

Effects of Pre-Task Activities on the Writing Performance of Second Language Learners

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Abstract : Based on Rod Ellis's (2002) the methodology of task-based teaching, this study explored the effects of pre-task activities on the Job Application letter of 102 ESL students (who were female and undergraduate learners). For this purpose, students were divided among three groups (Group A, Group B, and Group C), kept in control and experimental settings as well. Pre-task phase motivates the learners to perform the actual task. Ellis reportedly discussed four pre-task phases: (1) performing a similar task; (2) providing a model; (3) non-task preparation activities and (4) strategic planning. They were taught through above given three pre-task activities. Accordingly, the learners in control setting were supposed to write without any teaching aid while learners in an experimental situation were provided three different pre-task activities in each group. In order to compare the scores of the pre-test and post-test of the three groups, sample paired t-test was utilized. The obtained results of the written job application by the female students revealed that pre-task activities improved their performance in writing. On the other hand, the comparison of the three pre-task activities revealed that 'providing a model' outperformed the other two activities. For this purpose, ANOVA was utilized.

Keywords : pre-task activities, second language learners, task based language teaching, writing

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