

M.A. THESIS IN LINGUISTICS

**EFFECTIVENESS OF TASK BASED
TEACHING IN SECOND LANGUAGE
LEARNERS THROUGH GRAMMAR**

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Abstract

Grammar is an integral part of Second Language Learning since it directly affects learner's competence as well as performance. Grammar Difficulties (GD) can decrease learners self confidence, restrict social interactions and negatively affect learners' credibility and abilities. Even after Nine years of exposure and instruction on the Second Language in the formal class room situation the majority of the students have not been able to display a proper and satisfactory level of usage in grammar. How much however the authorities try their best in changing syllabuses the performance of the Second Language Learners (SLL) are at a lower competency level. The National Examination and Evaluation report 2012 based on GCE(O/L) published by the Ministry of Education supports my research paper. The current focus on GD of Grade Eleven students of Anula Vidyalaya, Nugegoda investigated low performance at the GCE (O/L) Examination paper two with regards to question nine based on word classes, going deep they showed low performance in using **prepositions of time“ in, on ,at, till, until”** the paper aims to explain a programme of recommendations that can address GD among the students. The objectives of this research paper are identify the main factors affect the low performance in using prepositions, select different activities based on second language learning theories to improve task based teaching in the secondary language learning classroom through grammar, to overcome the difficulties in using prepositions of time. Firstly, the Researcher used an observation, a pretest designed based on the test number nine in the Grade Eleven GCE (O/L) Examination paper two and a questionnaire as Research instruments with 30 participants. The findings of the study revealed that a recommendation programme should be executed immediately with respect to prepositions of Time. Secondly, designed ten different activities based on (TBLT). The ten different activities helped to bring a variety in the teaching and the learning process. Thirdly, the data collected through activities relevant to prepositions of Time based on Task Based Teaching (TBLT) and The questionnaire has proved the validity of Task based Teaching in Grammar. Finally, brought recommendations to improve Task Based Teaching in Second Language Learning to enhance a successful teaching and learning process which helps to overcome the difficulties in grammar in the second language learners in the classroom.

Grammar Difficulties (GD)

Task Based Language Teaching (TBLT)

Second Language Learners (SLL)