Chapter-5

Research Findings, Implications and Conclusion

5.0 Introduction

This chapter presents the main findings of the study, which are obtained from different research tools like pre-test tasks, post-test tasks, classroom observation, questionnaires and semi-structured interviews. It also presents the research question, which is mentioned in the first chapter, and discusses how this research question is answered in the final sections of the study. This chapter also shows the results of pre-test and post-test in Phase I and Phase II. It also offers suggestions, implications, recommendations for language teachers, and especially for the teachers in regional medium schools, policy makers and material developers. This chapter discusses how the study provides enough scope for the future research, in regional medium schools, using TBLT approach. It also gives information on how this study gives the input for the future research scholars, who would take up research studies on TBLT approach.

5.1 Discussion of Pre-test Findings of the Study in Phase I

a) Control Group: Pre-test

The researcher wanted to check the existing performance of students in a regional medium school, before conducting the intervention study, so the test (pre-test) was administered to them. They had to write an essay on their own without any help, on the topics they liked. The result of the pre-test was very poor, and their performance was discussed in the table 4.2, chapter 4 in the analysis and interpretation section. It was found that students’ results were below the level of expected performance. During the
study in Phase I, the control group was given a pre-test to write on a topic according to their choice without any time limit. Though they were given ample time to write down their ideas and experiences in the form of an essay, they were unable to write well. Though they chose the topic “Diwali” that was very familiar to them, they scored very poor marks. The average score of the total number of students in the control group was 2.3 marks. The total number of marks allotted was 10 marks. The individual scores of the students were poor.

The results show that students could not write any essay on their own (refer to the table 4.1 in chapter 1, for the score in pre-test). It shows that they could not give any introduction, a body, and a conclusion to their essays. The findings give us an opinion that, students need some teaching regarding essay writing.

Discussion of Pre-test Findings

b) Experimental Group

The students of the experimental group were also given a pre-test. The results of the experimental group in the pre-test show a poor performance of the students as those of the control group. The average score of the experimental group was 2.0 marks and the scores of individual performance were equally poor (refer to the table 4.2).

The findings of the pre-test give us a clear picture that students of the experimental group scored less than the students of the control group in the pre-test. The pre-test performance of the control group and experimental group clearly show that learners have insufficient capacity to write a proper essay and lack proper teaching on essay writing.
5.2 Discussion of Post-test Findings: Phase 1

The following section of the chapter discusses the post-test finding of the study; control group and experimental group.

5.2.1 Findings of the Post-test

Control Group

The post-test performance of the control group was as same as the performance in the pre-test. The average score of the post-test was 2.3 marks as same as the score in pre-test. It clearly shows that the control group students did not show any improvement in the post-test performance as they did not receive teaching of essay writing and did not know how to write descriptive and narrative essays.

5.2.2 Discussion of Post-test Findings

Experimental Group

Post-test 1

The findings of the results of the experimental group in post-test 1, show that there was a slight improvement in the students’ performance as their average score was 5.13 marks (refer to the table 4.7 in chapter 4).

5.2.3 Post-test 2

The scores of the experimental group students, showed a better performance in post-test 2 which was comparatively better than post-test 1, as the average mark of group test was 7.5 marks (refer to the table 4.8).
After observing a positive change in the performance of experimental group students, after using TBLT approach, an experimental study was devised. The following sections of the chapter, discuss the findings of the main research study.

5.3 Discussion of the Findings of the Study in Phase -II

This section discusses the pre-test findings of control and experimental groups. The section highlights the scores of both groups in writing an essay using content words.

5.3.1 Pre-test Findings-Content words

Control Group

The pre-test findings of the control group students in the research study reflect very poor performance in essay writing. The scores give us an impression, that these students could not write a single essay, even in simple language. The average score of the control group was 1.75 marks. It strongly conveys that students could not write an essay even on the topic they selected. It also reveals that though students had enough content knowledge to express, they lacked enough skills to express in English. They did not have sufficient vocabulary to produce essays, using content words, function words and linkers.

5.3.2 Pre-test Findings-Content words

Experimental Group

The pre-test findings of the experimental groups, suggest poor performance of learners in presenting a proper essay. The results show that the performance of the control group in pre-test was better than the performance of the experimental group in the
pre-test. The average score of the experimental group in the pre-test was 1.6 marks, before the intervener/researcher intervened with an intervention study.

5.3.3 Pre-test Findings- Function words

Control group

The average score of the control group students in using function words in the pre-test was 2 marks. The total number of marks allotted for the essay writing was 13 marks (for the details of the number of function words, refer to the table 4.1 in chapter 4). The findings of the pre-test performance of the control group give a poor picture of essay writing.

5.3.4 Pre-test Findings-Function words

Experimental group

The average score of the experimental group students in using function words in pre-test was 1 mark, and it was poorer than the control group. It shows that the experimental students could write only insufficient number of function words in the pre-test, before they underwent an intervention study.

5.3.5 Pre-test Findings-Linkers

Control Group

The average score of the experimental group students in using linkers was 0.5 marks. It shows the poor attempt at the use of linkers in essay writing. The control group hardly used linkers in the essay.
5.3.6 Pre-test Findings-Linkers

Experimental Group

The average score of the experimental group students in writing linkers was 0.3 marks. The scores in pre-test reflect the inability of experimental group learners in using linkers. A gap in their writing was seen in the pre-test performance.

5.3.7 Pre-test Findings-Essay Format

Control Group

The scores which were obtained by the control students during the pre-test were very poor. Their average score was 1 mark. The scores show that students were not aware of essay writing patterns especially when they had to write the essays on their own without copying from the books.

5.3.8 Pre-test Essay format Findings (Experimental group)

The score of the experimental group students in the pre-test was equally bad as the score of the control group students in essay writing. The average score was 1.1 marks. The scores of both groups make us understand the students’ poor ability in writing essays during the pre-test time.

5.4 Findings and Discussion of Post-test Results

The section below discusses the post-test performance of control and experimental groups in writing essays using content words.
5.4.1 Findings of Post-test 1-Content words

Control Group

The scores of the control group students in post-test 1 (conducted without any intervention study) were very poor. The average mark (1.75) of the control group students was the same as their pre-test score. The performance of the control group students shows that they have a very few content words, to express their ideas in essays. Though students wanted to convey the information they could not express anything, as they did not have sufficient content words, to use in the essay writing. It gives us an impression that students need some inputs to improve their use of content words. They did not perform well, when compared to the performance of experimental students, who were taught how to use the content words through the task-cycle phase. Their performance in both pre and post test was same and there was no growth observed in the two tests. The control group students displayed same poor performance in using function words, without any difference. The words ranged from 7-9 words, and it was observed that students used the same words in both tests without any improvement. No use of new words was noticed in the test. This showed that students of the control group did not have enough exposure, to the use of content words in essay writing. The results clearly reflected students’ inability to produce a more number of content words without the intervention study. This also indicated that they require adequate teaching, materials and exposure to good writing.
5.4.2 Findings of Post-test 1-Content words

Experimental group

The scores of the experimental group students in the use of content words, show the growth of content words from pre-test to post-test. Yes, indeed a progressive change occurred in the writing of students across all three post-tests. The average score was 2.6 marks. The number of words used in the pre-test were six to ten (6-10 words), and the words used in the post-test -1, were fifteen (15), and sixteen (16) by the experimental group. A visible change could be observed in the increase of content words in pre-test, and post-test after the experimental groups were taught through the intervention study using the task-cycle. The task-cycle, and the tasks used for developing writing did impact the writing of students.

5.4.3 Findings of Post-test 2-Content words

The students of the experimental group performed much better in post-test 2 than post-test 1. The use of content words increased from 21-30 words in post-test 2. The average score was 2.5 marks. The improvement was gradual in all the post-tests, and was consistent. The use of the task-cycle impacted very positively, and resulted in better learning. Students could use required number of content words in their essays.

5.4.4 Findings of Post-test 3- Content words

Students could show better improvement in post-test 3 than post-test 1 and post-test 2. The improvement was evident from the post-test 2 results. They could write nearly 33 words in post-test 3, whereas in post-test 2 they could use only 22 words. The average
score was 3.2 marks. They could gradually add more content words to their essays. The score in the post-test-3 could reflect that students showed better improvement in post-test 3 than in post-test 1 and post-test 2. The positive impact of TBLT is very much evident in all the post-tests.

5.5 Findings and Discussion of Post-test Results: Function words

The scores of both the groups (control and experimental groups) were assessed in the form of the scores. The findings of the post-test results are discussed in the following sections:

5.5.1 Findings of Post-test 1 - Function words

Control Group: Function Words

The performance of the control group in post-test was very poor and same as their pre-test performance. They could use only 7-9 function words and not beyond that. This provided clear evidence for poor performance of the control group students and their limited knowledge on using function words.

5.5.2 Findings of Post-test 1 - Function words

Experimental group

Due to the positive impact of the intervention study on essay writing of the experimental group, the learners could write function words ranging from 25-40 words in the post-test 1. The average score was 3 marks. It is evident that students could use more words after the intervention study. The results of post-test 1 clearly showed the positive effect of the task-cycle on their learning. After a rigorous practice of language during the
task-cycle, students could increase their use of function words in the post-test essays. The improvement has given us evidence to notice the positive effect of collaborative learning and corroborates the research argument that TBLT indeed improves essay writing of ESL learners. Students could collaborate, and coordinate with each other while writing the essays. With the help of their group members, they could share their ideas and words and assimilate all those into a better essay.

5.5.3 Findings of Post-test 2-Function words

There was a considerable difference between post-test 1 and post-test 2, in using the function words. The range of words, used in the post-test 2 was around 50-60 words in group performance of the students. An increase in the use of function words could be observed in the post-test 2. This suggests that the task-cycle did impact the learning in a positive way.

5.5.4 Findings of Post-test 3-Function words

In post-test 3, the students of the experimental group performed well and maintained consistent growth. The findings showed that the students’ growth was stable across all three post-tests. In simple terms, the improvement that students showed in all the post-tests was consistent. Though the post-test 3 was an individual test, students could still use around 50-60, as they performed in a group by coordinating with each other.
5.6 Findings and Discussion of Post-test-Linkers

The following section gives details about the performance of both groups using linkers in essay writing.

5.6.1 Findings on the use of Linkers

Control Group

The output of the students of the control group in post-test was the same as in pre-test. They used 0-1 linkers in the pre-test. They still remained in the range of 0-2 linkers without using sufficient number of linkers in the essay. There was no growth observed in students’ learning. There was no use of linkers in pre-test and also in post-test. The repeated use of “and” was observed along with other linkers in inappropriate contexts.

5.6.2 Findings of Post-test 1-Linkers

Experimental Group

The performance of the experimental group in using linkers in the pre-test was not good; moreover they used the same linkers in inappropriate contexts similar to the poor performance of the control group. They used around 2 linkers repeatedly throughout the essay like “and” and “but.” In post-test 1, they could use 4-6 linkers after the invention phase. The end result showed that there was a noticeable change in the use of linkers from pre-test to post-test 1. The average score was 1.12 marks. The intervention study did impact the learners and helped them to learn better words during the task-phase and intervention time.
5.6.3 Findings of Post-test 2-Linkers

In post-test 2, the experimental group performed better than post-test 1 by using nearly 7 linkers, and majority of them in the group used nearly 5-7 linkers. This showed that students could learn a second language through intervention phase by meaningful tasks. The average score of the experimental group was 1.3 marks. The score of this post-test confirms research hypothesis that has been formulated in chapter 1 (refer to chapter 1).

5.6.4 Findings of Post-test 3-Linkers

Students in post-test 3, performed better than post-test 1 and post-test 2. A remarkable difference was noticed in post-test 3. The linkers used that were used in post-test 3, clearly indicated that students had improved their writing. The use of linkers used in the essay increased by 8-11 in post-test 3.

5.7 Findings and Discussion of Post-test Results-Essay format

This section provides information on the performance of two groups: control and experimental groups in writing an essay with a proper essay format.

5.7.1 Findings on Essay writing Format

Control Group

The students of the control group could not write an essay by describing or narrating their experiences. Further, they could not write an introduction to the essay. They could score only 1-1.5 marks as they lacked the writing ability. The average score was 1 mark. They received a poor score band for their performance. This showed that the
students of the control group, who had not been taught using the TBLT approach, remained at a poor level unlike the students of the experimental group.

5.7.2 Findings of Essay Post-test 1- Essay writing Format

Experimental Group

The students of the experimental group performed better than the control group in post-test 1. The average score was 2.1 marks. They got a good score band for their performance. This improvement was possible through an intervention study and especially through meaningful tasks and the task-cycle.

5.7.3 Findings of Post-test 2- Essay writing Format

The students of the experimental group had improvement in their essay writing, and scored nearly 2.5-3 marks. The average score was 2.6 marks. All of them had got very good score bands for their essays. They could produce clear texts with better logical structure, and write readable essays. It was obvious that the task-cycle had a positive effect on the writing of those students, as the change was evident from their written performance.

5.7.4 Findings of Essay writing Format post-test 3

The results of the post-test 3, has given very encouraging picture of the students’ improvement in essay writing. Learners could write essays with a proper format. Though there were many errors in their writing, still they could perform much better in the post-test 3. They scored full marks in the last test. The growth was still consistent in all 3 post-tests. Students could do much better after the intervention phase.
5.8 Discussion and Findings of Classroom Observation

The current chapter also discusses the findings of the classroom observation.

There are 5 themes as checklist points followed in the study. They are presented below:

a) Teacher Talking Time and Student Talking Time in the Class

The study followed a checklist that was proposed by McDonough, Shaw, Masuhara (2012) for classroom observation. It was found in the observation that teacher talking-time was more than student talking time. It was also found that teachers were not interacting with the students at all, and students were silent and bench-bound listeners. The result was quite discouraging, and disappointing as the context was teacher-centered, where there was only one-way communication. According to McDonough, Shaw, Masuhara (2012) the following criteria can be followed for classroom observation:

b) Teacher’s Eliciting Strategies

It was found that the teacher in the language classroom had not used any eliciting strategies, but was in a rush to complete the syllabus. Students were not able to convey their responses, as the teacher failed to elicit responses from them.

c) How to Manage Students’ Distractions and Deviations which are Away from the Classroom Activity

It was observed that the teacher had a capacity to control the folks with their loud voices, but lacked some useful strategies, to turn them away from their diversions. The teacher’s control over the class was limited to loud instructions and they failed in gaining
the attention of the students. Strategy training would enhance the teacher’s ability to monitor students’ discipline in the classroom.

d) Teacher’s Motivation and Appreciation of the Students

It was found that students were not motivated, and appreciated in the class for better learning to take place. Further, it was observed that the teacher herself/himself was demotivated in the class, so he/she/they could not motivate the students when they could not meet the requirements of objectives set before them.

e) The Teaching and Technical Aids which are Used in the Class

It was noticed that the teacher did not make use of any technical aids, and was only reading aloud the content which she/he brought to the class. She/he was dictating the content, and learners were taking it down.

5.9 Findings from the Questionnaires and Discussion of the results

Category 1: Family Influence

It was found that parents encourage their children to learn English language in school, and also during their free time. It was also found that they encourage their children, to take the opportunity to speak English and practice it. Additionally, they encourage their children to attend extra classes for learning English. Majority of them, do not pressurize their children for learning English, but believe that they can bring honour, and fame to the family, if they have good communication skills.
Category 2: Attitude towards Learning English

It was found that learners await English classes for acquiring the language, and are interested in learning and enjoy the classes.

Category 3: Ability in English

It was found that majority of them cannot speak, read, and also write in English even on general matters of life. It was also found that students cannot write, and read simple greetings in Basic English. It can be understood that learners in reality are quite backward without any proficiency, adequate to communicate daily matters of life in English.

Category 4: Self-Confidence in Using English

It was found that majority of the learners are not confident in using English, and also are nervous when communicating. This gives us a clear view about how students lack motivation and confidence while they communicate. They need to get motivated enough to speak confidently in English. Importantly, the language teachers should take the responsibility of encouraging students, for communicating in English confidently, though there is a fear of making errors.

Category 5: Method of Teaching English

It was found that 33% of the students like the present method of English which is currently being taught in the present time, and 36% of them do not like the present teaching style, while 30% of them have chosen the option only “sometimes” and remaining percent “do not like at all.” It was found that 36% of them had difficulty in
understanding the concepts taught in English, and 3 percent of them did not have any difficulty in understanding the concepts in English, and 40% of them understand only sometimes.

**Category 6: Using tasks for Learning English**

It was surprising, and encouraging that around 83% of them enjoyed doing tasks and they “liked” them. Moreover, it was also found that 83% of them “want their teachers” to use the tasks. It was found that 83% of them could learn some amount of language through tasks and felt that tasks were indeed “useful” for language learning. Very few students around 12% of them said that they liked tasks sometimes, but not all the time.

It is very apparent that, students could learn a good amount of language especially essay writing with the help of TBLT approach. The results of the questionnaire confirm the validity, and success of TBTL approach in the regional medium context.

**5.10 Findings from the Semi-structured Interviews and Discussion of the Results**

Many themes were found in the analysis of students’ interviews. Overall, 8 themes emerged out of the analysis of the interviews conducted for the target learners.

**Theme 1: Students’ Involvement in the Tasks**

It was found that the students were deeply involved in accomplishing the tasks given to them, fulfilling the requirements of the tasks. It was found that students were not distracted, but were preoccupied with ideas and innovative thoughts of tasks.
Theme 2: The Impact of Tasks on the Post-test

It was found that the TBLT approach had a positive impact on the students. It was found from the interviews with the target learners that they did not know much about essay writing during the pre-tests. They admitted that they could write better after the intervention study. A good change could be witnessed in their writing due to the positive impact of tasks and the task-cycle. The learners could realize their progress in the post-tests.

Theme 3: Tasks and their Role in Essay Writing

It was reported by the interviewees, that they could think, and write in a better way because of the practice and confidence they got after the intervention study. They could organize their essays in a proper way. They said that tasks were very useful for learning English, without much difficulty.

Theme 4: The Necessity for Tasks in Language Classes

It was reported that tasks were very useful in teaching, and students could benefit a lot if they were introduced in the language class. It was said that tasks allowed them to think, and come up with innovative ideas. It was reported by the interviewees that tasks enhanced their learning, and therefore, using tasks for teaching as well as learning is very important.

Theme 5: The Role of TBLT in Developing Content, Function and Linkers

The opinions of the students reflected that they could improve vocabulary, grammar, and also connectors. They said that initially they could not use all these, but
after the intervention study, gradually, they could use some vocabulary, connectors/linkers which were necessary for their essays. They had said that they could use all these words for describing, and narrating all the festivals. They were confident to write their essays using all these words. It was observed that the results were quite satisfactory, and the students’ language had improved to a certain degree after the intervention study.

**Theme 6: TBLT in Shaping the Language**

It was found from the data generated during the interview that the students improved a lot after the intervention study. They said that this intervention study actually shaped their learning, and made them confident learners. And also they had said that they could write very a few words before the intervention study, but later, they learned many words. The students had said that this study improved their language better than they expected. It was found that they are now able to use English without being nervous. It was testified in the interview, that they developed enthusiasm, and interest in learning English. It was also found that they now had got a new perspective on learning English after the intervention study.

**Theme 7: TBLT, A Motivating Factor in Students’ Writing**

It was found that TBLT played a motivating role during students’ learning. They could learn how to write an essay, and accomplish all the other tasks. It was evident that the students were highly motivated, and encouraged while doing tasks without getting discouraged, by the fear of making errors. The subjects themselves had admitted that they were not pressurized, mainly for accurate production of essays, but deeply motivated
within their minds, to bring out their ideas and to write essays on their own. Hence, it is understood that TBLT served as a motivating factor for learning.

**Theme 8: TBLT is an Interesting Language Method**

It was found that learners enjoyed doing tasks to the core. They did not feel bored and instead they had acknowledged that tasks were very interesting, and also the method was a good source of learning essay. It was understood from their interviews that students had found the tasks more interesting as they had shared all their experiences and ideas with their friends.

Those are the findings from the analysis of transcriptions of the semi-structured interviews conducted for the target learners during the data collection period.

**5.11 Discussion of the Findings from Research Question**

The hypothesis of the present study intended to check the validity and reliability of TBLT approach in developing learners’ writing skills. The following is the hypothesis presented in the current study: The practice of Task-based language teaching approach will improve the essay writing of regional medium learners. The research hypothesis proved to be true, and the discussion above, presents a clear conclusion that TBLT helped students in improving their writing skills.

The study not only raised the research question but also predicted the possibility of an improvement in writing skills of ESL learners. The results discussed in the previous sections of the chapter and the interpretation of the results in chapter 4, could justify the research hypothesis and also the assumptions of the study. The research question posed in
the study is in the following words: Does the task-cycle have any positive impact on students’ essay writing? How does it impact the essay writing of ESL learners? The results and findings of the study discussed in chapter 4 and 5 could justify the statement of the problem and also the objectives of the research study. The practice of the TBLT approach improved and impacted the essay writing skills of ESL learners. In addition to this, the findings of the pre-tests, and post-tests had shown that the task-cycle had a positive impact on students’ writing. They could develop their writing skills with the help of the TBLT approach. The findings also prove that TBLT approach did have a positive impact on students’ writing skills, especially essay writing (narrative and descriptive writing) using all content words, function words and linkers.

5.12 Implications of the study for Language Teachers

The current study provides a detailed discussion on lack of proficiency, resources, methods, and materials in addition to training for teaching, and innovative methods for teaching the second language. Generally, it is found in many research studies, and also real life experiences that these regional medium learners are lagging behind in terms of active participation without being active in language learning. It is also evident from the findings of the current study that data collected from all the tools had shown some gaps in learning and teaching context, especially in regional medium schools. The learners in the rural medium contexts are not able to get proper exposure to learn and practice English language. All regional medium schools in this context were found using the traditional methods of teaching. The use of modern methods of teaching and technical aids in language classrooms was not observed. The current study has some implications for all
the language teachers and specifically for the teachers working in regional medium schools.

- Learners could learn essay writing better with tasks during the task-cycle phase in the research study. If teachers practice TBLT approach in teaching contexts, then there may be better results in learning. It would be better if this innovative approach is followed in classroom contexts because students might find tasks interesting and get involved in learning language components. The practice/use of the task-cycle phase for teaching language may help learners to improve their skills better. Therefore, using TBLT approach might lead to fruitful learning.

- The current study found that teachers in the regional medium contexts were not aware of the recent methods and communicative methods of teaching. There were no brainstorming activities prior to the main activities. This kind of monotonous teaching lead learners to lose interest in learning. If language teachers get updated with all the current methods and practices in language learning for teaching all the four skills like listening, speaking, reading and writing, they may get enough creative ideas in teaching a language. They could use brainstorming activities and pre-tasks before the main activity. These pre-tasks act as better stimuli and make students focus on learning. It might allow them to build up an ambience for students in the L2 classroom that is suitable for language learning.

- The present study used feedback as a tool to improve their essay writing. It allowed the researcher to spot their errors and provide sufficient help needed for their learning. It was observed in the study that the teachers in regional medium schools, do not give any feedback to learners and learners do not get to know the
errors they make. In this context, the present study implies that there is a strong need for providing feedback to learners. If teachers practice giving feedback to learners, it may improve the quality of learning as well as teaching.

5.13 Implications of the Study for Regional Medium Learners

The study has implications for regional medium learners as well. The researcher in the initial stages of the study found that students were demotivated and passive toward learning language. Later, when they were motivated through different pre-tasks and activities, they started showing interest in learning. The study implies that learners need to be motivated to learn the second language. If teachers are active and motivate learners through communicative activities, then learners might show willingness and readiness to learn English.

In the research study, the researcher allowed learners to work on writing on their own without any help of the researcher, until they found it difficult to monitor their own writing. As a result, the target learners could produce language on their own, without depending on others. This kind of learning created self-awareness in writing in the learners, and also boosted their confidence levels. In the same manner, if learners are encouraged and taught to think and monitor their own progress and learning, they might build up their confidence levels.

When students were encouraged to sit and work in pairs collectively, they could achieve the targets with good effort and commitment. The study also suggests the practice of collaborative learning. It might encourage learners to work in pairs and groups. This could lead to togetherness and oneness among the learners, and help them to
learn better from each other. Willingness to work collaboratively, with other learners is beneficial to the learners. In that way, slow learners can work with highly proficient learners which lead to learning through scaffolding.

5.14 Implications of the Study for Policy makers

Realizing the gaps in teaching and learning context in the regional medium schools, the present study has the following implications for policy makers.

The study developed some tasks, from real-life context for the learners, to get engaged and learn essay writing skills. Learners found that doing those tasks indeed helped them in learning content words, function words, and linkers. Designing tasks according to the needs, and proficiency levels of students might make learners able and successful in learning. The study suggests for task-based lessons, and teaching language through task-based units, so that it may enhance their language skills.

- It was noticed that teachers have not been given training in teaching in the regional medium contexts of Andhra Pradesh. It had been reported by the teachers in the current study, that they want to receive training for teaching all the skills of language. If teachers are trained, updated with modern and innovative teaching approaches, they might develop the learning abilities of learners.

5.15 Implications of the Study for Material developers

The current study has implications for material designers as well. The following are the implications of the study:

- The study included the tasks with which students were familiarized with the context. They could comprehend the tasks properly, and wrote essays without any
difficulty. If textbooks have culture-specific tasks, and materials for language teaching, learners might feel associated with the content, and materials used in the class. The materials with familiar themes, and context related topics may increase, the interest and comprehension abilities of the students.

5.16 Recommendations of the study

The study has some recommendations for teachers, policy makers and material developers.

- As TBLT approach yielded better results in learning, the study implies that the use of TBLT approach and all communicative methods in language classes, especially in the regional medium schools/context may increase the learning ability of students. Teachers might be trained in using TBLT approach in language classes. The effective uses of tasks might enhance the learning ability. They can be sensitized to all communicative methods of language teaching.

- It was noticed in the current study, that teachers were not very active, and proficient enough to teach the language. The study suggests the recruitment of efficient teachers, to teach English in regional medium schools because they may impart language efficiently to the learners. Teachers may be given proficiency, and professional development training, at least once a year. Teachers in regional medium schools could be given enough training to teach communicative grammar, and communicative competence so that they may prepare students for competitive exams in the future.
5.17 Suggestions for further research

The following are the suggestions, offered for further research:

- Though TBLT is being used widely in a large number of places, a very few research studies have been found in the Indian context. Enough research may be conducted, on the practice of TBLT, in teaching-learning context for developing writing skills as well as other skills of language like reading, speaking and listening. Teachers from different streams could be aware of TBLT approach, and can practice it in their own professional space.

- According to Kagan (as cited in Richards & Rodgers, 2001) more research may be conducted, on the use cooperative learning or collaborative learning approach in a language class, for better participation, and involvement from learners. Another advantage of practicing collaborative learning approach is this approach may use many activities by allowing students sit in pairs, and groups in the classroom. According to Richards and Rodgers (2001) it builds cooperation among the learners, in a language class and in an effective manner.

5.18 Limitations of the Study

The current study was not without any limitations. There were some limitations in the study due to many reasons. In an attempt to conduct the experimental study for improving writing skills of ESL learners, in the regional medium context, the researcher had to face many problems. In this study, the researcher could not attempt to accomplish certain things, which were planned but could not be implemented. The following are the limitations of the study:
• The researcher could not attempt to develop many language components other than essay writing. Improving their essay writing occupied a lot of time, and as a result the researcher could not focus on any other language aspects. Therefore, improving other language components using TBLT was not done.

• The researcher could not conduct an in-depth experimental study of a longer duration, to obtain better results. Initially, it was intended to be conducted for about 80hrs but had to limit the duration of the study only to 60hrs. As a result, an in-depth intervention study has not been attempted for achieving better results in essay writing.

• The researcher could not give extensive feedback to the learners after their performance, due to time constraint. The feedback was given only for a short time.

• Due to time constraint, and also busy schedule of teachers in the regional medium schools, the researcher could not conduct a formal interview for teachers but had an informal interaction with them. Teachers were also reluctant to respond and cooperate with the researcher, so the researcher could not conduct a formal conversation with teachers. Very few teachers in the school were able to interact and discuss the problems in teaching a second language. This was one of the limitations of the study.

• The researcher could not administer more tasks for the target learners during the intervention study because the pace at which learners were learning was very slow, and it took nearly 2-3 days, for each task to be completed. As a result, many tasks were not administered for students.
5.19 Problems faced during the study

The experimental study was not done without any problems. Due to many reasons, the researcher had to face some problems during the experimental study. Those problems are mentioned below:

- Unwillingness of students to learn, and pay attention to the intervention study was one of the problems that the researcher had to experience. The reason was their lack of interest and commitment to improve their language.

- It took a long time for learners to be active, and focus on what was being taught during the intervention study. Due to this, the researcher had to spend more time on motivating the students through brainstorming sessions, repeatedly for turning learners’ attention toward teaching.

5.20 Conclusion

This chapter has discussed many sections like findings of the research, such as pre-test results, post-test results of both control and experimental groups, findings of classroom observation, findings of the learner questionnaires, and also discussion of semi-structured interviews. The chapter has discussed in detail, all the findings of the study, obtained from all the research tools. The research question of the study has also been discussed in the light of findings. The chapter has also discussed the implications of
the present study, recommendations, suggestions, limitations, and finally the problems faced by the researcher.