ABSTRACT

Language learning is a continuous process and especially writing skill requires a lot of experience. Teaching or enhancing writing skills has always been a Himalayan task for both teachers and learners in classroom situation. The purpose of the study is to analyze and review of sample writing attempts of the under graduate students of Arts college in Salem district and to enhance their writing skill by adopting tasks. The data for the study are derived from 80 students from two different Arts colleges, in Salem District, Tamil Nadu. In learning process making errors is a part of the process. So the written errors are identified and examined and they are compared. The total errors from Pretest made in verb and tense, writing the story, positive into negative and prepositions is 2683. Task based modules which are practical and flexible are adopted for teaching and the students are made to participate in different tasks and activities which promoted their active participation and holistic experience. They are familiarized with the same grammatical items through the tasks. Finally the post test was administered to assess their improvement. The total errors in Post test are 678 and it is reduced from the Pretest errors 2683. Their pass percentage is increased from 30.6% to 80.24%. Among the students the rural female students have improved significantly from 29.15 to 83.33 when compared with other categories of rural male, urban male and urban female students. Thus the study provides evidences that task based language teaching would enhance the writing skill of undergraduate students in Salem district.