



# The Effectiveness of Technology-Mediated Task-Based Language Teaching in Teaching English Writing Skills to the Students of Higher Secondary Level

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**Abstract-** This quasi-experimental study provides a comparison between the effectiveness of technology-mediated task-based language teaching (TBLT) and that of traditional language teaching method for writing English in Pakistan at higher secondary level. The study aims to know whether TBLT is more effective, especially, when the task is supported with technology. The study also attempts to know the advantages and problems, if any, faced by the students while learning through technology-mediated TBLT. Using quantitative method of research, pretests and posttests were used to see the effect of the treatment. In addition to these tests, a questionnaire was also administered to get the opinion of the students about their experience of using technology-mediated TBLT. The treatment group was given the instruction through technology-mediated task, whereas the control group received instruction through traditional method for 30 days. IETLS 9-band scale was used to evaluate the pre and posttests of both groups. The findings revealed that the teaching through technology-mediated TBLT helped students increase their writing skills more than traditional teaching method. Moreover, the students were also satisfied with the use of TBLT and preferred it over traditional teaching method.

**Key Words:** Technology-mediated task-based language teaching; Traditional methods of teaching foreign language; English writing skills

## I. INTRODUCTION

The focus of the teaching of English in Pakistan is primarily on reading and writing skills. However, as teachers of English language at secondary level, we have seen that most of the students are not able to write English effectively even after learning English for twelve years as a compulsory subject in their syllabus. There may be different reasons behind this gap in students' proficiency in English, such as the lack of trained teaching staff, unsuitable environment, old methods of teaching English, inappropriate books, and unavailability of suitable material facilities, and technology (Warsi, 2004). Grammar translation method is primarily used to teach English, and the focus is on reading and writing. At the end of the educational year, students are usually assessed through a written test. Students only learn the language to pass their exams and for getting good grades, therefore, they cram whatever is required for exam. Hence, the teacher chooses those methods which are more useful to fulfil the exam needs. As only the traditional ways of writing and reading are the part of examinations, communicative and technology-based methods and techniques of teaching English are completely ignored in Pakistani EFL classrooms, especially in public sector schools and colleges (Shamim, 2008). This lack of innovative and contemporary techniques in English language teaching possibly results in many drawbacks in learners' proficiency and communication skills. The trends of using technology and communicative approaches in language teaching are very rare in Pakistan. Only a few private institutions use these approaches; however, in public sector, it is not usually introduced till undergraduate level (Ahmad & Rao, 2013). TBLT is an advanced and logical development of communicative language teaching (Richards & Rodgers, 2014, p. 174), therefore, its use may help the students develop their language skills more effectively as compared to traditional methods (Cook, 2016). Since the use of TBLT, especially with the help of technology, is not common in Pakistan, this study is an attempt to see the possibility of its implementation, through a small scale experiment, in Pakistani EFL classrooms.

## II. LITERATURE REVIEW

**Teaching of English in Pakistan.** At the beginning, English spread in India because of British rulers, who made English the language of economic and social status. People started learning English in united India by contact or through schooling (Mahboob & Ahmar, 2004). English teaching started with the Charter Act of 1813 of East India Company when England rulers managed the education of Indians (Jayapalan, 2005).

Some amount of money was fixed for the introduction and promotion of literature and science knowledge among local Indians (Singh, 2007, p. 57). As it was mentioned in the act, only English literature had to be considered important for the learned natives of India (Aslam, 2006). This was a serious political effort for the promotion of English in India. Besides, there were two main sources of the spread of English: one was Christian missionaries and the other was a "semi-rationalist movement" (*ibid*). Missionaries played an important role in spreading English as they started proper schooling system and thought that the spread of English was a very noble deed (VED, 2016). Hence, with the passage of time, English became a compulsory subject in Indian curriculum (Jayapalan, 2005). In the beginning, only native teachers of English were available, but, later on, local people also step forth to teach English (Mahboob&Ahmar, 2004). English was a compulsory subject from the class sixth. The teachers for English were very rare at secondary and intermediate level; at university level there were few native with many local teachers. English literature was used to teach English language; the oldest department of English in the country was established in 1873 at Government College Lahore (Department of English, 2002). Gradually, teachers familiar with English started teaching English at secondary and intermediate level, though they were not much qualified. After the partition of sub-continent, the same educational set-up was launched in Pakistan. Though there is a lack of data of the teachers of English in Pakistan, they approximately possessed the same qualification and skills for teaching as they had before partition (Bashiruddin & Qayyum, 2014). Even, nowadays, many teachers who are teaching English, in schools, have a masters' degree other than English. They teach English only because they are asked by the school/college administration due to the non-availability of specialized teachers (Bashiruddin&Qayyum, 2014). Generally speaking, teachers do not have relevant knowledge, skills or training and, therefore, teach English in a way as they themselves have been taught at school (*ibid*). Teachers primarily use materials based on English literature. Overall, the most common way of teaching English in Pakistan is grammar translation method, except a few private English medium schools where direct method is used for this purpose (Khurshidet *al.*, n.d.).

**Approaches to Language Teaching.** Grammar translation method had been used to teach the foreign languages in Europe from 1840s to 1940s (Richards & Rodgers, 2014, p. 7). This was a traditional language teaching method, which ignores speaking and listening skills (Byram & Hu, 2013, p. 288; Larsen-Freeman, 2000, p. 18; Richards & Rodgers, 2014). The traditional methods of teaching a language did not focus on the skills of learners necessary to communicate in real life (Sharma, 2004). Therefore, in order to address the shortcomings of traditional methods and to pursue the wider aims of language learning, the linguists started using other methods which could fulfil the communicative needs of the language learners (Knapp, Seidlhofer, & Widdowson, 2009). Initially, the communication-based courses were designed for adults learning of a second language and soon they filtered down to the school level. Then these courses went through the process of refinement in the light of the functional approaches of L2 learning (*ibid*). The emergence of communicative methodologies/approaches started in the 70s (Larsen-Freeman, 2000). Communicative Language Teaching (CLT) was a major paradigmatic change within the field of foreign/second language teaching in the twentieth century (Richards & Rodgers, 2014). The main purpose of this approach was to focus on students' socio-pragmatic knowledge of a target language and therefore, improve their communicative competence in real life situations (Richards, 2005). Task-Based Language Teaching (TBLT) also emerged as an ideological partner of communicative approach and was popularized by Prabhu (Harmer, 2015). In TBLT, students are challenged with the tasks similar to those which they have to perform outside the classroom and, resultantly, learn about the relevant forms of language (Richards & Rodgers, 2014). Similarly, the Content-Based Instruction (CBI) can also be regarded as a logical development of some of the core principles of CLT, particularly those that relate to the role of meaning in language learning (*ibid*). The main purpose of this approach is to empower the students to become independent learners and continue the learning process beyond the classroom (Stryker & Leaver, 1997).

**Evolution of Tasks-based Language Teaching in SLA.** Some instructors/researchers who were teaching CBI (Content-based instruction) programs developed a meaning-focused approach that reflected the use of language in real-life (e.g. Long, 1985, 1998; Long & Robinson 1998; Prabhu, 1987; Williams & Doughty, 1998). The purpose of this development was to create an environment for language learning, which is transferable to the real world. The best way to accomplish this was doing certain similar activities (Brown & Lee, 2015). In other words, according to Willis & Willis (2007), the learning of language is not in location (classrooms) but in activities (task). This is a way to make the language communicative in real sense. The programs, based on this approach, usually use authentic materials taken from the real life situations. The practitioners, (e.g. Prabhu, 1987) used tasks because they believed that task-based teaching may motivate young learners and introduce a natural acquisition of L2 learning procedures. In their writings, Long (1985) and Prabhu (1987) suggested using a method of language teaching/learning in which students are provided with functional tasks, which encourage them to focus primarily on

meaningful talk and to use real-world language (Nassaji, 2007). Nunan (2006) maintains that a task is similar to the hundreds of activities we perform in our daily life e.g. composing a poem, reserving an airline seat, and exchanging some information with a new colleague. These three examples illustrate Halliday's three macro-functions of language. Halliday, Matthiessen, and Matthiessen (2014) state that, at a very general level, language is used for three things: we use it to give-and-take goods and services; this is the transactional macro-function. We use it to be in touch with others; this is the interpersonal macro-function. In addition, we use it for pleasure; this is the aesthetic macro-function. We transform similar real-world tasks into educational tasks in order to create and improve learning prospects in a classroom (e.g. Ellis 2003; Nunan, 2006; Willis & Willis, 2007). According to Nunan (2006), traditional language classrooms are not natural as they generally provide the practice of language use, which does not exist outside the classroom. Though early learners can benefit from the focus on form (Long, 1985, 1998; Long & Robinson 1998; Williams & Doughty, 1998), a durable language learning can take place through a teaching that exposes learners to systematic interrelationships among form, use, and meaning (Nunan, 1998). The necessary involvement of the pedagogical task in communication is one of the important elements of TBLT (Ellis, 2003; Nunan, 2006). Language acquisition in TBLT process best takes place in a subconscious way in which the direct teaching of grammar is not mandatory (Krashen & Terrell, 1983).

**Task-based Writing.** Teaching of the task-based writing within the larger context of TBLT engages learners in active and suitable joint works that are related to their practical life (Kawachi, 2003; Ryan & Deci, 2000). Keeping in view the available time, researchers suggest a number of tasks having different features for improving the writing skills of L2 learners (Ellis, 2003) ranging from the tasks accomplished individually/ reciprocal to those completed collaboratively/ nonreciprocal (Oxford, 1997). Other researchers have also pointed out various tasks to enhance the writing skills of the learners (see Van den Branden *et al.*, 2009). Task-based writing aims to produce something purposeful and practical; for example, it may ask a learner to draw a whole picture in order to reach a conclusion (Tilfarlioglu & Basaran, 2007). Writing tasks require creative thinking because many tasks involve actions, which need critical thinking about a wide range of information (Kellogg, 1994). As creative thinking and imagination are the central concepts of creative writing, students should be encouraged to develop these processes in their writing tasks (Bernholz, Cappleman, & Sumner, 1992). While using tasks, learners are provided with an environment, which is useful for practicing and learning English, so that they can improve their creative capacity and critical thinking skills (Lee, 2004 cited in Marashi & Dadari, 2012).

**Technology and TBLT.** When it comes to the practical implementation of TBLT, many challenges may surface up due to classroom environment (Lai & Li, 2011). One possible way to deal with these challenges may be the use of technology in contemporary L2 classrooms. The use of technology in classrooms provides the instructor with a wide range of resources to create a task (Stone & Wilson-Duffy, 2009). It also increases learners' motivation as well as the authenticity of the task (Sadler, 2009), engage learners in the process of learning in more meaningful ways (Reinders & White, 2010), and also provides them with an opportunity to follow-up their work (Lai & Li, 2011). In addition, it may enrich learners' cultural knowledge along with their learning of the linguistic elements of a language. For similar reasons, the theorists and practitioners of TBLT have provided us outlines for the selection and design of an appropriate technology for a selected task (Chapelle, 2005). Moreover, the research in the domain of digital literacy has also emphasized on the use of technology in learning through task-based language teaching (Lai & Li, 2011). Language learning through technology became an emerging trend in 21<sup>st</sup> century, which was also the reason for the spread of digital literacy (Murray, 2005; Warschauer, 2006); therefore, it requires a different environment, behavior, activities and sources for the learning as compared to traditional approaches of language teaching (Chun, 2008; Hampel, 2006). It may be assumed that using technology may also enhance the learning prospects in a TBLT classroom. Therefore, this study focuses on knowing the effectiveness of technology mediated TBLT in a Pakistani context.

**Research Questions.** The Study focused on the following research questions:

- i. Is technology-mediated TBLT more effective than the traditional method for teaching English writing skills to the students of higher secondary school level in Lahore, Pakistan?
- ii. What is the feedback of these students about technology-mediated TBLT at higher secondary level in Lahore, Pakistan?

### III. METHOD AND PROCEDURES

In this quasi-experimental research, quantitative ways of data collection were used. Dörnyei (2007) states that the quantitative data collection tools may be useful for an experimental study because it may establish a clear cause-effect relationship. Therefore, a pretest and a posttest were designed for data collection from both treatment and control groups. In addition, a structured questionnaire was also used to get the feedback of the students about the use of TBLT in their L2 classrooms.

**Selection of the sample.** Two groups of twenty male students each were selected from three colleges of Lahore (Govt. College of Science, Govt. College Gulburg, and KIPS Colleges) for male students can easily come to the research place, and do not have other restrictions which generally female students have in Pakistani context. Teaching was held at KIPS College for Boys, Garden Town, Lahore. Before the final selection of the participants, 30 students from both the groups took a written test, and on the bases of the test score, 20 students who had similar score were selected for both groups. Test was based on the standardized IETS writing test, and the rubric for the marking of pretests and posttests was borrowed from IELTS online.

**Tools for Data Collection.** Pretest and posttest were used as the major tools for this study. Pretest served two functions; first, it helped researchers to select students for both groups based on the similarity in their English language writing skills. Secondly, it helped the researchers to know the level of students' competence in English writing skills so that the effect of the treatment could be calculated clearly. Posttest was used to collect the data to measure students' performance after the experiment was complete. As the evaluation process was borrowed from IELTS Academic Writing test system ("Academic Writing test – paper," 2019), both pretests and posttests were similar to IELTS academic tests. These tests had two different tasks which had to be completed within 60 minutes, 20 minutes for task-1, and 40 minutes for task-2. In task-1, some of the information was given in form of a table or graph, and students had to explain that given information in 150 words. Whereas, in task-2, students were provided with a general topic which had to be explained in 250 words. A questionnaire was also developed to get the feedback of the treatment group about learning through technology-mediated TBLT. A questionnaire with 10 closed-ended questions with two-point scale (yes/no) choices was used for data collection. As the purpose of this part of the study was to get the feedback of students about the use of technology-mediated TBLT, the questionnaire was developed only for the experimental group. One of the limitations of the questionnaire was that it did not give any option for a neutral response as researchers focused on knowing their more committed responses.

**Procedure for Data Analysis.** After selecting the place for experiment, the researcher from from the college authorities. A pretest for writing was conducted before the implementation of the treatment. This test was marked by using the criteria provided by IELTS organizers for writing. According to the information shared by IELTS online, examiner uses four criteria of assessment to award the grades to the students ("IELTS scoring in detail," 2019). These are: Task Achievement (for Task-1), Task Response (for Task-2), Coherence and Cohesion, Lexical Resource, Grammatical Range and Accuracy. Hence, bands were assigned to each candidates keeping in view these four criteria.

Both groups (experimental and control) were taught to improve their writing skills in English, according to their respective method, for 40 minutes daily. The total number of teaching days was 30. The treatment group was taught by using technology-mediated writing tasks in which the major ones are: online chats (personal chat, group chat, comment etc.), editing (wikis, social media statuses), content writing, websites or blogs writing, articles or features writing. The tasks were similar to those which are usually performed by the students outside the classroom. Students worked in form of groups and completed these tasks by using computers and sometimes their cellphones. They had to write, edit, and proofread the above-mentioned tasks with the help of their teacher. At the end, the students of both groups were again evaluated through a posttest. Data collected through pretest and posttest was also analyzed by measuring the mean score difference (through t-test) of both groups with the help of SPSS (version 24). The questionnaire data was analyzed by measuring the frequency and percentage scores of participants' responses.

#### IV. RESULTS

This section, first, presents the findings based on pretest and posttest and then it will report the responses of the control group collected through the questionnaire.

**Pretest statistical summary.** The mean score on the pretest for all the 20 students of the control group was 5 with maximum and minimum score of 7 and 3 correspondingly. Similarly, the standard deviation for the pretest score of control group was 1. In the same way, the average score of the students of experimental group was also 5 with maximum and minimum score of 7 and 3 respectively. The standard deviation for the pretest of TBLT group was also 1. Table 1 shows the mean and standard deviation of both groups.

Table 1. Summary of pretest statistics

	<b>n</b>	<b>M</b>	<b>SD</b>
Control Group	20	5.1	1.138
Experimental Group	20	5.01	1.078



**Posttest statistical summary.** The mean score on the posttest for all the 20 students of the control group was 5 with maximum and minimum score of 7 and 3.5 respectively. Similarly, the average score of the students of experimental group or the students taught by TBLT was 6 with maximum and minimum score of 7.5 and 4 respectively. Table 2 shows the statistical summary of the posttest for both groups.

Table 2. Summary of Posttest statistics

n	M	SD
Control Group	20	5.32
TBLT Group	20	5.9

The data shows that there is an obvious difference in the scores of TBLT and control groups in the posttest. The difference ( $M_{TBLT} - M_{Control} = 0.9$ ) in the mean of the two groups was approximately equal to 1 band. It means that the bands achieved by TBLT group students are 1 band greater than the bands achieved by the control group students. The following figure highlights the difference between the mean scores of control group & TBLT group. Marking of the tests for writing skills was according to IELTS 9-band scale. According to the website of BritishCouncil ("Understand how to calculate your IELTS scores," 2017), the candidate with 5 band is a modest user; however, the candidate with 6 bands is a competent user. In pretest, the average band of TBLT and control group was 5, which shows that they had a partial command of the language. It implies that they could cope with overall meanings in most situations, although they were likely to make many mistakes. After the experiment, the control group had the same 5 bands. However, the students of experimental group showed much improvement. They got average 6 band in their posttest. The difference in the mean of control group in pretests and posttests was 0.225. Whereas, the difference in the mean of the score of TBLT group between pretests and posttests was 0.85, which may be a significant difference in terms of IELTS bands. According to the IETS 9-band scale, 6 bands mean that the candidate is competent and he/she has an effective command of the language despite some inaccuracies, inappropriate usage, and misunderstandings (Understand how to calculate your IELTS scores, 2017).

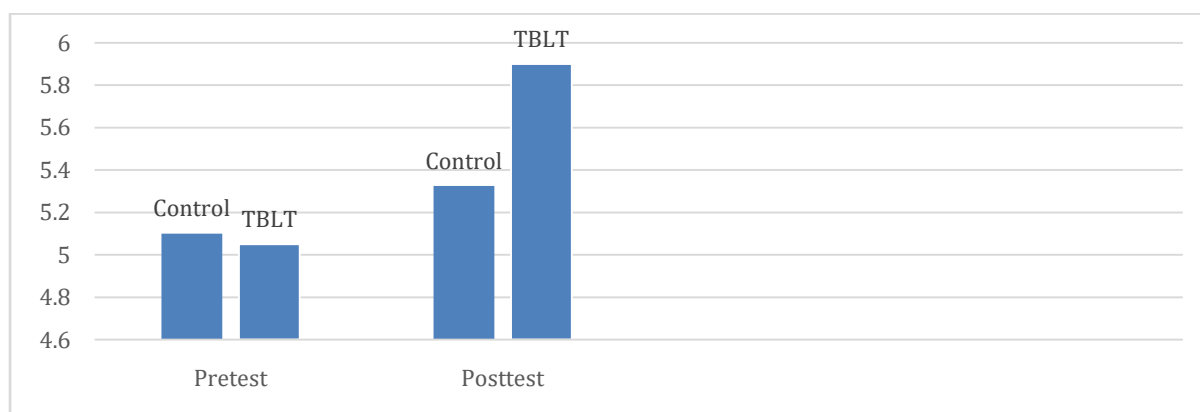


Figure 1. Pretest and Posttest comparison of both groups

**Paired samples t-test.** Furthermore, to see the statistically significant difference of the mean scores of both groups, a paired sample t-test was used.

Table 3. Paired samples t-test

	MD	SD	t-value	Df	P. (2-tailed)
Posttest of Control Group - Pretest of Control Group	-0.22500	0.30240	3.327	19	0.004
Posttest of TBLT Group - Pretest of TBLT Group	-0.85000	0.48936	7.768	19	0.000

The results of the paired sample t-test of both control and TBLT groups show that p-value of both groups is less than 0.05 which is statistically significant. However, the mean difference of TBLT group is significantly greater than that of control group, which implies that technology mediated TBLT may be more effective than the traditional methods to teach English language writing skills in this Pakistani context.

**Feedback of the experimental group participants (questionnaire data).** A questionnaire was administered on the experimental group to get the feedback of the students about learning through technology-mediated TBLT. The questionnaire included 10 close ended yes/no questions. Students responded to the questions in the following ways:

Table 4. Feedback of the students about learning through technology-mediated TBLT

<b>Items</b>	<i>Yes frequency</i>	<i>Yes % age</i>	<i>No frequency</i>	<i>No %age</i>
Difficulty in understanding the tasks	0	0%	20	100%
Learning compatibility with TBLT	18	90%	2	10%
Difficulty in using the technology	1	5%	19	95%
Engagement in tasks through technology	19	95%	1	5%
Motivation in learning writing skills	20	100%	0	0%
Satisfaction with the role of teacher during tasks	18	90%	2	10%
Liberty to think more creatively during tasks	17	85%	3	15%
Difficulty in performing the technology-mediated tasks	2	10%	18	90%
Liking for working in groups	16	80%	4	20%
Real life skills learning through technology-mediated TBLT	19	95%	1	5%

The questionnaire data not only shows the problems of the students during their learning but also shows their general attitude towards learning through technology-mediated TBLT. The students responded very obviously in the favor of the use of technology-mediated TBLT. Data shows that the students had the knowledge of English language skills and they did not find any difficulty in understanding the instructions about tasks. Interestingly, all students responded that they found learning English writing skills through technology-mediated TBLT very interesting. In the same way, most of the students answered that they easily performed technology-based tasks during the class. Students were found motivated while learning through technology-mediated tasks and they believed that their knowledge and skills were compatible with technology-mediated tasks. These students also showed positive attitude towards working in groups. They believed that the tasks given to them through technology mediated TBLT were similar to their real life experiences of language learning.

## V. DISCUSSION

The study reveals that a technology-mediated communicative approach may be useful for teaching the writing skills of English to the students of higher secondary level in a Pakistani context. In this regard, the findings of this study are similar to those of various studies in other contexts (e.g. Blake, 2016; Al Muhaimed, 2013; Lee, 2008), which indicates that various aspects of language teaching and learning may be facilitated by TBLT or other communicative approaches. The participants of the experimental group also felt more engaged and motivated while performing writing tasks through technology. This is in line with the findings of Ziegler (2016), which clearly revealed that the use of appropriate technology in L2 classrooms may improve students' motivational level. In addition, the participants also appeared enthusiastic about working in groups during the performance of their tasks. This finding supports the argument that computer assisted language learning/teaching activities, including TBLT, may enhance cooperative learning in an effective manner (González-Lloret, & Ortega, 2014). Participants' liking for the role/intervention of teachers in TBLT classroom, which is obviously lesser than the one experienced in the traditional method, calls for more student-centered activities, tasks and teaching strategies in Pakistani EFL classrooms. These activities may provide them with much needed freedom to think creatively during the language learning process (Thorne & Smith, 2011). However, the findings of this study may be interpreted cautiously because of multiple reasons embedded in the socio-cultural and educational realities of Pakistani context. First, it may be interesting to discuss that this study was conducted in an entirely urban setting. Considering the socio-educational diversity of Pakistani context, it may be argued that a similar study may yield different results in a rural setting. For example, the learners of remote areas may find it difficult, in contrast to the participants of this study, to understand and perform various technology-mediated tasks because of the scarcity of these resources in their surroundings. Secondly, Pakistani educational context is known for large classrooms (Uzairul Hassan, Parveen&Riffat-un-Nisa, 2010) filled with students. At matriculation and intermediate level, some

classrooms may have approximately hundred students. Large EFL classrooms – a common feature in public schools and colleges - may make it extremely difficult to implement technology-mediated TBLT. Thirdly, it has been argued that a proper implementation of technology-mediated TBLT or any communicative approach needs proficient and trained teachers (Dailey, 2009), which are seriously lacking in Pakistani EFL context (Warsi, 2004). This factor may also pose a challenge to the successful application of TBLT in Pakistan. The government would need to train teachers so that they may not only develop relevant tasks but also seek desired results from the use of those tasks in EFL classroom. Fourthly, a lack of technology-related infrastructure and physical resources (e.g. internet, computers) in most of Pakistani EFL classrooms may be another obstacle in the way of durable implementation of technology-mediated TBLT. Finally, it is not possible to implement technology-mediated TBLT without changing the assessment and evaluation processes in Pakistani EFL classrooms. At present, syllabi and assessment systems do not have any guidelines for technology-mediated language learning. The major part of the final English examination at higher secondary level consists of typical stories, letters, and applications writing. Students have to cram and reproduce the same in the examination. This kind of learning leaves a little margin for the development of their communicative competence necessary for their practical life. This compels EFL teachers to practice only those activities that help the students get maximum marks in the examination.

## VI. CONCLUSION AND IMPLICATIONS

The study aimed to know whether the technology-mediated TBLT can help a sample of Pakistani higher secondary school students learn writing in English in comparison with the traditional method of language teaching used in Pakistani EFL classrooms. It also attempted to get the feedback of a group of the participants about their experience of learning writing skills through technology-mediated TBLT during the course of this study. The results of the study show that teaching through technology-mediated TBLT may enhance the writing skills of the learners more effectively than the traditional method. The study shows that learners may be more motivated to learn the target, if technology mediated language teaching tasks are introduced in the classroom as it engages students in learning process more purposefully as compared to the traditional method. Interestingly, the participants of the experimental group were also satisfied with the relatively limited role of the teacher in technology-mediated TBLT classroom as it may give them more space to work collaboratively with their class fellows. These participants also believed that technology-mediated tasks give them the liberty to think creatively about writing activities as compared to the traditional method they have been experiencing so far. However, as this study was a small scale investigation, there is a need for conducting large-scale and longitudinal studies, involving both qualitative and quantitative methods, to ascertain its effectiveness for a wider population. Therefore, future researchers may include both urban and rural areas in their population so that the possibilities and challenges of implementing technology-mediated TBLT in diverse settings may also be investigated in detail. The findings of this study support the argument that technology-mediated TBLT may be a student-centered approach while traditional language teaching method is teacher-centered (González-Lloret, & Ortega, 2014). This may help our policy makers, syllabus designers and English language teachers to choose/recommend the student-centered methods/strategies of teaching English language writing skills because of their effectiveness in developing learners' skills and motivational intensity.

Since implementing technology-led tasks in EFL classrooms situated in the remote areas of the country would be extremely difficult owing to a serious lack of desired facilities (computers, internet, etc.), the government and educational policy makers should take concrete steps to equip the schools/colleges of these areas with the necessary facilities so that learners may benefit from the effective language learning techniques and methods. In the meanwhile, the English language teachers in these areas may use mobile phone technology and applications, as far as possible, to introduce writing tasks in their classroom. The introduction of technology may increase their pupils' interest and motivation for writing in English. However, it may be argued that the concerned teachers would need training to introduce such tasks in their classrooms. Teachers may be trained not only in the management of tasks in their classrooms but also in the ways of assessing and evaluating the output and feedback of these tasks.

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