and understand spoken and written language whereas the interpersonal mode of communication describes the ability to maintain conversation between two or more individuals. The presentational mode of communication is highlighted by information presented through spoken or written language. When combined, these three modes of communication represent authentic real world communicative settings (ACTFL, 2012). As a result, the authors chose to target the Communication Standard of world language learning when exploring the integration of 21st century skills and Web 2.0 tools. Communication is a requisite to discuss, discover, and learn about all other concepts. Communicative competence is comprised of grammatical

competence, discourse competence, sociolinguistic competence, and strategic competence (Canale & Swain, 2000 & Savignon, 1997). Grammatical competence is the knowledge of the structure and form of a language; some of which include its morphologic, syntactic, phonemic and graphic features. The knowledge of the interrelationship between and logic across sentences and phrases is characteristic of discourse competence. An individual with strong discourse competence can aptly judge the relationship between different ideas within a text. Sociolinguistic competence focuses on the recognition and accordance of the rules of interaction; taking turns, appropriate greetings, proper use of formal/informal register, naturalness or overall native-like language. Finally, strategic competence is characterized by the ability to make the most of the language, particularly when compensating for language deficiencies. For instance, it is the ability to successfully communicate an idea or concept that an individual lacks the proper name for, or to negotiate meaning during conversation through verbal and nonverbal communication techniques. When skillfully combined, the result is successful communicative skills in which one can express, interpret, and negotiate meaning (Savignon, 1998).

According to Ferris (2002), teacher written feedback can be divided into two types: direct feedback and indirect feedback. The difference between these two feedback types is the explicitness of the correction forms. Some researchers question the effects of overt error correction. Others suggest that indirect feedback (i.e., symbols, codes, or marginal feedback) can be used as an alternative to give written corrective feedback. The teacher may circle or underline the mistakes and write the symbol in the margin. Alternatively, they may choose to only write the symbol in the margin without circling or underlining and the students are required to find the errors and correct them by themselves. The approach using indirect feedback cues may be useful in that it involves the learners taking more responsibility for their own learning.

Spandel (2005) defined writing as the production of sentences arranged in a particular order and linked together in certain coherent whole, which is often called a 'text'. Even though not much is known about individual writing methods of composing a text, it is agreed that it is neither an easy nor a spontaneous activity. Also, it is by the organization of our sentences into a text, into a coherent whole which is as explicit as possible, and complete in it, that we are able to communicate successfully with our readers through the medium of writing.

According to Graham (2005) Writing is said to be more dependent on the use of the linguistic resources of a language, resulting in the

difficulties experienced by ESL learners, especially at the elementary and secondary levels.

Raimes (1985) identified the following three reasons for the teaching of writing skills:

- Writing reinforces the vocabulary, structures, functions and notions that the students have been taught.
- It gives the students the opportunity to be adventurous with the language.
- The interaction of eye, hand and brain reinforces the learning of the language by forcing the student to think of new or other ways of saying things; in other words, it develops strategic competence.

The writing process is an approach to incorporate writing skills which occurs in the recursive nature of the composing process from the time that English language skills start developing. Silva (1996) translated this approach into the context of language classroom as stating, this approach focuses on the need for providing a positive, encouraging, and collaborative workshop environment within which students, with ample time and minimal interference, can work through their composing processes. The teacher's role is to help students develop viable strategies for getting started (finding topics, generating ideas and information, focusing, and planning structure and procedure), for drafting (encouraging multiple drafts), for revising (adding, deleting, modifying, and rearranging ideas), and for editing (attending to vocabulary, sentence, grammar and mechanics) (p. 15).

The process approach is viewed as "multistage process" (Reid, 1993) which follows a "cyclical pattern". The process approach to teaching writing considers all writing as a creative act and emphasizes the student as an independent producer of texts so that teachers let their student's time and opportunity to develop on their own. Response, therefore, is crucial in assisting learners to move through the stages of the writing process (Hyland, 2003). In other words, teachers must support student through multiple drafts by providing feedback and suggesting revisions during the process of writing itself, rather than at the end of it.

Methods of teaching activities:

In teaching activities, the researcher followed specific teaching steps as follows:

a) Presentation:

The researcher used various styles to initiate the practice of the activities whether through giving an introduction about the topic or asking questions or making discussions with the students.

b) Practice:

At this stage, the researcher provided students with various activities through group discussion. Students were given the opportunity to engage in practicing these activities with the instructor and among themselves.

c) Evaluation:

At the end of each session, students were evaluated using questions about the chapter to measure the students' ability to master the written communicative skills.

The proposed program:

- 1. Aim of the program**
- 2. Objectives of the program**
- 3. Instructional procedures**
- 4. Activities**
- 5. Material/Media**
- 6. Assessment procedures**
- 7. Evaluation of the program.**

1. Aim of the program

The main purpose of the program is to enhance critical reading and communicative competence among EFL Language secondary school students. The program is based on integrated language instruction.

2. Objectives of the program

By the end of the program, students will be able to:

- Identify the importance of critical reading in EFL classroom.
- Realize the status of communicative competence within the process of teaching.
- Transfer from more controlled and mechanical to more free and communicative tasks and activities.
- Use critical reading as a tool or strategy to discover solutions for their language problems.
- Identify the function and usage of every component of the communicative competence.
- Realize that the teacher-once the task is set-transfers the all authority is the collaborative groups. In the Ideal, the groups activity/ task is always, "open-ended".
- Utilize intellectual effort to understand the targeted feature of language.

3. Instructional procedures

Step (1): Teacher has to identify the role of the teacher and the role of the student.

Teacher should assert that:

The role of the teacher:

- 1- Designer, modeler of approach usage, facilitator, mentor and coach.**

2- Integrated language instruction requires from the teacher to be facilitator, fellow guider rather than a knowledgeable expert and on the other hand, to be a "competent analyst himself".

3- The teacher has mainly to be: a motivator, a resource, and feedback provider. These three roles are particularly necessary in integrated language instruction.

Harmer (2001) describes them as follows: **Motivator**: which involves "creating the right conditions for the generation of ideas and encouraging the students to make as much effort as possible for maximum benefit".

Resource: where the teacher should be ready to supply information and language where necessary. "This role is important since the teacher will monitor the progress of the students' work during which he/she will give "advice and suggestions in a constructive and tactful way".

Feedback provider: "giving feedback on critical reading activities demands special care. "It requires from the teacher to "respond positively and encouragingly to the content of what the students have produced". It also requires focused feedback during correction based on what the students need at this particular stage of their studies, and on the tasks they have undertaken." Pointing out errors and correcting the mistakes students are made. In addition to the previous roles, the teacher has to be a collaborator, particularly in the first stage where he/she will assist the students to read critically, and helps them to make their own choices not impose on them.

A mediator: whose task is to direct students in the right direction and helps them accomplish what they cannot do by themselves.

All these roles will make the students feel that the relation "student-teacher" is collaborative, and develop the students' awareness about language they use and avoid repeating the same errors while involving in accuracy work.

The role of the students:

Self-reliant learners, decision makers, master knowledge by constructing it, knowledge builder, and rule discover.

A student's role is also to be motivated about their learning. This role is also tied to a teacher's role as well. However, if students are truly interested in learning, it is their job to think. When thinking, students should be able to find some prior experience or knowledge to apply this new learning to. When doing so, they should mentally prepare themselves to learn more about this new concept or idea. Now, this does not always

happen, but a student who wants to be actively involved in their education, should think.

Leader: responsible for the completion of the task\activity, stick to the core topic of discussion.

Independent analyst: teaching of critical reading and communicative competence should help learners to become independent analysts. The reason for such an initiative is that, because instruction is so often incomplete, students will have to become independent analysts of the target language.

The proposed program consisted of 10 sessions. Each session is concerned specifically with the use of a certain grammar rule. Each session includes a group of activities. The number of activities is different from one session to another according to the objectives to be achieved. Some activities took 45 minutes and others took 60 minutes. Thus, each lesson took time according to the numbers of its activities including their presentation and procedures. Evaluation of each lesson was at the end of implementing the whole activities of this session.

Procedures of experimentation:

The experimentation followed the following steps:

- The researcher designed the task-based program, which was then validated by a number of TEFL experts.
- 70 EFL students were randomly chosen from the first year EFL students at the language secondary school in zagazig.
- The researcher administered the pre written communicative skills test to the first year EFL students.
- The students were divided into a control group (35 students) and an experimental group (35 students).
- The researcher taught the experimental group by using designed task-based program, the duration of experimentation was took one term.
- The researcher taught to the control group by using the traditional method.

Results/Data analysis

Part (A): Validating the study hypotheses

1. Hypothesis no,1:

1. It was hypothesized that "there would be a statistically significant difference between the mean scores of the experimental group in the pre-administration and the post-administration of the written communicative skills test in favor of the post-administration." To determine the relative extent of change fostered by the implementation

of the proposed program a t-test for paired samples was used. See table (1).

Table (1) t-values comparing the pre- post-administration means for the experimental group in written communicative skills test.

	N	Mean	Std	t	Df	Sig.	Effect size
Pre	35	14.65	2.36	50.60	34	0.000	0.987
Post	35	27.80	1.67			Sig.	High

Table (1) illustrates that there was a statistically significant difference at 0.01 level of significance in the critical reading test between the mean scores of the experimental group in the pre-post administration of written communicative skills test in favor of the post-administration scores. It can be indicated that t-value (50.60) is significant at 0.01 levels. The mean scores of the posttest (27.80), whereas the deviation of the scores of the pretest is much higher than that of the posttest. These results provide enough evidence to support the first hypothesis.

2. Hypothesis no.2:

3.It was hypothesized that "There would be a statistically significant difference between the mean scores of the experimental group and the control one in the post-administration of the written communicative skills test in favor of the experimental group".

Table (2) t-values of the post-administration of the written communicative skills test comparing the experimental group to the control group

	N	Mean	Std	t	Df	Sig.	Effect size
Control	35	15.14	1.59	-32.37	68	0.000	0.968
Experiment	35	27.80	1.68			Sig.	High

Table (2), indicates that there is a statistically significant difference at 0.01 levels between the attained mean scores of the control and experimental group in favor of the experimental group post application of the written communicative skills test. The estimated t-value is- 32.37. It is significant at 0.01 levels in favor of the post application of the experimental group. The mean of the experimental group in the post application is (27.80) and that of the control group is (15.14). So the mean of the experimental is higher than that of the control group. These results confirm the effect of the designed task-based program on the experimental group students' written communicative skills.

Hence, the above results seemed to provide adequate evidence to support the study hypothesis. The change that occurred in the experimental group was bigger than the control group due to the

implementation of the designed task-based program. So, the study hypotheses were supported by the results. And all the findings of the study proved to be positive. The experimental group students had developed their use of written communicative skills more than the control group. This could be attributed to the training that the experimental group was exposed to, whenever other variables have been controlled.

Part (B): Discussion and interpretation of the results:

Discussion of the results:

Following is a detailed discussion of the results related to the empirical part of the study. Such a discussion relates to the purpose as well as the hypotheses of the study. The purpose of the present study was to investigate the effect of a designed task-based program on the development of EFL secondary school students' written communicative skills. In this study, a designed task-based program produced statistical as well as educational gains in the written communicative skills.

The data from the present study supported the positive effect of a designed task-based program in developing written communicative skills in the study hypotheses. The results also revealed that the designed task-based program is of high efficiency on the students' written communicative skills.

The results also revealed the superiority of the experimental group students who received designed task-based instructions activities over their counterparts who received the typical teacher-directed instruction in the same content. Students in the experimental group made significantly greater gains than students in the control group on the written communicative skills test.

Using a designed task-based program helped students overcome some of their problems and increased their friendship in written communicative skills. During the experiment, students in the experimental group were working as if they were one team in a group through suggesting ideas, offering critical viewpoints, correcting each other mistakes, and helping each other.

At the beginning of the experiment, the researcher observed a weak response from students in session (1) but this response, after that, turned into an effective participation in applying the activities that the program included. Later, students themselves prepared a list of criticism techniques, and then they applied it on the texts that the researcher taught.

Through administering the program, the researcher observed that the students' EFL written communicative skills were developed.

The designed task-based program has an effect on developing students' written communicative skills; this was illustrated through the students' desire to write the paragraph carefully twice at least before analyzing it within the classroom. Also, during the administration of the program, the researcher observed that the students become highly motivated towards written communicative skills and these are what we call the higher learning skills.

It can be noticed that the majority of students in the control group were uncertain of their knowledge of all skills in the measurement of these skills. The reason for that is that these students did not have any previous idea of these written communicative skills. These results suggest that participants were drawing on their L1 skills to support their English language writing knowledge. In other words, they did not have any practice in teaching these skills in their written lessons. Therefore, they did not make much progress in the use of written communicative skills. This indicates that there was a relationship between the improvement of written communicative skills and the amount of practice they had. Most students faced some problems in understanding these skills and they did not acquire any more positive attitude towards written communicative skills. However, the impact of the designed task-based Program on scores of participants in the research group shows that the majority of the participants improved their scores in the written communicative sub-skills. The discussion with the regular teacher stated that these students had missed lessons that would have helped them gain knowledge in the four language skills. This can be related to their struggle with this type of work. As a whole, the program improved the written communicative skills of language secondary school students.

These results can be attributed to the following:

- Overall findings suggest that students benefited from learning the task-based program stages that provided an approach to master written communicative skills.
- Language is an instrument of communication and therefore, the primary objective of second language learning and teaching process is to develop learners' written communicative skills.
- Classroom learners can acquire written communicative skills by participating in different tasks such as, writing paragraphs or essays and put a suitable title to it and clarifying the main idea in the paragraph,

making a conversation inside the class about pollution and how to solve it.

-The teacher was also oriented to play a role of classroom manager, facilitator or role model for the activities that learners are asked to carry out. Giving guidance and feedback (when it is felt necessary) were also other roles allocated to the teacher. The teacher empowers the students.

-Students began to show certain changes and progress especially in written communicative skills.

-The designed task-based program was found suitable in promoting pair work, group work and discovery technique in language teaching.

-The designed task-based program has an effect in enabling learners to acquire and understand their roles in communication.

Conclusions:

The results of the present study revealed that:

Using designed task-based program helped students overcome some of their problems and increased their friendship, written communicative skills. During the experiment, students in the experimental group were working as if they were one team in a group through suggesting ideas, offering critical viewpoints, correcting each other mistakes, and helping each other.

At the beginning of the experiment, the researcher observed a weak response from students in session (1) but this response, after that, turned into an effective participation in applying the activities that the program included. Later, students themselves prepared a list of criticism techniques, and then they applied it on the texts that the researcher taught. Through administering the program, the researcher observed that the students' EFL written communicative skills were developed.

The researcher, at the end of the administration of the proposed program found that students' written communicative skills activities were developed. On the other hand, students told the researcher that they were interested in the activities they practiced in the program, to the extent that they can apply it on other academic subjects. Thus, it can be said that the program developed the skills of transfer of learning among students.

Recommendation of the study:

Based on the results; and the quantitative and the qualitative data obtained through the different phases of this study, the following recommendations can be given:

- 1- designed task-based in future language courses have to be motivating, interesting, engaging, and consistent with the aims of the other subjects students are currently studying.**
- 2- designed task-based in future language courses have to enhance students' critical thinking.**
- 3- Methods of teaching English using task-based have to assist students to be more autonomous. The role of the teacher in these classes has to be that of a guide or a facilitator.**
- 4- Written communicative skills need to be introduced in our language classes in the pre-university level.**

Suggestions for further research

Throughout the research, the researcher suggests the following for further research:

- 1- Replicating the present study on a larger sample that belongs to different governorates and universities inside Egypt.**
- 2- A longitudinal study which will allow students ample time to adjust to this new method of instruction.**
- 3- The effect of administering the proposed program to writing skills needs to be assessed.**
- 4- The effect of administering the proposed program to developing student's general reading ability.**
- 5- Designing other programs for primary and preparatory stages and investigating their effectiveness on developing students' critical reading ability.**
- 6- Designing other programs for pre-university levels that aim at nourishing the value of tolerance in our students.**
- 7- Designing other programs for developing students' responsibility, self-confidence, and community service.**
- 8- Designing other programs for developing university students' writing skill in general.**

The study implications:

The findings of the investigation demonstrate that using designed task-based program helped students overcome some of their problems and increased their friendship, written communicative skills. In addition, this research emphasized the valuable role of discussion in helping students become more active, this point was useful to the present study.

The results of this study also support the contention that gaining access to meaning through written communicative skills depends strictly on

prior mastery of the language structure that leads to it, and also the comprehension of the structures that signal meaning.

The results of this study partially proves Arnold (2009: 147) theory: that communicative competence encompasses the knowledge of how to use the language in the real world, it breaks down into two major components of the knowledge; knowledge of the language and knowledge of how to achieve the goal of communication.

The findings of this study recognize that written communicative skills are of utmost importance for EFL students. The findings of this study provide the educational policy makers with insights into perception and practices of teaching reading comprehension skills.

According to Harmer (2007:69) language is used for exchanging ideas, feelings and emotions, the speaker needs to possess the capacity to construct grammatical sentences (grammatical competence) and socially appropriate utterances (communicative competence). Thus, communicative language teaching provides students with more opportunities for communicative language. This theory was supported by the findings of this study.

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تصميم برنامج قائم على المهام لتعزيز مهارات التواصل الكتابية لدى طلاب المرحلة الثانوية
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المستخلص: تعد الكتابة باللغة الانجليزية بمثابة الدعامة التي تعزز مهارات اللغة. فالكتابة هي عمل منظم حيث يقوم الكاتب بسرد المعلومات وفقا للترتيب المنطقي لللاحداث, تعرف الكتابة على أنها شكل من اشكال اللغة التي تعتمد على المهارة في توضيح المفاهيم و المناقشات الموجودة في النص لاكتشاف الرسائل التي يريد الكاتب أن يعرفها القارئ. ويعد الهدف من تدريس الكتابة باللغة الانجليزية هو تزويد المتعلمين بالمعرفة حول أساسيات و قواعد الكتابة، هذا و يعتبر تدريس الكتابة في المستويات المتقدمة مربكا لمعلمي اللغة الانجليزية طالما ظل بعيدا عن الكفاءة و الفاعلية نظرا لاتباع المعلمين عموما خطط تدريسية تقليدية بالإضافة الى قصور في مهارات الكتابة. ومن الضروري ان نأخذ في الاعتبار أن كلا من الدقة و الطلاقة يتوقفان على الاخر. و في تدريس الكتابة لطلاب اللغة الانجليزية كلغة اجنبية , ربما يشعر المعلم بالاحباط عندما يدرس الكتابة و يطلب من طلابه كتابة خطاب أو مقال فانهم عادة ما يقعون في اخطاء لغوية. وقد كشفت الكثير من الدراسات و الابحاث التي تناولت تدريس الكتابة في اللغة الانجليزية عن استمرار المزيد من مشكلات تدريس الكتابة لدى كل من المعلمين والمتعلمين.لذا ينبغي أن يشمل تدريس الكتابة في اللغة الانجليزية على طريقة المهمات للتدريس حيث التركيز على المضمون و المحتوى. ولهذا يهدف البحث الحالي الى التحقق من أثر برنامج قائم على المهمات و قياس أثره في مهارات الكتابة التواصلية لدى طلاب اللغة الانجليزية بالمدرسة الثانوية.

الكلمات المفتاحية: برنامج قائم على المهام - الكتابة- مهارات التواصل- طلاب المرحلة الثانوية.