

School of Education

**An autoethnographic study of a Mongolian English teacher's journey in
applying a task-based approach to an online English writing class for adult
learners**

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DECLARATION

To the best of my knowledge and belief this thesis contains no material previously published by any other person except where due acknowledgment has been made.

This thesis contains no material which has been accepted for the award of any other degree or diploma at any university.

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ABSTRACT

This study explores the trajectory of a Mongolian English teacher incorporating task-based language teaching (TBLT) in an online writing class. Using an autoethnographic approach, the study aimed to deepen my pedagogical understanding of technology-mediated TBLT, grounded in a teacher's first-hand experience and learner's perceptions about this approach. The first research question investigated what kind of challenges and opportunities the teacher faced during the teaching process of applying technology-mediated TBLT to a writing class as a novice. The second research question explored students' experiences of the online writing lessons supported by the TBLT approach. The methodological framework for this study was based on a qualitative research design informed by autoethnography. Here I critically and systematically reflected on my teaching experience as the focus of the investigation, drawing upon my reflection journal, video-recorded online lessons, and students' responses to surveys and interviews. The students' perspectives about the teaching approach were also analysed thematically in terms of their reflections on the lessons, and their responses to the survey and interview questions.

The findings show that the main challenges I faced in implementing the approach as a teacher researcher included my self-doubt and anxiety regarding applying TBLT, technology use, language proficiency and moving from a teacher-centred to a learner-centred approach. The findings also highlighted several opportunities with regard to my teaching and in terms of technology-mediated TBLT. Learners were found to be motivated as their needs were being met and their digital literacy skills were suited to online learning. Additionally, the approach afforded autonomy in learning, and the authenticity of the task such as writing a study plan and an email was well facilitated in technology-mediated TBLT. Overall, Mongolian adult learners perceived the online lessons using TBLT a learner-centered approach positively as it encouraged independent and reflective learning. The study also revealed challenges for learners due to individual differences in language proficiency, distractions caused by background noise, and unforeseen technical issues.

Using an autoethnographic method enabled me to critically reflect on my first online teaching as a participant observant in order to gain insider perspectives. It also transformed my teacher identity, from a classroom teacher who was only comfortable with a teacher-centred approach in class to the one who evidenced the benefits of using a student-centred approach in an online

environment. Specifically, the study has reinforced my belief in providing evidence-based recommendations and best practices to inform the Mongolian government's decision making of education reform.

Furthermore, to empower teachers' knowledge and skills in the implementation process, autoethnography could be an effective method that resonates with other English teachers like me. It could support teachers' understanding of a learner-centred approach, such as TBLT, and allow them to observe their own teaching practices critically and systematically. It also may help educators to comprehend TBLT principles and designs in class, online or blended delivery from their experience. Finally, autoethnography opens a door for teachers to see themselves in an investigative manner, (intro)retrospectively, and professionally in a new light.

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LIST OF ACRONYMS

CALL	Computer-Assisted Language Learning
CLT	Communicative Language Teaching
CMC	Computer-Mediated Communication
EFL	English as a Foreign Language
ESL	English as a Second Language
FLT	Foreign Language Teaching
LLC	Limited Liability Company
LMS	Learning Management Systems
MGIEP	Mahatma Gandhi Institute of Education for Peace and Sustainable Development
MECSSM	Ministry of Education, Culture, Science and Sports of Mongolia
MESM	Ministry of Education and Science of Mongolia
MSUE	Mongolian State University of Education
MUST	Mongolian University of Science and Technology
NEST	Native English-Speaking Teacher
NNEST	Non-Native English-Speaking Teacher
NUM	National University of Mongolia
ICT	Information and Communication Technology
IELTS	International English Language Testing System
PPP	Presentation-Practice-Production
TA	Thematic Analysis
TBLT	Task-based Language Teaching
TEFL	Teaching English as a Foreign Language
TESOL	Teaching of English to Speakers of Other Languages

TRJ	Teacher's Reflection Journal
RQ	Research Question
SLA	Second Language Acquisition
SUSI	Study of the United States Institutes
UK	the United Kingdom
UNESCO	the United Nations Educational, Scientific and Cultural Organization
USA	the United States of America

CHAPTER 1. INTRODUCTION

1.1 Introduction

The study explores the challenges and opportunities for a Mongolian English teacher applying a Task Based Language Teaching (TBLT) approach in an online writing class for the first time. The researcher's experiences and insights gained from this research study will contribute to the development of language teachers' understanding of TBLT and its practicability by analysing the teacher's experience through autoethnography.

The chapter begins by providing background information which describes the context of the research study in Section 1.2. It then presents the rationale for the study and the research problem that motivates this study in Section 1.3. It then outlines the research questions in Section 1.4 and significance of the study in Section 1.5. An overview of how the thesis is organised is provided in Section 1.6. The chapter concludes with a summary in Section 1.7.

1.2 Background and Context: English Language Teaching in Mongolia

1.2.1 A Brief History of Mongolia

Mongolia is a landlocked country which is bordered by only two countries, Russia, and China, which are inextricably linked to the country's language educational history. Mongolia was established in the thirteenth century by Chinggis Khan by uniting many tribes who shared the Mongolian language. The Mongol Empire, as it was then known, expanded its territory massively during this era and established the Yuan dynasty in Beijing in the fourteenth century. The Mongol Empire continued to grow until it was colonised by Manchu from 1691 to 1911, during which time it became known as the Qing dynasty. During the Manchu colonisation, Tibetan Buddhism became respected among Mongolians and the terms of 'Outer' and 'Inner' Mongolia were developed. The northern part of Mongolia became known as outer Mongolia, and the ancestral Mongolian lands that are now located within northern China became known as inner Mongolia. Soon after the Qing dynasty's fall, Mongolia became a quasi-independent satellite state of the Soviet Union which was then Communist Russia and declared itself The People's Republic of Mongolia in 1924. Mongolia had been governed by a single authoritarian party, the Mongolian People's Revolutionary Party which was under the influence of the Soviet

Union until it collapsed in 1990. Since then, Mongolia has developed into a democratic and free market society and has opened its border with other countries (Bold, 2001; Bruun & Narangoa, 2006, pp. 9-12; Marzluf & Saruul-Erdene, 2019).

1.2.2 English Language Teaching in Mongolia Before 1990

After the collapse of the Qing dynasty, only children from elite families could attend literacy schools for Tibetan, Russian, Manchu, and Mongolian languages that were taught mostly by Russian and Mongolian teachers. The first English teacher that came to Mongolia was from Britain invited by the Ministry of Foreign Affairs in 1915 (Marzluf & Saruul-Erdene, 2019). Mongolia then became a Communist country that established mass public schools for all children and made Russian language necessary for Mongolians. During the first 30 years of the Communist regime, Mongolia started a literacy campaign for the public and moved from the national script, 'Mongol Bichig', a vertical script written from left to right, to Cyrillic which was declared the official script by the education policy of the People's Revolutionary Party of Mongolia in 1941. This reform functioned to make learning Russian easier for Mongolians (Marzluf, 2012; Marzluf & Saruul-Erdene, 2019). In the 1960s, although Mongolian was an official language, Russian became the dominant foreign language, and people with a high proficiency of Russian were respected highly both by the public and the authorities (Cohen, 2005; Marzluf, 2012; Marzluf & Saruul-Erdene, 2019). In 1961, the Russian language was taught as the sole foreign language from the fourth grade in all secondary schools, and the first Russian faculty was formed at the tertiary level. Although Russian was the primary foreign language during the Socialist Era from 1921 to 1991, other languages such as English, Chinese, French, German and Japanese were sporadically taught at the Mongolian State University. English started only being taught in 1956 at the National University of Mongolia (NUM) (Marzluf & Saruul-Erdene, 2019). English was deemed a 'capitalist language' and listening to western music and songs in English was considered as subversive among the public (Dovchin, 2018, p. 13). During this era, students also had the opportunity to study these foreign languages in the Soviet Union or in Eastern Europe at the university level (Beery, 2004, p. 101; Cohen, 2005; Marzluf, 2012, p. 202).

1.2.3 English Language Teaching in Mongolia after 1990

Russian used to be a major foreign language and teaching methods were heavily reliant on the Soviet Union Style of teaching which featured teacher-centered classrooms with curricula built on sequenced grammar items (Burden & Taylor, 2014; Marzluf, 2012). In the teacher-centered

classroom, a teacher is an instructor who plays the main role by giving the ‘right’ information in the ‘right’ way. Teaching grammar allows language teachers to be ‘correct’ easily in their comfort zone (Cooley, 2003, p. 107). Like Russian, English became a compulsory subject in educational institutions in 1996. This was revised by the Ministry of Education within a year as the number of English learners significantly outnumbered Russian learners (Cohen, 2005), leading to high demand for English teachers in the 1990s. Students’ preferences for learning English were also influenced by their daily routines. Mongolian youth started using English often in their daily life including; texting, chatting, surfing the Internet, playing games, listening to songs, and watching movies (Dovchin, 2018, p. 8). Young Mongolian artists started performing like Western musicians, singing in a Western style, and covering songs with English lyrics (Dovchin, 2011). Similarly, trade companies started using English words in their advertisements and names of shopping places by mixing them with Mongolian and Russian (Marzluf, 2012). Some media, including newspapers such as Mongol Messenger, and UB post printed in English, and TV programs National News Broadcasting, UBS music, Universe Best Songs were broadcasted in English and Mongolian languages (Dovchin, 2018, p. 13). Even though English became a primary foreign language in Mongolia, Russian, Chinese, Korean, Japanese, German, French and Turkish are also studied in various degree programmes (Beery, 2004, p. xi). Consequently, English teachers were urgently needed for either public secondary schools or private institutions at the beginning of the 1990s.

Consequently, the Ministry of Education in Mongolia implemented a large-scale program to retrain former Mongolian Russian teachers as English language teachers through an academic year-long intensive course by working with English experts from abroad, mostly from the United States of America (USA). Since 1991, approximately 800 Russian teachers had attended the training and became English language teachers (Cohen, 2004; Forseth & Forseth, 1996). On account of the short-term retraining programs, insufficient funding, and lack of understanding of Teaching English as a Foreign Language (TEFL) methodology, teaching English in Mongolia tended to be more teacher-directed (Cohen, 2004). In other words, the scholars described that the classroom in Mongolia was heavily dominated by a teacher-directed and didactic approach. According to Beery (2004), “Foreign language education was acquired directly from Russian language education, which relies heavily on translation and grammar study. When English began to be taught in Mongolia, it was also through this method” (p. 128).

Therefore, the reports by international educational agencies and projects such as “Interact” funded by the European Union and Exeter University, stated that the Mongolian educational system needed an urgent change in terms of teacher education and methodologies. To make the change from teacher-centered teaching to learner-centered, particularly in rural areas, Exeter School of Education from the United Kingdom (UK), and the Mongolian State University of Education (MSUE) worked together on the project “Outreach” for three years (Burden & Taylor, 2014). In 2004, 17 teacher educators from MSUE attended the training programme to develop their knowledge of methodologies and skills. The project produced a newspaper of teachers’ experience in teaching development and distributed it throughout the country (Burden & Taylor, 2014).

Apart from the changes in the foreign language teaching, educational reforms had been intensively conducted in Mongolia from 1990. The secondary schools were moved from a 10-year school system to an 11-year system in 2006, and from an 11-year system to a 12-year system in 2008. In 2006, the Mongolian government approved the Master Plan for Educational Development 2006-2015 which included the shift to a 12-year system and a nation-wide project on student-centred teaching methods. Promoting the learner-centred methods, the government started implementing a “Core” curriculum in 2014 (Government of Mongolia, 2006). The Institute of Teacher’s Professional Development in Mongolia has introduced the curriculum and the improvement in teaching methodologies for the teacher educators from the educational centres from the provinces and cities.

Moreover, in Mongolian nomadic culture, home schooling was the main type of informal education before the 1921 Revolution and continued until the 1960s (Marzluf, 2015). Nevertheless, home schooling was available to only few young people whose parents preferred to develop their children’s literacy skills (Marzluf & Saruul-Erdene, 2019). Educated parents usually taught their children themselves (Marzluf, 2015). Although home schooling might have supported the learners because it was culturally and socially inclusive, it was not accessible for many people. Therefore, during the Socialist era, the authorities established public boarding schools in the regional centres of Mongolia and provided teachers with relatively good pay to educate young generations according to the state policy (Marry & Rossabi, 2006, p. 195). Additionally, Mongolian home schooling had authoritative teaching models with alphabet-based syllabi, reading materials from dominant religious and state resources (Marzluf, 2015). In Mongolian culture, as in most Asian countries, teachers tend to

be greatly respected as educated people (Zhao, 2011, p. 67). The prevalence of teacher-centred pedagogy might also be influenced by cultural beliefs that learners should obey their teachers' orders for historical and religious reasons. For example, after the late sixteenth century, monks were not only religion leaders, but they were also teachers and medical professionals (Bruun & Narangoa, 2006, pp. 12-13). Consequently, this may be attributed to teacher-dominated pedagogies where teachers are seen as the resources of knowledge and students simply repeat that knowledge in exams. As a result, the shift from teacher-centred approaches to learner-centred approaches where students are responsible for their own learning by getting support from teachers might be challenging in a Mongolian context.

Today, most teachers in Mongolia have some understanding of learner-centered teaching methodologies, which however need to be better developed and implemented. According to the report by UNESCO and MGIEP (2017), although student-centred approaches are promoted in the educational policy and curriculum, traditional teaching approaches are still retained in Mongolia due to the gap between policy and practice. Teachers tend to focus on preparing for the National Graduation Test and Olympiads rather than applying student-centred approaches. Therefore, student-centered approaches and methods that are research-based and pedagogically sound (Dagvadorj, 2020), including TBLT, are still needed to improve learners' skills in this context.

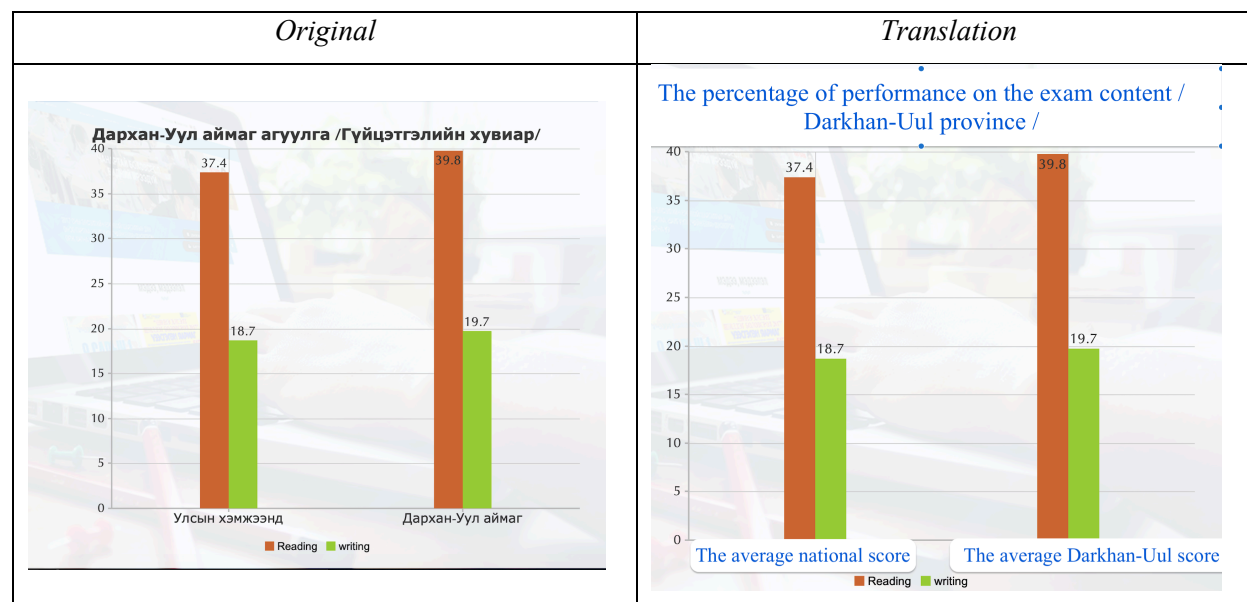
1.2.4 Writing in English in Mongolia

Recent studies have revealed that English speaking and writing skills can be most challenging for Mongolian speakers, and improvement of these skills is certainly needed (Cohen, 2004; Narangerel, 2012). For example, it was reported that 32 learners majoring in English at NUM in Ulaanbaatar expressed that they did not feel confident when communicating and writing in the language (Cohen, 2004). According to Shagdarsuren (2020), 20 English teacher students at NUM in Erdenet, a town in the Orkhon province of Mongolia, expressed their worry about using English outside of the classroom because of the lack of English-speaking opportunities. Moreover, in Mongolia, L2 writing has become a part of the State Foreign Language Exams that students must take to graduate from 9th grade in secondary education (Education Evaluation Center, 2021a) and 12th grade for high school education (Education Evaluation Center, 2021b). In 2019, the Ministry of Education, Culture, Science, and Sports of Mongolia (MECSSM) conducted the quality evaluation exams involving over 150,000 students in 9th grade throughout the country including private and public schools. The results of the English

test, which included parts of reading and writing skills, are shown in Figure 1.1 (Education Evaluation Center, 2019). As the graph illustrates, the English writing skills of Mongolian students are lacking far behind their English reading skills:

Figure 1.1

Percentage of Performance on English Exam Content



Note. Adapted from the webpage of the Education Evaluation Center, 2019. Retrieved from:
<http://ch.stat.eec.mn/login>

Moreover, Narangerel (2012) found that graduate students' writing proficiencies were rather low after analysing their written works in English as a Foreign Language (EFL) at the University of Humanities in Ulaanbaatar, Mongolia. However, the students stated that English writing skills were not as challenging to acquire as speaking skills, despite the fact that most of them could not express their ideas clearly in an essay. Also, students reported that they feared making mistakes when writing in English. Narangerel (2012) further suggested that Mongolian English teachers should consider learners' use of outside classroom activities to motivate them whilst avoiding ways of teaching that are focused on the learners' errors. Instead, they should understand that making mistakes is a part of the learning process (Narangerel, 2012). Therefore, strategies for improving Mongolians' English writing skills are much needed. Consequently, developing learners' writing skills in English is one of aims of this research.

Writing in English is an essential skill in the globalised world due to the widespread use of technology, the Internet, and written communication (Warschauer, 2000). It has become a part

of international companies' cultures where writing in English is a major medium of communication (Cohen, 2005) and a part of youth life in Mongolia. Texting, social media interactions, and writing lyrics in English are now common among Mongolian youth (Dovchin, 2017, 2018). Thus, English writing skills are one of the desired competencies for practical reasons such as email exchange, reporting, and studying abroad.

1.2.5 Impact of the COVID-19 Pandemic on Mongolian Education System

The outbreak of the COVID-19 pandemic in China in December 2019 forced neighbouring countries including Mongolia to take preventive action. Consequently, effective 26 January 2020, the Mongolian government stopped live classroom activities of all educational institutions in Mongolia. The Ministry of Education and Science of Mongolia (MESM) prepared tele-lessons for school children and the universities shifted into an online mode. By April, 480 items of online content and 206 textbooks had been uploaded on the MESM website (<https://econtent.edu.mn/>) for the public to access (UNESCO, 2020). Although the kindergartens and secondary schools resumed classroom teaching in September 2020 (Xinhua, 2020) they were closed again in November 2020 due to the spread of local COVID-19 transmissions continued and consequently resumed tele-lessons. Apart from the tele-lessons, teachers, particularly at universities, were encouraged to use online learning platforms such as Google classroom, Moodle, or EdX for their online teaching (Ikon.mn, 2020). The Ministry of Education and Science in Mongolia created the Mongolian Education Learning System (<https://medle.mn>) in June 2021, with leading teacher video lessons to deliver contents equally throughout the country. After the Soviet Union Era, Mongolia has reached a significantly higher literacy rate: 96.4% for female; 93.0% for male compared to other lower-middle-income countries. Coupled with the increased and widespread use of technology, Mongolian's high literacy rate might have been an influential factor in the dissemination of important messages during the COVID-19 pandemic (Erkhembayar et al., 2020).

Moreover, online learning and teaching was one of the Mongolian government's key concerns and has been included in the long-term Development Policy Vision 2050 (Ministry of Education, Culture, Science and Sports, 2020). The plan stated that online training would be encouraged at all levels of educational institutions and the development of online learning for all ages of citizens would be supported in non-formal educational systems. Also, the government would improve teachers' capacity and skills in online and distance teaching, and

the English language (Ministry of Education, Culture, Science and Sports, 2020). Therefore, online English teaching could be potentially beneficial in this context.

1.3 Rationale and Research Problem

Mongolia is on the periphery in an Asian context in terms of location, politics, economics, and sociolinguistics (Dovchin, 2017, 2018), much less in the field of TBLT. The reason of being called as ‘periphery’ is that although most people imagine Mongolia as a landlocked country with high mountains, green steppes, and nomadic lifestyles, today most of population live in the modern capital city full of young people having Western lifestyles (Dovchin, 2018, pp. 7-8).

As a Mongolian teacher, I used to apply the teacher-centred approaches I learnt during my teacher training prior to studying learner-centred teaching approaches, such as TBLT, in Australia. I was originally taught in English using traditional teacher-centred approaches that were dominated by rote learning and grammar-translation methods where learners studied grammar rules first and then applied them in the target language by translating and working on exercises in two languages (Chang, 2011). As a result, I always used to think first of the grammar, sentence structure and verb forms before speaking and writing in English, which often prevented me from speaking naturally and fluently.

As an English teacher, I do not want my future students to struggle with speaking and writing in English like me. It motivated me to conduct research on learner-centered approaches, particularly TBLT, as it offers an innovative way of language teaching that is directly opposed to the grammar-translation and audiolingual methods. Grounded in real-life tasks, TBLT focuses on the meaning rather than the forms of language and has been shown to improve learners’ motivation in language learning (Willis & Willis, 2007, p. 2).

The aim of this research is thus to investigate the experiences of a Mongolian English teacher applying TBLT-supported approaches in her online writing course for the first time, using autoethnography as a research method. The challenges and opportunities revealed from her learning journey will contribute to the development of TBLT approaches in an online environment and English language teacher’s professional growth. In the following sub-sections,

the advantages of the TBLT approach and its theoretical fundamentals are highlighted, as well as the reasons for choosing autoethnography as a research method.

1.3.1 Rationale for Task Based Language Teaching (TBLT)

Scholars in the field of TBLT promote tasks that are meaning-oriented and offer opportunities for learners to facilitate the process of second language learning (Long, 2016; Skehan, 1996). TBLT is based on the theory of second language acquisition (SLA) that language learning happens incidentally. In other words, incidental learning is said to take place in the same way as young children acquire their mother tongue (L1) through communicating with people (Ellis, 1997, 2019). However, acquiring a second language (L2) is different. Nonetheless, young children who have enough exposure in L2 easily acquire native-like abilities. For adult learners, their L1 could interfere with acquiring L2, but they still have the ability to learn a language implicitly (Long, 2014, p. 46), and even adult learners may be able to attain near-native like abilities incidentally (Long, 2014, pp.37-38). Learning a language incidentally creates implicit knowledge which encourages learners to communicate easily and spontaneously without hesitancy. Therefore, the TBLT approach aims to facilitate an authentic environment in which learners experience incidental learning and help teachers to develop learners' implicit knowledge by focusing on fluency rather than accuracy (Ellis, 2019, pp. 16-19).

Although there is substantial research concerning the effectiveness of TBLT and many positive perceptions toward it, several challenges have emerged with the implementation process. Some argue that TBLT may not be conducted successfully in Asian contexts because of the limited resource of real-world tasks and learning materials, a grammar-oriented exam structure, the lack of learners' opportunities to use English, and teacher's confidence and knowledge in TBLT (Butler, 2011). For example, it has been reported that language teachers in Korea have enough understanding about TBLT, but they expressed their negative views about adopting it in their classrooms due to the lack of practice (Jeon & Hahn, 2006). Although teachers in China were shown to have positive beliefs about TBLT, it is claimed that they were reluctant to lose their dominance in the classrooms (Chen & Wright, 2016). Ellis (2020) stated that in spite of TBLT becoming a mandatory approach in some Asian EFL schools, old ways of teaching persisted because of traditional tests and syllabi (p. 115). Similar issues mentioned by Long (2016) were the lack of reliable criteria for task complexity, improvement needed in task-based assessment and teacher education for TBLT.

Learners are generally satisfied with the approach which promotes learning through real-world tasks, considers their needs and puts them in the center of the learning process. Both teachers and learners play central roles in the learning process. Nonetheless, teachers prepare lessons by planning and designing and deliver them to the learners. Therefore, teachers should also be the focus of the research in TBLT. However, much research tends to focus on tasks, second language learners, and on the pedagogy, while the role of the teachers has received little attention in the field (Branden, 2016; Ellis, 2020; Ogilvie & Dunn, 2010). In several studies, teachers have been interviewed, surveyed, and observed their practice regarding TBLT (Carless, 2009; Chen & Wright, 2016; Jeon & Hahn, 2006; Zheng & Borg, 2014). The studies analysed teachers' observation, interviews, and teachers' interactions in the classes, whilst very little work has been done in terms of teachers' own understanding of TBLT between the nexus of theory and practice when applying the approach in their teaching as an insider.

Additionally, in recent years, technology has opened the door for English learners to have opportunities for the real-word access that was unavailable or insufficient in contexts where English was not widely used. Attention has been directed to computer-assisted language learning (CALL), computer-mediated communication (CMC) and technology-enhanced teaching in the field of TBLT (Baralt & Gomez, 2017; Blake, 2016; Butler, 2011; Chen, 2019, 2020; Gonzalez-Lloret, 2020; Gonzalez-Lloret & Ortega, 2014; Sato & Chen, 2021; Ziegler, 2016). The studies revealed the positive outcomes of technology-enhanced TBLT, positively highlighted enhanced learning outcomes from the integrated teaching of TBLT with technology in terms of authentic discourse, rich input, and the facilitation of engagement (Gonzalez-Lloret, 2020; Gonzalez-Lloret & Ortega, 2014). Harnessing the benefits of advancements in technology has also been highly recommended in Asian contexts (Butler, 2011). Thus, the integration of technology and TBLT can be one of the potential solutions to provide authentic materials and interactions in an Asian EFL context.

Therefore, to address this research gap, this study will explore the experiences of a Mongolian English teacher in applying a task-based approach in online teaching using an autoethnographic method. This study aims to investigate the challenges and benefits of synergising technology and TBLT during the global COVID-19 pandemic which has shifted teaching and learning into an online environment.

1.3.2 Rationale for Autoethnography as a Research Method

Some scholars recommend teachers to do action research or reflect on their teaching to gain confidence and develop their teaching skills in TBLT (Jeon & Hahn, 2006; Qi & Clare, 2016; Sato & Chen, 2021). The implementation of TBLT is a gradual process so teachers need more practice in teaching rather than just knowing about tasks. Teachers are the main agents in the adaptation of TBLT in the classroom, and they need to develop their own practice to understand the challenges of applying tasks. Thus, teachers need time to try out, reflect and revise their teaching to understand the potential of TBLT and gain confidence in using tasks. Teachers and their educators need to pay equal attention to the theory and practice of TBLT (Branden, 2016; Butler, 2011; East, 2015; Jeon & Hahn, 2006). At the theoretical level, TBLT has strong fundamental underpinnings in SLA whereas it sometimes fails at the classroom level (Butler, 2011; Long 2016). To improve teachers' understanding and practices of TBLT, this study investigates the challenges and opportunities for a novice online teacher and adult learners by exploring a Mongolian English teacher's first-hand experiences in the online teaching process by considering learners' needs in writing lessons dealing with authentic materials via the Internet. The study is motivated by my interest in helping language teachers apply the TBLT approach in their work with fewer challenges than I am experiencing today. For this reason, I endeavored to reflect on my own teaching journey using the TBLT approach in an online writing class as a novice.

To explore this journey deeply, autoethnography is selected as a systematic qualitative research method in which the author uses self-reflection to explore her own experience in the social context. In this research method, the researcher's experience of conducting the study becomes the focus of the investigation with her as the main participant (Ellis, 2007; Ellis et al., 2011). Autoethnography is one of the emerging research methods in the field of applied linguistics (Coran-Hopkins, 2015; Kennedy, 2020; Starr, 2010; Yazan et al., 2020; Yumarnamto, 2016). Limited studies have been carried out using this method in TBLT (Liu, 2020; Yung, 2020) but none of them in an online teaching context.

The autoethnographic research method provides a critical and reflective lens on examining the teaching process and the novice online teacher's challenges and opportunities in applying the TBLT approach in an online teaching environment. Novice teachers usually have a limited understanding of reality such as students' different needs, various language proficiency and

collaboration with co-workers so they face challenges while applying theory in the practicum (Yuan & Lee, 2014; Yung, 2020). Thus, this research method can be a transformative tool for researchers to reflect on their actions to empower themselves and provide directions for others regarding their professional growth.

1.4 Research Questions

This study aims to contribute to deepening teachers' understanding of TBLT in the online mode by exploring a Mongolian English teacher's experience in applying TBLT approach in her online writing class as a novice. That is, to explore my journey with TBLT, the following research question is addressed through autoethnography:

RQ1 What are the challenges and opportunities for a novice Mongolian English teacher when implementing the TBLT approach in an online writing class?

The central aim of the study is a Mongolian English teacher's experience in applying the TBLT approach to online teaching. However, it is also crucial to understand students' perceptions regarding learning and teaching. Learners' satisfaction and opinions about classes provide the evidence of the effective teaching methodologies (Tsui, 2001, pp. 124-125). Therefore, the research considers how Mongolian adult learners perceived the online writing class facilitated by TBLT, as stated in RQ2 below. The students' perceptions of online lessons are investigated qualitatively through their written reflection and interviews.

RQ2 What are Mongolian adult learners' experiences of online writing supported by the TBLT approach?

1.5 Significance of the Study

As explained in Section 1.3 above, one of the main factors for unsuccessful implementations in task-based teaching are the teachers' lack of understanding, practices, and beliefs about TBLT. It means there is a gap between teachers' understanding of TBLT and its implementation, especially in the Asian EFL context. To improve teachers' understanding and practices of TBLT, this study investigates the challenges and opportunities that a teacher and adult learners face when a Mongolian English teacher uses a TBLT approach for teaching online writing lessons for the first time. Therefore, this study aims to contribute to the professional

development of English teachers and teacher educators and the improvement of TBLT approaches in an online writing class through the teacher's lens. Whilst the findings from a teacher's experience alone may not offer solutions for the problems in TBLT, the study will help teacher educators and other English teachers to understand the actual implementation of the approach through the eyes of a novice Mongolian English teacher in adopting TBLT online. Also, it may offer some useful guidance for novice English teachers on how to apply TBLT in an online class. Therefore, the study is significant in the following ways.

Researchers have emphasised that TBLT can improve the outcomes of technology-enhanced learning and further development is needed in technology-based TBLT. Unquestionably, during the period of COVID-19, online lessons have been taught globally and teachers and learners need to adapt to the virtual environment. Conducting TBLT in an online environment can be undoubtedly advantageous, yet challenging and demanding at the same time, as this study will show. Therefore, seeing TBLT implemented from an insider's perspective is one of the significant dimensions of the study.

Although TBLT has been introduced in many Asian countries (Butler, 2011; Ellis, 2020), it has not been studied much in the Mongolian context where English became a compulsory subject at all levels of schools since the academic year from 1997 to 1998 (Cohen, 2004; Gundsambuu, 2019; Marzluf & Saruul-Erdene, 2019). Additionally, most studies in TBLT focus on learners' speaking skills rather than the writing skills (Abrams & Byrd, 2017; Yasuda, 2017) which needs to be developed in a Mongolian context, especially with a view to an online medium. Therefore, the current study which explores TBLT in new contexts and perspectives has the potential to contribute to the educational field in Mongolia as well as internationally.

1.6 Chapter Summary and Thesis Overview

This thesis is organised into six chapters. Chapter One explained the aims of the study and the research rationales. Section 1.1 introduced the purpose of the study and motivation for the research. Section 1.2 provided the background and historical information on the context of English language education in Mongolia. Following this, the research rationales and problems and the researcher's motivation to conduct this study were presented in Section 1.3. In the next section, the research questions were outlined in Section 1.4. and the significance of the study explained in Section 1.5. Lastly, the organisation of the thesis was outlined in Section 1.6.

Chapter Two presents a review of the literature with a focus on TBLT and technology. A brief history of Foreign Language Teaching is provided in Section 2.2. TBLT and its implementation in the different countries is then discussed in Section 2.3, followed by TBLT implementation in Asian contexts and its challenges in Section 2.4. Technology use in TBLT is described in Section 2.5, followed by examples of studies which focused on online writing classes in TBLT in Section 2.6. Lastly, autoethnography methods used in two studies related to TBLT are discussed in Section 2.7.

Chapter Three presents an overview of the methodology that describes the research method used in this study. The research paradigm is described in Section 3.2. and the autoethnographic method is explained in Section 3.3. An overview of the research design is shown in Section 3.4. Next, the research phases are explained, including the needs analysis in Section 3.5, the pilot study in Section 3.6, and the actual study in Section 3.7. In each section, the participants, data collection procedure, instruments and data analysis procedure are described in detail. The chapter also comments on the ethical considerations and trustworthiness of the research in Section 3.8.

Chapter Four presents the results of RQ1 What are the challenges and opportunities for a novice Mongolian English teacher implementing the TBLT approach in an online writing class; and RQ2 What are Mongolian adult learners' experiences of online writing supported by the TBLT approach. The chapter begins with a presentation of the findings regarding RQ1 in Section 4.2 with a focus on the teacher's challenges in Sub-section 4.2.1 and opportunities Sub-section 4.2.2. This is followed by the results regarding RQ2 in Section 4.3, with a view to students' challenges in Sub-section 4.3.1 and opportunities in Sub-section 4.3.2. Each sub-section begins with an explanation and describes the findings with examples.

Chapter Five presents the discussion of the findings from the results presented in the Chapter Four. The findings are examined in respect of RQ1 in Section 5.2, in terms of the teacher's challenges in Sub-section 5.2.1 and opportunities in Sub-section 5.2.2. Next, the findings in respect of RQ2 are reviewed in Section 5.3, including learners' challenges in Sub-section 5.3.1 and learners' opportunities in technology-mediated TBLT in Sub-section 5.3.2.

Chapter Six presents the conclusion of the study. The chapter begins with a summary of the findings and discussions regarding the two research questions in Section 6.2. Then, the

implications of the results and suggestions for future research are delivered in Section 6.3, and the limitations of the study are outlined in Section 6.4. The chapter closes with a concluding statement in Section 6.5.

CHAPTER 2. LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature review related to the research topic. First, a brief history of Foreign Language Teaching is provided in Section 2.2, followed by an introduction to task-based language teaching (TBLT) in Section 2.3 and the challenges regarding its implementation in Asian contexts in Section 2.4. Next, a brief overview of the literature on TBLT and its integration with technology is provided in Section 2.5, followed by select case studies of how TBLT has been used in online writing classes in Section 2.6. Lastly, two TBLT studies using autoethnography as a research method are discussed in Section 2.7. A summary in Section 2.8 concludes this chapter.

2.2 The Brief History of Foreign Language Teaching

Until the twentieth century, the main teaching approach in Foreign Language Teaching (FLT) was what is traditionally known as the ‘grammar-translation’ method (Savignon, 2007). This involved memorising vocabulary, translating texts, and forming verbs. The grammar-translation method was entirely led by teacher’s instruction with grammatical exercises (East, 2017) where students learn a foreign language by studying its rules and translating text (Chang, 2011). This was the dominant foreign language teaching method until the 1950s. Following a key paradigm shift in FLT (Richard & Rodgers, 2001, p. 1), the audiolingual method (Willis & Willis, 1996, p. 31) then became a main teaching method for teaching foreign languages around the world. This method was based on behaviourist theory according to which learners study language use through drilling by repeating the set of language structures that teachers provide (Richard & Rodgers, 2001, pp. 50-58; Willis & Willis, 1996, p. 31).

In the mid-1970s, the presentation-practice-production (PPP) model of teaching was developed from the Communicative Language Teaching (CLT) approach with a focus on improving learners’ communicative competences (Anderson, 2016). It is still a common teaching model among English teachers today (Phuong et al., 2015; Zheng & Borg, 2014). In the PPP method, there are three stages: 1) Presentation, 2) Practice and 3) Production. In the presentation stage, the teacher introduces the correct forms of grammar. During the practice stage, students repeat the target items by focusing on accuracy through drills. During the production stage, students

use the target language and construct sentences in new situations (Anderson, 2016, p. 119; East, 2015; Ellis, 2019; Klapper, 2003). PPP has been considered an effective teaching method and is widely used by language teachers (Anderson, 2016; East, 2015; Phuong et al., 2015). It is claimed that teachers are comfortable with using the PPP method as it offers them an opportunity to control the classroom and makes the outcomes of the learning process quite predictable (Carless, 2009; East, 2015; Zheng & Borg, 2014). However, this approach has been criticised because of its focus on forms rather than the meaning of communication that learners want to use (Willis & Willis, 2007, p. 4; Willis & Willis, 1996, p. 44). Being a ‘traditional’ approach, it is mostly led by teachers with a focus on grammar and practices with form-based exercises (East, 2017; Ellis, 2019, p. 10).

Around the 1970s, the understanding of language learning progressed with developing learners’ communicative skills. This led to the development of the second language acquisition (SLA) theory which provided “the DNA of TBLT” (Bygate, 2016, p. xvi). Krashen (1982), Ellis (1985) and Skehan (1996) explained that SLA does not depend on extensive use of correct forms or tedious drills. In other words, it was suggested that the skill to communicate in a foreign language was not related to the abilities of learners to reach high scores on grammar tests. Learning a foreign language requires natural communication with real meanings. To deliver the meanings related to real life scenarios, learners need to use language to reach their goals. In that way, learners have a chance to improve their communicative skills by using the target language (Terrel, 1982; Willis & Willis, 1996). SLA theory was considered in FLT and, as a result, CLT method was developed. As East (2008) explained, CLT focuses on learners’ communicative abilities rather than grammar knowledge, which led to FLT moving from teaching a language with decontextualised grammatical structures to teaching language with real communication in real contexts (East, 2012, p. 20). Due to this conceptual change, the CLT method was brought into teaching practice. However, there were two versions of CLT methods: A “weak” one and “strong” one, that depended on how the approach was applied in practice. For instance, an approach that considered SLA theory but continued teaching it with explicit grammar explanation was considered a ‘weak’ version of CLT. PPP was included in this version (Anderson, 2016; East, 2012, p. 21). In contrast, in a ‘strong’ version of the CLT method, a foreign language is taught by emphasising communication without explicit grammar teaching. Savignon (1983) referred to this approach as “anything-goes-as-long-as-you-get-the-message-across” (Savignon, 1983, p. 1). It was this approach that provided the foundation for TBLT (East, 2012, pp. 22-23; Klapper, 2003).

2.3 Task-based Languages Teaching (TBLT)

Since the 1980s, TBLT has been widely practiced in language classes. Benefits of the approach are associated with learners' positive attitude and motivation (Hosseini et al., 2019; Kim & Kim, 2016; Pyun, 2013; Qian, 2013), the improvement in the students' speaking skills (Bao & Du, 2015; Chen, 2020; Gonzalez-Lloret & Nielson, 2015; Qian, 2013; Septiyana, 2019; Zeynep & Fatma, 2020), improvement in learners' writing skills (Abrams & Byrd, 2017; Karunasree & Francis, 2020; Kim et al., 2017; Yasuda, 2011, 2017), and enhancement in critical thinking (Oskoz & Elola, 2014; Zeynep & Fatma, 2020). There has been a substantial volume of research that investigated the implementation of TBLT around the world, with mixed results (Bryfonski & McKay, 2019). However, the literature review will focus mainly on salient studies related to this thesis research in order to exemplify both the positive implications and challenges in implementing TBLT across contexts.

For example, in 2019, a meta-analysis had been done on 52 studies from 1998 to 2016 that implemented TBLT in different contexts at different educational institutions (from K-12 to university level) around the world (Bryfonski & McKay, 2019). Overall, the result of the analysis found a strong and positive effect ($d=0.93$) for learning outcomes from TBLT implementation. The participants in oral-communication tasks from 15 primary studies outperformed control groups in terms of grammar acquisition. Moreover, students' overall satisfaction, attitudes, and perceptions towards TBLT was investigated in 13 studies and the average percentage of students' positive perception was 79 per cent after attending the task-based classes (Bryfonski & McKay, 2019).

In a central European context, Van den Branden (2006) reported that the quality of Dutch language education in Belgium was successfully enhanced by replacing traditional teacher-centered approach with TBLT through teacher training programs. Van den Branden (2006) reported, however, that it took 13 years to implement TBLT successfully in Dutch language education. It highlighted the importance of collaboration between teachers' teams, school counselors, policy authorities and teacher educators (as cited in Ellis, 2020).

In New Zealand, TBLT was introduced in the revised secondary school Curriculum in 2007 and became a mandatory approach in 2010 to encourage learner centered approaches (East, 2012). The New Zealand Ministry of Education recommended a TBLT approach in an

additional language teaching programs by replacing PPP (East, 2020). However, East (2012) found that a quarter of the foreign language teachers in his study had minimal understanding of TBLT and some even considered an activity as a task (as cited in Zheng & Borg, 2014). To support the implementation process, the Ministry of Education funded professional development programs that were effective in empowering teachers and implementing TBLT in New Zealand (East, 2012, 2020).

Although TBLT has become one of the main research foci in language teaching in the last four decades, there are still issues regarding the choice of appropriate tasks, low-proficiency learners, the integration of technology with tasks, context diversities, and teachers' abilities and theoretical knowledge (Lambert & Oliver, 2020, pp. 1-5). Klapper (2003), in turn, suggested that the approach was not suitable for either novice teachers who are not familiar with unexpected outcomes or beginner level learners (as cited by East, 2015). Likewise, Swan in 2005 pointed out that limited time in the classroom may be one of the reasons why TBLT fails (as cited by East, 2015).

Long (2016) discusses the research of Widdowson (2003) and Swan (2005) who criticised TBLT for overlooking grammar. Another group of researchers pointed out that TBLT does not necessarily undermine grammar teaching (Carless, 2009, Branden et al., 2009). Instead, it changes focus on meaning rather than form. Communication skills are taught first, while grammatical knowledge is considered last. Ellis (2019) added that grammar teaching is not excluded in TBLT, and teachers can draw students' attention to form during performing a task or in pre- and post-task stages by keeping a balance between communicating and focusing on form (Ellis, 2019). Carless (2009) argues that holistic learning for linguistic knowledge occurs in TBLT rather than discrete learning. This means that learners challenge themselves to use language as holistic chunks while performing a task, and then analyse the chunks into small units to obtain grammar knowledge (Branden et al., 2009, p. 2). Yet, some researchers view that implementing TBLT, particularly in Asian contexts, is problematic due to societal or classroom level constraints and big class sizes (Butler, 2011; Chen & Wright, 2016; Chien, 2014; Zheng & Borg, 2014), the lack of teacher development and preparation programs (Branden, 2016; Carless, 2009; Ellis, 2020; Jeon & Hahn, 2006; Yuan & Lee, 2014), and the gap between theory and practices (Chen & Wright, 2016; East, 2015, 2017; Hu, 2013).

2.4 TBLT and its Challenges in Asia

The TBLT approach has been applied in the second language classes at the regional as well as national levels in several Asian countries, such as Hong Kong, Malaysia, Singapore, and foreign language classes in China, Indonesia, Japan, Korea, Taiwan and Vietnam (Butler, 2011; Carless, 2009; East, 2012, p. 2; 2017; Ellis, 2019; Jeon & Hahn, 2006; Kim & Kim, 2016; Kim et al., 2017; Lai et al., 2011; Lin & Wu, 2012; Yumarnamto, 2016; Zheng & Borg, 2014). The implementation of the TBLT approach around the world showed varied results. Yet, interest in applying TBLT in educational programs and research is still growing due to its adaptability to sociocultural realities and authentic language use in the classroom (Bryfonski & McKay, 2019). Butler (2011), who reviewed several published articles on the implementation of communicative language teaching and TBLT in Asian countries, concluded that several challenges had emerged because of misconceptions about the TBLT approach, constraints in the classroom (the challenges in finding authentic resources), social factors (exam-based curriculum). She also pointed out that a rapid change in teaching environments may alter students' needs and create new problems (Butler, 2011).

For example, in China, TBLT has reformed the national English curriculum and has been proposed as a teaching method to move from conventional ways of teaching to student-centered teaching methodology in public schools since 2001 (Hu, 2013). Chen and Wright (2016) and Hu (2013) investigated the implementation of TBLT for English teaching at secondary schools in China. Chen and Wright (2016), who investigated the teaching practices and attitudes of eight teachers from a private high school in Zhenjiang province, observed that learners became more proficient if the teachers spent more time on task-based lessons. Nonetheless, several teachers were reluctant to relinquish their control over the classroom and most expressed a lack of confidence in applying TBLT due to their oral proficiency in English. Hu (2013), whose study involved thirty English teachers from six public schools in Beijing, found that almost half of the teachers expressed that they were doubtful about the effectiveness of the TBLT approach in Chinese classrooms to improve their students' knowledge of grammar because the result of their work was greatly connected to the students' grades on the national examination in China. The findings in these studies exposed that teachers' understanding of TBLT is limited and that it presented one of the main issues in the implementation process (Chen & Wright, 2016; Hu, 2013).

Zheng and Borg (2014) similarly investigated English teachers' perceptions regarding TBLT in China. Three Chinese teachers of English at a secondary school were observed in their teaching and interviewed. Two experienced teachers preferred using an explicit grammar methodology over TBLT teaching. Only the youngest teacher tried to show most commitment to achieve the recommendation to adopt a TBLT approach in the curriculum. Zheng and Borg (2014) viewed that the understanding of tasks by these educators seemed limited in regard to the speaking tasks which were given as examples in the curriculum materials. Additionally, two experienced teachers had their own strong beliefs about explicit grammar teaching while the youngest teacher preferred the TBLT approach. However, all three teachers emphasised that using tasks was challenging for them. Zheng and Borg (2014) concluded that teachers should work on self-reflective analyses while applying TBLT to adapt it to the context and deepen their understanding of the approach (Zheng & Borg, 2014). Debates about the implementation of TBLT in China are still ongoing.

Even though there are major benefits in TBLT that can lead to learners' positive performances in language learning process, its successful implementation does require teachers' participation. According to Ellis (2020), even if societal-institutional issues (e.g., the course syllabus and exam structure) are managed, teachers are the main drivers to deliver TBLT implementation (Ellis, 2020). Therefore, to improve teachers' knowledge about the approach and practicum, teacher preparation programs are offered in China (Chien, 2014; Ellis, 2020; Kim et al., 2017) and educators' reflections on their teaching are encouraged and implemented (Bao & Du, 2015; Ellis, 2019; Zheng & Borg, 2014).

The challenge of implementing TBLT successfully is not only a problem in China but also in other countries in Asia. For example, a report by Carless (2009) on the ten-year implementation of TBLT in Hong Kong revealed that all teachers agreed that learners were more motivated in TBLT. Nonetheless, the presentation-practice-production (PPP) method was preferred because teachers were familiar with this approach and had less understanding of TBLT (Carless, 2009).

Teachers' attitudes and limited understanding of TBLT are also problematic in Taiwan. Lin and Wu (2012) explored 136 high school English teachers' perceptions of TBLT and its feasibility using mixed-method research, while Chien (2014) investigated 39 student teachers' attitudes towards TBLT that was integrated with TESOL course using a qualitative case study design. Participants in both studies had positive attitudes about the method as a practical approach.

Nonetheless, the findings by Lin and Wu (2012) confirmed that teachers did not obtain explicit knowledge about the principles of the approach. The answers to the surveys and interviews showed that most teachers were able to answer the questions in the questionnaire regarding TBLT, but none did give detailed descriptions about tasks, task cycle and TBLT procedures during the interviews. These results confirmed that the participants did not have a clear understanding of the practice and perceptions of TBLT (Lin & Wu, 2012).

A study on TBLT in South Korea, in which 228 English teachers from 38 different secondary schools participated, reported similar results (Jeon & Hahn, 2006). Although most of the Korean English teachers had sufficient theoretical understanding of TBLT, some of them had negative perceptions about implementing the approach in the classrooms (Jeon & Hahn, 2006). Similarly, in some classes in Japan, TBLT was officially recommended as an approach in the syllabus. However, tasks were often abandoned, and teachers continue using explicit grammar teaching for exams (Ellis, 2020, p. 100; Harris, 2018).

Although there are other problems related to TBLT implementation, including learners' attitudes, language proficiency and classroom size, teachers are substantial actors in the implementation process (Butler, 2011; Ellis, 2020). The implementation of TBLT depends fundamentally on teachers' attitudes and understanding about the approach (East, 2015, 2017; Ellis, 2020). For instance, teachers' limited understanding of TBLT is considered to be one of the main factors for the failure of applying this approach in the classrooms, particularly in Asian contexts (Bao & Du, 2015; Butler, 2011; Ellis, 2019, 2020; Lin & Wu, 2012; Zheng & Borg, 2014).

Therefore, scholars considered that teacher education in TBLT was much needed (Branden, 2016; Carless, 2009; Ellis, 2020; Jeon & Hahn, 2006; Yuan & Lee, 2014). In addition to teachers' professional development, it has been suggested that the use of technology offers opportunities for authentic interactional spaces in TBLT for Asian contexts. The advancement of technology provides Asian learners with the opportunity to communicate in English that is a crucial characteristic in TBLT. Therefore, some scholars have recommended technology-mediated TBLT (Chen, 2019; Gonzalez-Lloret, 2020; Gonzalez-Lloret & Ortega, 2014; Lai & Li, 2011; Lai et al., 2011; Nielson, 2014), particularly in Asian contexts (Butler, 2011; Rashid et al., 2017). Hence, the implementation of TBLT in Asian contexts could be advantageous if teacher education and technology-mediated TBLT is promoted together.

2.5 Integrating TBLT with Technology

In today's digitised world, technology is a part of our daily life. As a result, in EFL, well-designed technology-mediated tasks have the potential to engage language learners more, especially if they are geographically remote (Gonzalez-Lloret, 2020). Gonzalez-Lloret (2020) and Gonzalez-Lloret & Ortega (2014) noted that TBLT aligns well with technology for the following reasons.

Firstly, authenticity and holism of tasks are crucial in TBLT. Technology itself has these important characteristics. For example, writing emails, making video calls, playing online games with others, and writing via wikis or blogs are authentic tasks for TBLT (Gonzalez-Lloret, 2020; Gonzalez-Lloret & Ortega, 2014).

Secondly, technology promotes learners' autonomy by providing convenient spaces to fulfill goal-oriented tasks independently (Lai & Li, 2011; Skehan, 2003). For example, most games are based on the fulfillment of tasks associated with sequences of tasks in terms of their complexity, which is the main educational philosophy of learning by doing in TBLT (Gonzalez-Lloret, 2020, p. 69).

Thirdly, using mobile devices as a tool for language learning is meaningful for the Generation Z "digital natives" whose daily lives are connected to the Internet and the use of technology (Gonzalez-Lloret & Ortega, 2014, p. 2). For example, a study on using smartphone interactions in English classroom teaching in Pakistan showed positive results in learners' motivation and engagement, since the learners' stimulus of using mobile phones created real language use in the classroom and the teacher's guidance in TBLT promoted the learners' confidence and peer-interactions (Rashid et al., 2017).

Finally, as Hinkelman (2018) highlights, "task-based learning approaches have focused on the pedagogy first instead of the tools first. Instead of asking, 'how can I use this tool?', TBLT asks, 'what is the task and what tools will help achieve the task?'" (p.xi). In this way, TBLT promotes second language learning in the computer-assisted language learning (Hinkelman, 2018). In other words, technology helps learners access real resources that are needed to achieve tasks and stimulate their curiosity. Also, language the learning process in TBLT is more learner-

centered and technology offers more independent learning for students. They can set objectives and evaluate their learning process owing to technology (Jenkins et al., 2014).

Research has shown that viable technology advancements such as mobile technology, Learning Management Systems (LMS), and other digital resources can offer great opportunities for teachers to build technology-mediated tasks (Xue, 2020), and transform themselves into online teachers.

Chen (2019), for example, conducted a case study using action research on how an English classroom teacher at a Western Australian college transformed herself into a capable online teacher in a 3D virtual environment. The teacher in this study had been teaching academic English in an English Support program for international students since 2011. Based on a TBLT syllabus, she taught online sessions in a computer laboratory over seven weeks, and the students performed tasks in a virtual environment through their created avatars. Her experience in implementing the TBLT approach in an online environment was investigated through her reflections on a blog and interviews with the researcher as a mentor. The mentor's role was to respond to her comments in a timely manner and make suggestion to improve her future teaching and understanding of TBLT. Findings from the research showed that the process of the action research empowered the English teacher in terms of understanding TBLT and teaching in the virtual environment, and learners' motivation, confidence and communication skills were improved. However, the study found that noise in the computer laboratory and students' different accents and diverse cultural backgrounds made it challenging to communicate in a foreign language virtually (Chen, 2019).

Another study by Chen (2020) aimed to examine learners' speaking productions by applying pre-task planning in real-life simulated tasks in a 3D environment. Pre-task planning in TBLT is where learners are given limited time to plan their performance of the tasks (Yuan & Ellis, 2003). Nine adult students with different cultural backgrounds from different parts of the world performed the tasks which included showcasing cultural attractions working as a tour guide or a sculpture gallery curator. The learners chose their avatars in a 3D environment and completed the tasks in English. The results showed that the tasks not only enhanced learners' cultural knowledge, but also led to a significant improvement in the grammatical complexity of their oral productions when measured by linguistic accuracy. The scholar explained that the improvement in accuracy of the students' oral production could be the impact of pre-task

planning as the learners had time to prepare their presentations at home before performing tasks (Chen, 2020).

Indeed, the use of technology is inevitable in language teaching (Warschauer, 2000). Several studies on the integration of TBLT, online teaching and technology agreed that tasks and technology can be integrated well for task sequencing and selection, and that it can promote a less instructor-dependent learning environment (Gonzalez-Lloret, 2020; Gonzalez-Lloret & Nielson, 2015; Gonzalez-Lloret & Ortega, 2014; Lai & Li, 2011; Lai et al., 2011; Nielson, 2014; Oskoz & Elola, 2014). Vellanki and Bandu (2021) recommended a TBLT approach in online language teaching as it is learner-centred and offers meaningful tasks with real language (Vellanki & Bandu, 2021). This is significant, especially since the COVID pandemic prompted teachers to teach with technology.

Although there have been many positive outcomes regarding technology mediated TBLT, there are also challenges. For example, teachers' digital literacy and their knowledge of teaching TBLT online has to be considered (East, 2017; Gonzalez-Lloret, 2020; Gonzalez-Lloret & Ortega, 2014; Vellanki & Bandu, 2021). To mitigate the lack of teacher training for technology mediated TBLT, Baralt and Gomez (2017) offered a methodological guide for language teachers on how to use TBLT in online teaching with brief online video tutorials. They highlighted four key challenges for online synchronous class in TBLT. These included: (1) online teaching demanded teachers to do several things simultaneously, for example, managing students in group works while giving advice to a student for solving a technical problem; (2) a bad Internet connection created problems; (3) teachers' constant use of the target language provided students with maximum input and let them produce maximum output in the target language; (4) real tasks were connected to learners' real lives, as a teacher has to have a sense of managing turn-taking and preventing unexpected embarrassment. Importantly, tasks should be based on the learners' real needs. Baralt and Gomez (2017) recommended that we need more methodological material and real teacher's work in the field of technology-mediated TBLT.

2.6 TBLT in Online Writing Classes

Although there is not much research on learners' writing skills in TBLT as compared to speaking skills (Branden et al., 2009), several studies have highlighted that using technology-mediated TBLT for the improvement of learners' writing skills can be adapted well for this purpose, although further studies are still needed (Gonzalez-Lloret, 2020; Lai & Li, 2011; Lai

et al., 2011; Nielson, 2014; Oskoz & Elola, 2014). For example, in 2008, the University of Maryland Center for Advanced Study of Language designed a Chinese course for high school students to explore the well-structured online language lessons (as cited in Nielson, 2014). The design was based on TBLT as it was considered to be “an ideal environment” for distance learning (Doughty & Long, 2003). The course was piloted for a year before it became part of the STARTALK summer language program for K-12 students in the USA (as cited in Nielson, 2014). Nielson (2014) evaluated the online task-based Chinese course for intermediate learners by analysing learners’ performance on the tasks. The course contained 100 pedagogic tasks on LMS that included self-paced asynchronous speaking and writing assignments and synchronous conversations with native speakers. During the first few weeks of the year-long online course, the 35 participants needed help from their instructors to use the LMS. Once the learners became familiar with the technology, they started working on the tasks that meet their needs individually at their own pace. Nielson (2014) concluded that the pedagogical tasks were able to promote second language learning and recommended that the online task-based design of the course should be tested on a larger scale to be confirmed as an effective model for language learning. Additionally, more tasks need to be developed for the improvement of reading and writing skills (Nielson, 2014).

Lai, Zhao and Wang (2011) studied learners’ and teachers’ reactions to TBLT in an online Chinese language course, delivered through the Blackboard platform. The learners completed weekly assignments in both oral (recording responses to a dialogue) and written (writing a short essay) forms. Even though the learners’ general attitudes towards online TBLT were positive and students showed good learning outcomes, the teachers faced the challenge of controlling and facilitating a learner-centered teaching environment. For instance, teachers need to be tolerant when learners encounter problems with sound, the speed of the Internet connection and awkward silent moments in the online environment. Also, they must familiarise themselves with technological advancements in learning platforms to support collaborative and independent learning. Therefore, scholars suggested that teachers and students should be aware of some the challenges in an online course to increase the success of the learning (Lai et al., 2011).

Other studies found that online writing tasks in an Internet environment are meaningful and goal-oriented, and technology creates real spaces such as Wikis, Fandoms and Learning platforms. (Gonzalez-Lloret, 2020; Oskoz & Elola, 2014). Oskoz and Elola (2014), as an

example, conducted a writing course applying a technology-mediated TBLT approach by using social media tools. Sixteen learners at a university in the USA enrolled in an advanced Spanish writing course using Web 2.0 technology that embedded chat and wikis for three weeks. The students wrote two essays collaboratively. Chat as a software product was used for synchronous discussion for collaboration and Wikis were used as an asynchronous web-based space where students could log in, write, and edit texts. The essay genres were selected from a needs-analysis survey. As the learners wanted to become Spanish teachers or pursue graduate studies, argumentative and expository essay genres were selected. Oskoz and Elola (2014) decided to apply a TBLT approach that was “well-suited for promoting students’ skills and competences with regard to both writing genres”. The researchers concluded that a TBLT approach combined with social tools helped learners to construct and reconstruct their content knowledge while working collaboratively by engaging in different writing conventions (Oskoz & Elola, 2014, p. 122). The results of above studies showed that a technology-mediated TBLT by using learning platforms could be an effective way of improving learners’ writing skills. Hence, the online English writing class in this study was going to be taught on the learning platform.

2.7 TBLT in Autoethnography

Autoethnography is an “anthropological and social scientific inquiry approach rather than descriptive or performative storytelling” (Chang, 2008, p.46). That is, the stories of autoethnographers are expected “to be reflected upon, analyzed, and interpreted within their broader sociocultural context” (Chang, 2008, p.46). Although autoethnography is an emerging research method in the field of applied linguistics, at present, there is a paucity of studies on examining teachers’ perceptions and experiences with technology mediated TBLT, particularly in an Asian context, from an autoethnographic perspective. Also, while the following two studies (Liu, 2020; Yung, 2020) investigated teachers’ experiences in Asian contexts such as China and Hong Kong using an autoethnography method, TBLT was not a main focus of their research.

In Liu’s (2020) study, for instance, the English teacher/researcher studied his language learning and teaching experience in light of the reforms in English education in China from the 1980s to 2010s. At his high school, English was taught using a grammar-based method, whilst at university level, English was taught using the Communicative Language Teaching (CLT) method. During his teaching experience, a new English curriculum that promoted a

communicative and learner-centred approach was introduced in China. Nevertheless, the implementation process was not successful. Liu (2020) concluded that the delivery of a learner-centered approach in China was not just teachers' responsibility. Instead, the ongoing efforts to fill the gap between the methodology planned in the official curriculum and the methodology lived in the classrooms required the collaboration of researchers and policy makers (Liu, 2020).

Yung (2020), in turn, used autoethnography to gain insights into his teaching practicum. As a novice teacher educator from Hong Kong, he used task-based learning activities in his 12-week English teaching practicum in two different schools: An elite English medium school and a Chinese-medium school. According to the curriculum, Yung (2020) applied the TBLT approach in English teaching. Although most of the students in the elite school enjoyed the tasks, some wanted to focus on examination drilling instead. On the other hand, the students at a Chinese medium school had fun whilst performing communicative tasks and did not worry about the exams. Yun noticed that there was a gap between the curriculum and assessment in his classroom teaching. However, the main aim of this study was not focused on TBLT, but rather to explore the reality of the educational institution and co-workers' communication and support provided to a student teacher (Yung, 2020).

All studies above differ in terms of the goals that I seek to investigate. In my study, an autoethnographic method is used to explore my personal experiences to better understand the online teaching phenomenon in a different context. Mongolia aims to implement learner-centered teaching methodologies, however, there is a lack of studies regarding these approaches, particularly in relation to TBLT. Additionally, due to the COVID pandemic, the Mongolian government promotes online learning and teaching in its long-term Development Policy Vision 2050 (Ministry of Education, Culture, Science and Sports, 2020). Therefore, the present study, which explores the challenges and opportunities for a Mongolian English teacher applying TBLT in an online writing class for the first time from an autoethnographic perspective, aims to enhance English language teachers' understanding of the approach and contribute to the development of TBLT methods in an online environment in the future. It also contributes to the body of knowledge in marrying TBLT research and autoethnography, a dynamic duo that deserves more attention.

2.8 Chapter Summary

This chapter presented a review of the literature in the field of TBLT as related to the research topic. First, a brief history of Foreign Language Teaching was presented in Section 2.2. A introduction of TBLT and its implementation around the world was provided in Section 2.3, followed by an overview of the challenges of TBLT implementation in Asian contexts in Section 2.4. The subsequent two sections focused on the integration of technology with TBLT teaching in Section 2.5 and the implementation of TBLT in online writing classes in Section 2.6. Lastly, two case studies related to the TBLT field, which used autoethnography as a research method, were presented to situate the current research (Section 2.7). The summary in this section (Section 2.8) concludes the chapter. The next chapter presents the methods that were used to collect and analyse data in the study.

CHAPTER 3. METHODOLOGY

3.1 Introduction

This chapter describes the research methodology used in this study. It begins by introducing the research paradigm in Section 3.2 and the autoethnographic method in Section 3.3. Next, an overview of the research design is provided in Section 3.4. Following this, the research phases, namely, the needs analysis in Section 3.5, the pilot study in Section 3.6, and the actual study in Section 3.7 are explained. For each phase, the participants, data collection procedure, instruments and data analysis procedure are described in detail. Lastly, the ethical consideration and trustworthiness of the study are addressed in Section 3.8. The chapter concludes with a summary in Section 3.9.

3.2 Research Paradigm

The study is an exploration of teaching practices from the teacher's point of view through an autoethnographic method that allows the experience of the subject in the research to become meaningful and accessible (Ellis, 2014, p. 2). The method is connected to a social constructivist paradigm. According to the paradigm, individuals create meanings and knowledge through their experiences and interactions in a social context. Learning happens through interactive processes (experiences, discussions and sharing) that are shaped by the environment (Creswell, 2009, p. 9; Creswell & Baez, 2021, p. 44).

The autoethnographic method is also connected to Dewey's epistemology (Rodgers, 2002), which is a social learning theory within a social constructivist framework (Williams, 2017), and which adopts the main educational philosophy of "learning by doing" (Gonzalez-Lloret, 2020, p. 69; Williams, 2017). According to Sikandar (2015) such an experience "involves a dual process of understanding and influencing the world around us, as well as being influenced and changed by that experience" (Sikandar, 2015, p. 194). John Dewey, 1859-1952, an American philosopher, views that reflective thinking is a complex, demanding, intellectual and emotional enterprise.

Reflection takes time, and the meaning-making process that comes from experience helps a person to understand the process and move to the next levels of it with a deeper understanding

of its connections. Also, reflection is a way of systematic thinking with scientific inquiry about viewpoints, knowledge, and experience (Rodgers, 2002). We do reflect on our actions deliberately and systematically when we have questions about our doubts, beliefs, and disagreements. Reflective thinking in autoethnography is described as an influential tool to understand experiences and emotions when people are faced with nature and its living creatures including people that we communicate with (Ellis, 2004). Therefore, autoethnography is a powerful tool for the exploration of a teacher's experience in the study and supported by Dewey's epistemology theoretically.

3.3 Autoethnography

Autoethnography is a qualitative research method which combines ethnography (the study of people's life and culture), autobiography (the study of one's own life and story) and self-reflexivity (the inside attention to one's own perspectives, feelings, and actions) (Chang, 2008). The method is centered on writing and reflection by researchers who explore their personal experiences to understand social phenomena. In this approach, the researcher is the subject of the study to understand herself and others (Chang, 2008; Ellis et al., 2011). As such, the method allows a researcher to answer the research questions regarding an insider's experience that can be understood at the deeper level based on his/her own involvement.

Since autoethnography was introduced as a research method in the 1980s, it has been applied to qualitative research studies that deal, for example, with the strained relationship between children and parents, struggles with the death of close ones, a child's experience with psychotic parents, sexual abuse (Chang, 2008), queer issues, overcoming health problems and the human rights issues. (Ellis, 2014). Moreover, autoethnography has been used across various disciplines including educational research, the health sector, and the political sciences (Kelley, 2014).

However, some would argue that autoethnography is insufficiently rigorous, theoretical, and analytical, and it has been criticised for being too aesthetic and emotional (Chang, 2008; Ellis et al., 2011). Therefore, a person choosing autoethnography as a research method needs to be careful to avoid potential pitfalls, including overemphasis on the self, excessive focus on narration rather than analysis and interpretation, over-reliance on an individual's memories when recalling data, and ignorance of ethical standards (Chang, 2008, p. 54). To avoid these pitfalls, researchers must look at their experiences analytically and have a set of methodological tools based on literature reviews in autoethnography. As a result, the researcher's own

experience may be more trustworthy and academically sound as research (Ellis, 2007; Ellis et al., 2011). Therefore, careful consideration has been given to the drawbacks of autoethnography in this study.

Despite the criticism that has been levelled at the approach, autoethnography is an accessible method for both researchers and readers. The method allows researchers easy access to the main resource of data which is themselves. Writing about one's own stories frees researchers from traditional academic writing (Ellis et al., 2011; Kelley, 2014). It makes their research engaging for readers by sharing their experience. However, while autoethnographic writings can be aesthetic and sentimental to bring readers to the situation, they also need to be evidenced by field notes, interviews, or recordings (Ellis et al., 2011).

Even highly personal work can offer insights to readers how to react to unpredictable and emotional situations (Berry, 2006). Therefore, autoethnography is becoming a hands-on and empowering tool to deal with human interactions in social settings, particularly for educators, medical practitioners, clergies, and counselors. All aspects of life can be selected as a research topic in autoethnography (Chang, 2008). The only stipulation is "that autoethnographers must be willing to dig deeper into their memories, excavate rich details, bring them onto examination tables to sort, label, interconnect, and contextualize them in the sociocultural environment" (Chang, 2008, p. 51).

3.3.1 My Autoethnography

After hanging up the phone following a conversation in English, I heard my 10-year-old son utter the words "Mum, you speak like a book". I do not remember whom I talked to or what I talked about, but I vividly remember my son's words and my youngest son nodding to confirm what his brother was saying. Just one year ago they had arrived in Australia without any English knowledge to join their mother (me) who had just started studying for a Master of Teaching of English to Speakers of Other Languages (TESOL) at La Trobe University in Melbourne. Before my children started an English intensive course, I used to be the main English interpreter at home. As the days passed, my sons' English was improving and sometimes they even started correcting my pronunciation. I was shocked and ashamed when I heard those aforementioned words. This is because I am a teacher who has been teaching English since 2008 and studying in Australia where English is spoken.

I asked myself why I sound like a book when speaking English and recalled my old days in English class in Mongolia. What first came to my mind was the “ABC” song and filling the gap exercises with “to be” verbs. The teachers wrote on the blackboard the phrases “Present simple tense” or “Past simple tense” with the date for the lesson topics from my high school and in the engineering undergraduate classes. My primary learning experience in the English major class in the Bachelor degree was translating the latest news, memorising short stories from the textbook, then reading them out to a teacher to receive grades. These bittersweet memories and the TESOL courses in Australia helped me to understand that I had been taught in English using traditional approaches that were dominated by rote learning and grammar-translation methods. Could it be that the approaches used in my experience with learning English made me repeat memorised sentences from the books I had access to? I always used to think of sentence structures and verb forms first before speaking and writing in English as a foreign language speaker. Even today, I still sometimes do. I still feel I do not speak English fluently enough with natural flow. It was not only my feeling that was clear to me when my sons said that I ‘speak like a book’ which confirms that my spoken English does not sound naturally. I once met a Mongolian English language teacher who was a stranger to me during the 6th Mongolia TESOL International conference in 2016. She privately had a chat with me after my presentation and suggested some corrections including some use of verb tenses to my English speech which had been delivered during the workshop. It may have been an unexpected encounter but still made me think more about the sentence structures.

As many English language teachers, I want to offer my students a meaningful experience, and try to offer lessons that are connected to their actual or future needs. As mentioned in the introductory chapter, my aim is that my future students will not have to struggle with speaking and writing in English as I do today. I have seen now that my English learning journey developed entirely through teacher-centred approaches which were dominated by rote learning and grammar-translation methods and which I used in my own teaching experience for 13 years. My past English learning experiences might have shaped the way I am now conducting English language lessons today. For example, I have consistently applied grammar-translation methods in my teaching and asked students to memorise English texts for grading purposes.

There are annual national Olympiads for all subjects among secondary school students in Mongolia. I prepared my top students for the English National Olympiads from 2009 to 2013 in the Darkhan-Uul Province. Five out of 14 of my students who participated in the Olympiad

won silver and bronze medals. As a teacher, I was given access to their scores and found out that my students had lost marks for the writing and speaking sections. I concluded that I may have failed to improve learners' writing and speaking skills because of the teaching methods that I was used to. Moreover, my students tended to feel insecure when communicating in English with the foreign people who had been invited to an English club that ran from 2010 to 2013. The guest speakers talked about their travels around the world in English and invited my students to ask questions after their presentation in English. Even though my students were normally very vocal and participated actively in class, they were inhibited and started pushing each other with their elbows silently at their desks. They were afraid of expressing their ideas and asking questions in English orally or in written form. It occurred to me then that I needed to encourage and improve my students' English communicative skills. As a result, I wanted to challenge myself as a teacher to transform my way of teaching from a teacher-centred to a learner-centred approach. Therefore, I have chosen TBLT, an emerging and productive method, the potentials of which have been discussed in Chapter Two. Many scholars found that the task-based approach improved learners' motivation, fluency, and productive skills (Gonzalez-Lloret & Nielson, 2015; Pyun, 2013; Qian, 2013), which are important factors in learning a second language.

After completing my TESOL course, I tried to apply TBLT in several of my face-to-face speaking classes, assuming that I was using the approach appropriately. When I think back to my earlier attempts using TBLT for speaking classes, I noticed that these classes were not taught using the TBLT method even though the topics were interesting and engaging for the students. The task required students to take a photo of their favourite places and talk about them. Students were happy to share information about the places, but, upon reflection, I realise that I did not apply the TBLT approach correctly. I asked students directly to perform a task without allowing for a pre-task phase where students are facilitated with the vocabulary needed to perform the task. Moreover, there was no post task phase in which students could reflect on their task performance by analysing and discussing their language output. Although explicit instructions were given, some students simply memorised the expressions from the resources I had provided. Therefore, the lessons were still delivered using a teacher-driven approach.

Initially, the study for this thesis was planned to be implemented in the classroom. However, the outbreak of the COVID-19 pandemic in 2020 forced schools to be closed and lessons to be moved online. Since there was no possibility of conducting the study in a physical classroom

in Mongolia during the COVID-19 pandemic, the research was revised to adopt the TBLT approach in an online writing class instead. As I was a novice, both in using the TBLT approach and in online teaching, I faced several problems and challenges.

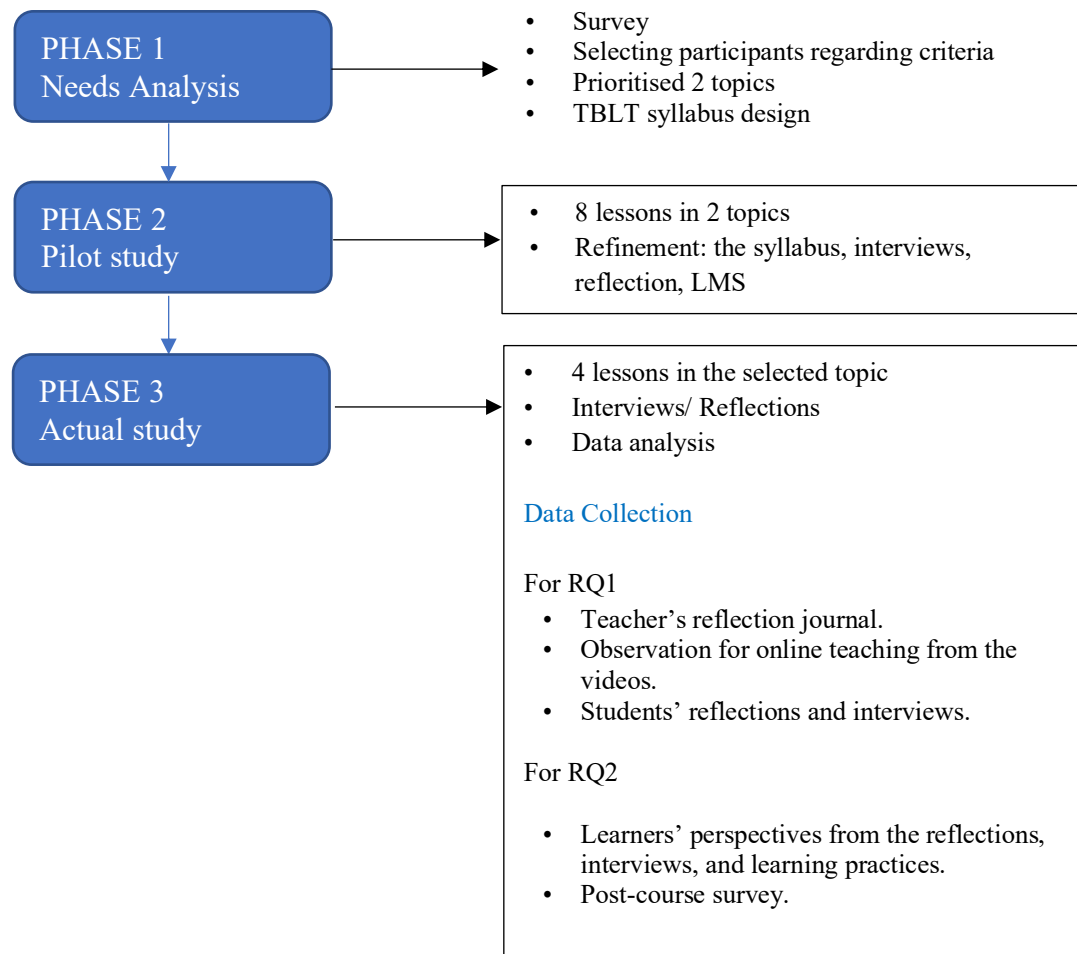
Using an autoethnographic method in this study provided me with the opportunity to observe my own experience as a novice using TBLT in an online class. It helped me to better understand the requirements and challenges of using the approach in online mode, which has become an imperative in recent years (Baralt & Gomez, 2017; Gonzalez-Lloret, 2020; Gonzalez-Lloret & Ortega, 2014; Lai et al., 2011; Nielson, 2014). As a result, this autoethnographic study, in which I investigate myself as the main character with my students as supporting actors, could become a valuable resource for other English language teachers wanting to apply TBLT in their online classes for the first time.

3.4 Overview of Research Design

The methodological framework for this study is based on a qualitative research design, which offers interpretation and deep understanding of research phenomena (Creswell, 2009; Denzin & Lincoln, 2000). A qualitative research approach is appropriate for seeking participants' perspectives and experiences of the situation that is being explored (Creswell, 2009). Therefore, autoethnography as a qualitative method was applied in this study in order to investigate the teacher's experiences and perspectives of participants regarding their experiences with a TBLT approach. The research design included a needs analysis, a pilot study, and an actual study. These three phases are illustrated in Figure 3.1:

Figure 3.1

Design of the Study: Three Phases



Teacher and student perspectives about the teaching approach were investigated qualitatively in terms of their reflections on the lessons and additional interviews. Moreover, learners' written paragraphs from the study were analysed and discussed in the analysis section to corroborate findings. This study design aligns with the research questions as shown in the Figure 3.2.

Figure 3.2

Design of the Study: Research Questions (RQ)

RQ1- What are the challenges and opportunities for a Mongolian English teacher implementing the TBLT approach in an online writing class as a novice?

RQ2- What are Mongolian adult learners' experiences of online writing supported by the TBLT approach?

3.5 Needs Analysis

The recruitment process of participants started with posting an online survey by using Google Forms for Mongolian adults who wanted to improve their English writing skills through a Facebook public page named “Global Education & Career Development-Дэлхийн Боловсрол ба Карьерын Хөгжил”. A copy of the announcement can be found in Appendix A. The survey comprised 11 questions shown in Table 3.1. The original survey questions in Mongolian are attached in Appendix B.

Table 3.1.

Needs Analysis Survey Questions in English

#	Questions
1	Your age
2	Your gender
3	Do you have a computer or smartphone with Internet access to study in the online course?
4	How long have you been studying English?
5	Why do you need to improve your English?
6	Why do you need to improve your English writing skills?
7	In your opinion, your English level is
8	In your opinion, your English writing level is
9	Have you ever taken any English test (Entrance test, IELTS, TOEFL, Pearson, etc.)? If, you have taken a test, what was your score? If you don't want to share, it is fine.

10	Could you please give us your email address or contacts (FB, phone numbers) if you want to attend free online English writing classes?
11	Which month is suitable for you to attend an online course that will last about one month? Please choose the appropriate month?

In total, 67 responses were received within a week. There were 51 females, 13 males and 2 no gender specified people who responded to the survey. I selected and excluded participants based on selection criteria such as age limit, incomplete contact information, having a lack of Internet connection, short period of English learning experience, a lower level of English language proficiency, and interest in English writing skills. Thus, the following respondents were eliminated according to the selection criteria:

Table 3.2

The Criteria and Number of Respondents Eliminated during Selection Process

Reason for elimination	Number of respondents
Under the age of 18	1
Did not leave a contact address	1
Does not have an Internet-connected device	1
Studied English for less than a year	10
Has beginner level of English	6
Has beginner level of English writing skills	6
Did not mention the purpose of improving their English writing skills	3
Did not match the common purpose explained below	12
	<hr/> Total 40

A total of 40 people above were eliminated during the recruitment process. An email asking to confirm participation in the study was sent to the remaining 27 respondents. Eleven of them did not reply to the email, while one was sent back because of a wrong email address. Consequently, 15 respondents were selected and contacted successfully. The English translation of some of the responses to these questions is shown here to explain the selection process in Table 3.2.

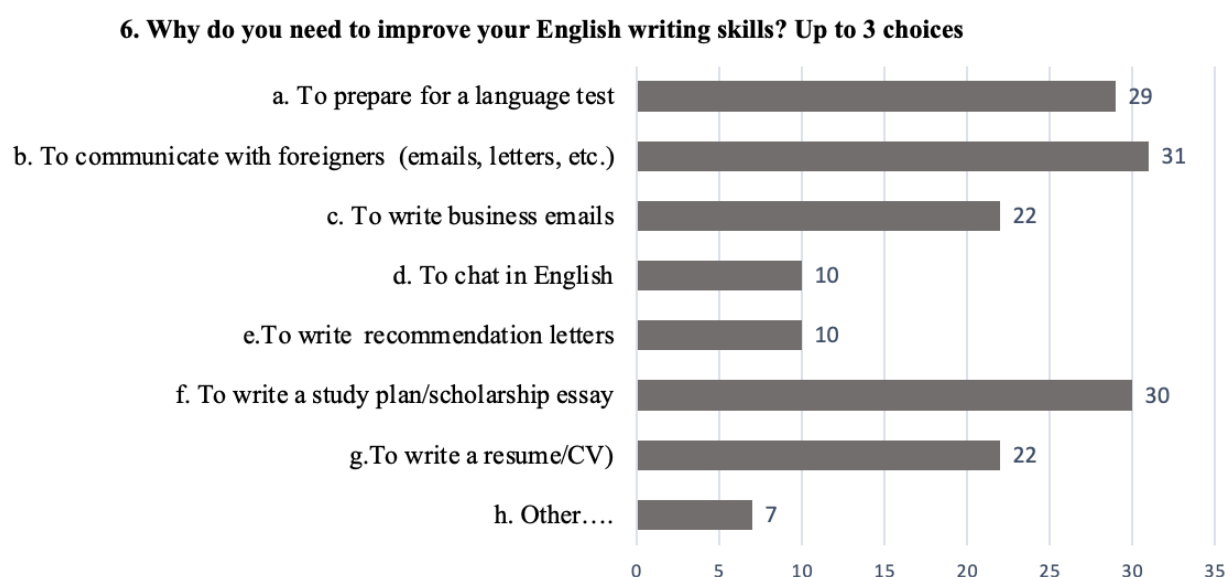
Based on the responses from the survey, the months of November 2020 and January 2021 were selected as the most suitable times for attending online classes. Thus, a pilot study was planned to be conducted in November 2020 and an actual case study in January 2021. All the 15

respondents confirmed their availability to attend the study. Six of them chose November 2020, eight preferred January 2021, and only one could not participate during the proposed period.

During the recruitment process, the responses to Question 6 of the Needs Analysis Survey (see Table 3.1), which targeted the reason why they wanted to improve their English writing skills to the needs of the learners, were analysed (see Figure 3.3).

Figure 3.3

Topic Selection for Tasks



The dominant answer was communication with foreigners via emails and letters (31 out of 66). The second most common purpose cited was to write a study plan and scholarship essay (30 out of 66). Thus, the task syllabus for the study was designed to focus on these two topics, that is, writing a formal email and a study plan essay.

3.5.1 The Task Syllabus Design

The course consisted of eight lessons which were structured around two main topics which focused on developing email writing skills and a study plan essay, as these were the prioritised purposes of writing in English from the survey. Each lesson lasted about 90 minutes, and all were taught using the TBLT approach.

TBLT has been described as an effective pedagogy (Branden et al., 2009), a realisation of the communicative language teaching approach (Nunan, 2004, p. 10) based on implicit knowledge acquisition (Ellis, 2018, p. 17). In simple words, TBLT offers tasks that are focused on meaning

rather than language forms. Learners use the target language through authentic tasks (Willis & Willis, 2007, p. 2). TBLT is different from traditional teaching in two ways: firstly, there is no explicit teaching of grammar and learners learn language by performing tasks (Ellis, 2019, p. 7) by focusing on meaning (Willis & Willis, 2007, p. 5). Secondly, the approach is based on a task-based syllabus that consists of tasks that have meanings (Willis & Willis, 2007, p. 178) and do not have categorical lists of grammatical structures or new words (Ellis, 2019, p. 7). The essence of the TBLT syllabus is a task.

3.5.1.1 Definition of a Task

According to Samuda and Bygate (2008) a task is “a holistic activity which engages language use in order to achieve some non-linguistic outcomes while meeting a linguistic challenge, with the overall aim of promoting language learning, through process or product or both” (Samuda & Bygate, p. 69). According to this definition, TBLT considers language learning to be a holistic process rather than a linear process (Long, 2016). Tasks are the main unit of instruction and syllabus design, and distinguished from exercises and activities on the basis of the following four criteria:

1. Tasks focus on meaning (Language must be used rather than to be learnt).
2. Tasks have a gap or a goal orientation (Learners communicate to fill gaps by exchanging information or opinions).
3. Tasks draw on learners’ existing linguistic and non-linguistic knowledge (learners should mainly rely on their own knowledge that they already have to deliver meanings).
4. Tasks have intended results (Task completion is communicative outcomes in the oral, written, and behavioural forms) (Ellis, 2019, p. 3).

Tasks should also have a relationship to the real world (that is, they should be authentic) (Qian, 2013; Robinson, 2011; Skehan, 1996; Willis & Willis, 2007, p. 7).

Tasks are further classified in two types regarding the qualities in the design that promote language learning: (1) Input-based or output-based tasks and (2) Tasks with different gaps. Input-based tasks are designed to promote incidental learning that students acquire while they are engaging in meaning-focused language use. These mostly involve listening or reading. Students can speak or write while performing these tasks such as drawing a painting and finishing a map. Output-based tasks are based on learners’ own resources and involve speaking

or writing. In this study, the participants performed the writing task that is based on their experience as it is an output-based task.

There are three types of gaps in tasks: (1) Information-gap tasks: To fill in the missing information, students must communicate with their peers by performing tasks. The information can be learners' personal facts or given data from a teacher that leads to an exchange of communication. (2) Reasoning-gap tasks: All students are given the same information and they must use the information for reasoning something out. (3) Opinion-gap tasks: Students share their ideas to reach a solution by discussing. Problem-solving and creative tasks are included in this category (Ellis, 2019, p. 33; Richard & Rodgers, 2001, p. 234). In the present study, information gap tasks were applied in the pre-task phase; for instance, students introduced themselves by using their selected photos, and talked and wrote about their selected scholarship programs.

3.5.1.2 Applying TBLT

In TBLT, a task-based lesson may not include a single task. There could be a sequence of steps that are related to each other (Willis & Willis, 2007, p. 21). According to Willis and Willis, teaching a task-based lesson includes several stages where learners are supported in different ways to perform tasks. Various designs have been proposed in TBLT (Ellis, 2003; Long & Crookes, 1992; Skehan, 1996; Willis & Willis, 1996, pp. 56-57), but most of them shared three principal phases, namely, a pre-task phase, a during-task phase, and a post-task phase. Each phase has a different aim in a task-based lesson.

- *Pre-task phase:* In this phase, teachers help learners to familiarise the topic and introduce similar tasks. Learners are given time to plan and consider their own resources individually or in small groups. The aim of this phase is to assist students to perform tasks.
- *During-task phase:* The second phase, learners engage in tasks that assist language improvement with various instructional supports and are required to perform within certain time to produce outcomes.
- *Post-task phase:* In the final phase, learners focus or reflect on any language challenges that occurred during the task performance. The phase aims to enhance form focus learning for learners.

3.5.1.3 Student and Teacher's Role in TBLT

TBLT is a learner-centred approach (East, 2017; Long, 2015, p. 10). In TBLT, learners are prime communicators and active performers in the learning process. Their roles are defined as “*a group participant, monitor, and risk taker*” (Richard & Rodgers, 2001, p. 235). In TBLT, the majority of tasks are done in pairs or small groups. Some require individual or whole-class work. Therefore, students are *group participant*. As *monitors*, learners have opportunities to notice how language is used while working on tasks that facilitate learning. They should monitor their own language use and try to correct themselves. In the role of *risk taker*, learners are required to express their ideas by using their prior resources creatively. The skills of reaffirming, paraphrasing, guessing, and consulting with peers may be developed.

Conversely, the teacher's key roles in TBLT are *task-manager, communicator, and instructor* (Ellis, 2019, p. 61). In the role of *task-manager*, the teacher is the organiser of group work, and facilitator for setting appropriate tasks and providing task sequences regarding learners needs and language levels. Teachers facilitate classes with language features that are noticeable for learners at the end of task sequence (Willis & Willis, 2007, p. 132). As a *communicator*, the teacher motivates learners to ensure tasks are comprehensible, and encourages them to initiate turns and identify their progress by asking referral questions. As an *instructor*, the teacher provides linguistic guidance and gives advice if learners ask (Ellis, 2019, p. 61; Willis & Willis, 2007, pp. 149-151).

In summary, in TBLT, learners' needs have to be considered in material development (Long, 2016). By considering the criteria above for a task, and on the basis of the needs-analysis, the task syllabus for this study was designed. The design of the writing class with the schedule is shown in Table 3.3. I, as the teacher, taught the eight synchronous online classes.

Table 3.3

An Online Writing Class Syllabus

#	Topic	Task	Task criteria	Date
1	Introduction	To become familiar with the Moodle learning platform and Zoom app	Meaning: Use of learning tools. The gap: Information gap-students introduce themselves on the online platform. Learner's resource: Students use their English writing knowledge. A Communicative outcome: Students can use the tool by writing a short introduction on the platform. Authenticity: Using tools is a real-life experience.	19/11/20
			Pre-task phase: In this lesson, the students are prepared to perform the task that is going to be done in the next class. They analyse two types of authentic emails from the same person to different recipients which were used in the research in TBLT teaching.	
			Meaning: Ask for a meeting via an email for a first meeting. The gap: Information and opinion gap-learners can offer time and the place they already know or ask opinion from recipients for the venue and a suitable time. Learner's resource: Students use their existing English writing knowledge and some new phrases they learned from the previous class. A Communicative outcome: A written email. Authenticity: Students have just met online so writing email to each other to meet is real communication.	
			Meaning: Finding the relationship between the recipients and senders by reading and analysing the emails. The gap: Information gap-learners do not know the relationship of the people in the email. They will find them by analysing and reading the emails. Learner's resource: Students use their existing English reading comprehension and analysing skills. A Communicative outcome: Explain their finding with some justification. Authenticity: Students work on the real emails from the researcher.	
2	Informal or formal?	To be able to recognise a formal and informal email for an arrangement	Meaning: Ask for a meeting via an email for a first meeting. The gap: Information and opinion gap-learners can offer time and the place they already know or ask opinion from recipients for the venue and a suitable time. Learner's resource: Students use their existing English writing knowledge and some new phrases they learned from the previous class. A Communicative outcome: A written email. Authenticity: Students have just met online so writing email to each other to meet is real communication.	21/11/20
			Meaning: Ask for a meeting via an email for a first meeting. The gap: Information and opinion gap-learners can offer time and the place they already know or ask opinion from recipients for the venue and a suitable time. Learner's resource: Students use their existing English writing knowledge and some new phrases they learned from the previous class. A Communicative outcome: A written email. Authenticity: Students have just met online so writing email to each other to meet is real communication.	
			Meaning: Ask for a meeting via an email for a first meeting. The gap: Information and opinion gap-learners can offer time and the place they already know or ask opinion from recipients for the venue and a suitable time. Learner's resource: Students use their existing English writing knowledge and some new phrases they learned from the previous class. A Communicative outcome: A written email. Authenticity: Students have just met online so writing email to each other to meet is real communication.	
			Meaning: Ask for a meeting via an email for a first meeting. The gap: Information and opinion gap-learners can offer time and the place they already know or ask opinion from recipients for the venue and a suitable time. Learner's resource: Students use their existing English writing knowledge and some new phrases they learned from the previous class. A Communicative outcome: A written email. Authenticity: Students have just met online so writing email to each other to meet is real communication.	
3	Writing an email	Write an email for arranging to meet face-to-face for the first-time	Meaning: Ask for a meeting via an email for a first meeting. The gap: Information and opinion gap-learners can offer time and the place they already know or ask opinion from recipients for the venue and a suitable time. Learner's resource: Students use their existing English writing knowledge and some new phrases they learned from the previous class. A Communicative outcome: A written email. Authenticity: Students have just met online so writing email to each other to meet is real communication.	26/11/20
			Meaning: Ask for a meeting via an email for a first meeting. The gap: Information and opinion gap-learners can offer time and the place they already know or ask opinion from recipients for the venue and a suitable time. Learner's resource: Students use their existing English writing knowledge and some new phrases they learned from the previous class. A Communicative outcome: A written email. Authenticity: Students have just met online so writing email to each other to meet is real communication.	
			Meaning: Ask for a meeting via an email for a first meeting. The gap: Information and opinion gap-learners can offer time and the place they already know or ask opinion from recipients for the venue and a suitable time. Learner's resource: Students use their existing English writing knowledge and some new phrases they learned from the previous class. A Communicative outcome: A written email. Authenticity: Students have just met online so writing email to each other to meet is real communication.	
			Meaning: Ask for a meeting via an email for a first meeting. The gap: Information and opinion gap-learners can offer time and the place they already know or ask opinion from recipients for the venue and a suitable time. Learner's resource: Students use their existing English writing knowledge and some new phrases they learned from the previous class. A Communicative outcome: A written email. Authenticity: Students have just met online so writing email to each other to meet is real communication.	
4	The emails in real life	To be able to become familiar with different ways of making a connection and arrangement via emails	Meaning: Finding the relationship between the recipients and senders by reading and analysing the emails. The gap: Information gap-learners do not know the relationship of the people in the email. They will find them by analysing and reading the emails. Learner's resource: Students use their existing English reading comprehension and analysing skills. A Communicative outcome: Explain their finding with some justification. Authenticity: Students work on the real emails from the researcher.	28/11/20
			Meaning: Finding the relationship between the recipients and senders by reading and analysing the emails. The gap: Information gap-learners do not know the relationship of the people in the email. They will find them by analysing and reading the emails. Learner's resource: Students use their existing English reading comprehension and analysing skills. A Communicative outcome: Explain their finding with some justification. Authenticity: Students work on the real emails from the researcher.	
			Meaning: Finding the relationship between the recipients and senders by reading and analysing the emails. The gap: Information gap-learners do not know the relationship of the people in the email. They will find them by analysing and reading the emails. Learner's resource: Students use their existing English reading comprehension and analysing skills. A Communicative outcome: Explain their finding with some justification. Authenticity: Students work on the real emails from the researcher.	
			Meaning: Finding the relationship between the recipients and senders by reading and analysing the emails. The gap: Information gap-learners do not know the relationship of the people in the email. They will find them by analysing and reading the emails. Learner's resource: Students use their existing English reading comprehension and analysing skills. A Communicative outcome: Explain their finding with some justification. Authenticity: Students work on the real emails from the researcher.	
5	A study plan essay	To find the scholarship program announcement and its requirement for an essay	Meaning: Looking for a scholarship program announcement funded by the USA for Mongolians and requirements for study plans. The gap: Information gap-To find the information about the scholarship programs funded by the USA Government for Mongolians. Learner's resource: Students share their knowledge or experience in looking for the info related to scholarship programs (keywords). A Communicative outcome: Students can use keywords for the information about Study of the United States Institutes (SUSI) scholarship programs and talk more about programs by the USA Government for Mongolians. Authenticity: Using the real website: Scholarships: https://mn.usembassy.gov/education-culture/scholarships/	12/12/20
			Meaning: Looking for a scholarship program announcement funded by the USA for Mongolians and requirements for study plans. The gap: Information gap-To find the information about the scholarship programs funded by the USA Government for Mongolians. Learner's resource: Students share their knowledge or experience in looking for the info related to scholarship programs (keywords). A Communicative outcome: Students can use keywords for the information about Study of the United States Institutes (SUSI) scholarship programs and talk more about programs by the USA Government for Mongolians. Authenticity: Using the real website: Scholarships: https://mn.usembassy.gov/education-culture/scholarships/	
			Meaning: Looking for a scholarship program announcement funded by the USA for Mongolians and requirements for study plans. The gap: Information gap-To find the information about the scholarship programs funded by the USA Government for Mongolians. Learner's resource: Students share their knowledge or experience in looking for the info related to scholarship programs (keywords). A Communicative outcome: Students can use keywords for the information about Study of the United States Institutes (SUSI) scholarship programs and talk more about programs by the USA Government for Mongolians. Authenticity: Using the real website: Scholarships: https://mn.usembassy.gov/education-culture/scholarships/	
			Meaning: Looking for a scholarship program announcement funded by the USA for Mongolians and requirements for study plans. The gap: Information gap-To find the information about the scholarship programs funded by the USA Government for Mongolians. Learner's resource: Students share their knowledge or experience in looking for the info related to scholarship programs (keywords). A Communicative outcome: Students can use keywords for the information about Study of the United States Institutes (SUSI) scholarship programs and talk more about programs by the USA Government for Mongolians. Authenticity: Using the real website: Scholarships: https://mn.usembassy.gov/education-culture/scholarships/	

6	A successful candidate's	To analyse a successful candidate's essay for the SUSI program and find out what questions were asked and answered by discussing	<p>Pre task: In this lesson, the students are prepared to perform the task that is going to be done in the next class. They analyse a successful candidate's essay according to the questions in the announcement.</p> <p>Authenticity: A real successful candidate's essay and requirements according to the announcement on the website.</p>	13/12/20
7	My selected program	To guide students to find a program that they are interested in	<p>Meaning: Use of Internet search tools and keywords for a scholarship program</p> <p>The gap: Information gap-new program and new announcement.</p> <p>Learner's resource: Students use their interest and English reading skills to find a program.</p> <p>A Communicative outcome: Students will find at least one program that they are interested in. If not, the teacher offers a program supporting studies in broad areas. To know what was asked in the essays. The website: Hubert H. Humphrey Fellowship https://mn.usembassy.gov/education-culture/scholarships/humphrey/</p> <p>Authenticity: Using tools is real-life experience and dealing with real websites.</p>	21/12/20
8	My paragraph	To write own first paragraph for the essay	<p>Meaning: Generating ideas for a paragraph by pinning them with keywords.</p> <p>The gap: Opinion gap-introduce own ideas in pairs and share your ideas to pair's questions (pin the ideas with keywords).</p> <p>Learner's resource: Students use their existing knowledge in the field and writing.</p> <p>A Communicative outcome: Written paragraphs on the platform.</p> <p>Authenticity: Own original written part.</p>	23/12/20

3.6 The Pilot Study

3.6.1 Participants

3.6.1.1 The Teacher/Researcher

As previously indicated, one of the main participants in this study is the teacher who is conducting the research. I am a 43-year-old female Mongolian teacher who has been teaching English for secondary school students since 2008. After I graduated from high school, I enrolled in the undergraduate course of food technology engineering at the Mongolian University of Science and Technology (MUST). During my senior year at high school and as a freshman at university, I was introduced to the English alphabet and was able to read in English, but my listening and speaking skills were very poor. My English writing skills were limited to writing down the words from the blackboard or textbook, but I was not able to construct a complete sentence on my own. After completion of my university studies, I started working as a chemistry assistant at the same university, but then changed my career to English language

teaching by taking a two-year course at the University of Humanities in Ulaanbaatar, Mongolia because communicating in English had become my major interest and I wished to further my studies abroad. Upon completing the university course, I became an English teacher at the secondary school where I have been teaching English for about 13 years.

In 2013, I was awarded an Australian Awards scholarship and had an opportunity to study at La Trobe University in Melbourne for a Masters degree in TESOL in 2014. It was there that I heard about TBLT for the very first time and wanted to apply the approach in my teaching. The reason for considering the approach is the theoretical fundamentals that enable learners to acquire language skills, particularly communication abilities. The approaches I was taught in learning and teaching English were very different from TBLT. TBLT focuses on the meaning rather than the forms of language and offers tasks that are close to real-life issues. Thus, I wanted to improve my teaching approaches and improve the students' fluency, by applying TBLT, a learner-centred approach, which is the focus of this research. Although I had some understanding of TBLT teaching, I had never taught an English writing class using the approach, particularly online mode. To conduct the research, I also needed to improve my information and communication technology (ICT) skills. In my online teaching, I have chosen Moodle as a learning platform as I am familiar with it and had attended the online course "Teaching with Moodle" for basic understanding to improve my knowledge. Prior to this study, I have had very limited experience in online teaching. My English proficiency was between level B2 and C1 based on the International English Language Testing System (IELTS) test. I have taken IELTS two times in the last five years and received a band score of 6.5 to 7.0. Even though I have been teaching English for more than a decade, I consider myself a novice teacher and researcher in terms of TBLT and online teaching.

3.6.1.2 The Students

Recruitment of participants in the pilot study was done via a Facebook public page and adult learners who wanted to take part in an English writing course. Initially, six female participants from Mongolia who wished to attend a TBLT online writing classes volunteered to take part in the pilot study. One of them opted out voluntarily without any explanation before the second class. Ultimately five participants remained in the pilot study. Before starting the study, the participants created pseudonyms for the sake of confidentiality, and which are used here with their permission. They have learned English from one to ten years. Two of them had an IELTS

score, and others said their level of English proficiency was intermediate. Four spoke more than one foreign language. The participants' general background information is summarised in Table 3.4:

Table 3.4

Students' Background Information

Student name (pseudonym)	Crys	Dagi	Nina	Ujin	Victoria
Gender	F	F	F	F	F
Age	26-35	36-45	36-45	36-45	46+
Education	University	University	University	University	University
Living city	Darkhan	Darkhan	Ulaanbaatar	Darkhan	Darkhan
Working field	Education	Education	Consulting	Education	Education
Employed	Full-time	Full-time	Full time	Full-time	Full-time
English level from the survey	Intermediate	IELTS 5.0	Intermediate	Pre-intermediate	IELTS 5.5
Other foreign languages	Korean	N.A.	German	Chinese	Russian
Studied overseas before	Yes	Yes	Yes	Yes	Yes
Experience in attending online classes	No	No	No	No	Yes
English writing class experience	Yes	Yes	Yes	No	Yes

3.6.2 Data Collection Procedure

The sources of data collection in autoethnography are similar to other types of qualitative research. Data are generally in written form rather than number-based (Chang, 2008). Autoethnography is a derivation of ethnography. The main difference between the two types of qualitative research, is the focus. Ethnography is mainly concerned with studying others and their cultures whereas autoethnography primarily focuses on studying oneself and personal communication and cultures within the communities (Star, 2010).

In the study, multiple sources of data are required to improve the reliability of the research. Therefore, the main text-based data in the study are; the teacher's reflection journal kept before and after the lessons, students' reflections on the Moodle platform after each lesson, and the students' written sentences in the tasks. Non-textual data are video-recordings from the eight-lessons and interviews with two selected participants.

Two lessons in a week and a total of eight lessons were taught from the end of November 2020 to the end of December 2020 online by using the Zoom app and Moodle platform. After each lesson, the learners entered their reflections on a message board called "Aha" on the Moodle

Platform. For my own reflections of my experience as the teacher, I kept an online reflection journal on Google Drive and penned my thoughts and observations after each teaching and lesson preparation period freely, based on a template with a several guided questions. The questions asked about what the teacher thought about her teaching, how the students received the class, and what noticeable actions happened during the lessons etc. To supplement this data, eight synchronous online classes and four semi-structured interviews with the focus group participants were also video recorded using the Zoom app.

3.6.2.1 The Instruments for Collecting Data

The pilot study focused on both the teacher's and the students' reflections on the classes and their reactions to the TBLT influenced approaches delivered in an online environment. Several data collection tools were used in the pilot study to inform (a) the design of the lessons and tasks, and (b) the researcher's reflections about the lessons using a TBLT influenced approach. The instruments included the following:

- *Needs analysis survey and pre-course survey:* To reveal the learners' interest in specific topics and their English language learning experience, all respondents answered the survey. Also, students filled in the survey to reveal demographic information and additional information about their foreign language experience and online learning experience before starting the first class. Both surveys included some closed questions and a few open-ended questions. The pre-course survey questions concerning participants' general background information is shown in Table 3.4.
- *Reflection:* Teacher's reflection journal. Before and after classes, I kept a reflection journal to collect information related to the online classes and my challenges as a teacher.
Students' reflection. Students were asked to type their reflections on the online classes at the end of every class. This was part of the lesson plan, and the researcher created an "Aha" board on Moodle for this purpose. The students chose to write their reflections either in Mongolian or English.
- *Video-recorded online lessons:* All eight classes were videorecorded via the Zoom app. The recordings captured every moment of the classes and the screen sharing process. Also, written interactions in the discussion board during the classes were saved as text files. To answer RQ2 how the learners' experiences supported by the lessons, video

recordings were collected. Also, it was important to see the teacher's facial expressions and body language so as to reflect on her actions for RQ1, that is, to reflect on the challenges and opportunities in implementing a TBLT approach in an online writing class for the first time.

- *The post course survey:* Students answered the closed and open-ended questions after the online lessons. There were thirteen questions to determine how they received the online classes (see Appendix C).
- *Interviews:* To gather more information about the students' experience in the first task: writing an email, two selected students were interviewed after the fourth lesson. Moreover, additional questions were asked to clarify some answers in the reflections on the "Aha" board and their answers to the questionnaire. After eight lessons, two selected participants were interviewed again for their impression on their overall perspectives of the online course and the second task: writing a study plan essay. With their consent, all interviews were conducted in Mongolian and recorded through the Zoom app. One interview recorded only the voice file because of a participant's Webcam problem.
- *Students' written samples:* During the online classes, students worked on activities and tasks including writing an arrangement email and introduction paragraph for a study plan. Emails were saved in the teacher's email inbox and the paragraphs were kept on the Moodle platform.

3.6.3 Analytical Approach

To answer the research questions in the study, the data, specifically, the teacher's reflection journal, the transcriptions of the student interviews, and the students' written reflections, were analysed using a thematic analysis (TA) approach. The main process of understanding qualitative data is to discover the art of coding and analysing the data rather than traditional "scientific" evaluation (Shank, 2006, p. 148). Hence, in this study, TA was used to explore the codes and themes resulting from the teacher's and students' reflections because of its flexibility and suitability for smaller dataset and experience practice (Braun & Clarke, 2016). In the TA process, patterns do not emerge from the data, they cross over multiple data resources and are investigated by the researcher (Braun & Clarke, 2016; Shank, 2006, p. 149). The researcher needs to engage with "raw data" and must be thorough and creative to be aware of patterns in the data. After organising the patterns that characterise different segments of data, they can be called themes (Shank, 2006, p. 149). Before starting the data analysis, all interviews with the selected participants were transcribed by using the Chimege writer application

(<https://www.chimege.mn>) which converts speech or audio files in Mongolian to text files in a Microsoft Word document. The transcriptions were double-checked and corrected if there were mistakes. The teacher's and the students' reflections were subjected to this qualitative analysis and collected in written form. According to the guidance by Braun & Clarke (2016), the six phases in TA were followed for the data analysis:

1. Familiarising with the data and identifying general items.
2. Generating codes (colonising of similar small parts).
3. Generating initial themes.
4. Reviewing the themes in the previous phase.
5. Defining and naming themes.
6. Reporting and discussing.

The main purpose of the pilot study was to refine the instruments and research procedure. The data were collected from the start of the needs-analysis in November 2020 to when the last reflection by the teacher was made in January 2021. Several changes were made to the research design in the course of the study.

3.6.4 Changes from the Pilot Study

3.6.4.1 Students' Reflection After Each Lesson

At first, I had planned for the students to enter their reflections on the discussion board "Aha" on the Moodle Platform after each lesson during the week. However, during the pilot phase, it was discovered that it was more convenient for them to do so after each lesson. As result, students were asked to reflect after each lesson for the actual study. In addition, students were confused by the names "Aha" board and "Reflection" board, which were used interchangeably to refer to the same discussion board. Thus, the discussion board was named "Reflection" board in the actual study to avoid confusion.

3.6.4.2 Deletion of Email Writing Task from the Actual Study

For the pilot study, learners worked on two tasks "email writing" and "a study plan essay". After analysing their reflections, it became clear that the students seemed more motivated and challenged during the second task. For example, two selected participants expressed that they did not learn much from the "email writing" task. When they talked about the first task, students

mostly highlighted the technology advancement and lesson procedure. Even though all participants had selected email writing as part of their learning needs, it transpired that they were already capable of writing some emails. As a result, the topic was not as beneficial to them for their future needs as the second topic. Therefore, it was decided that the topic of email writing would not be included in the actual study. Only the second topic: a study plan essay was selected to be taught in the actual study.

3.6.4.3 A Waiting Period before the Start of an Online Lesson

A classroom teacher can start a lesson on time easily because students are all in the same room. My experience in the pilot study has taught me, however, that in an online class, particularly with a few students, the teacher may need to factor in a waiting period for students to join the class or for fixing technical problems. Therefore, a review question before each lesson was added to the lesson plan to allow for a waiting period.

3.6.4.4 Selecting Participants for an Interview

Initially, it was planned to interview volunteer participants after the fourth lesson. However, during the pilot study, two participants with similar backgrounds were of interest for the study because of their different participation styles. Whilst one student was very active, the other participant tended to be passive compared to the rest of the students. Participation may be an important factor for the teaching approach to the learners in terms of the challenges and potentials. According to Chickering and Gamson's seven principles for good practice in education, learning is a result of the combined process of instructor's guidance and learner's active engagement. When students engage in class actively, they learn better. Therefore, educators should use active learning techniques to promote learning (Chickering & Gamson, 1987). Moreover, learners' engagement in class could be one of the key assessments of the effectiveness of the teaching method (Zerihun et al., 2012). Thus, it was decided to use a maximum variation sampling method (Cohen et al., 2005, p. 128) and invite the most and the least active participants for the interview after the fourth and eight lessons. Thus, it was decided to use a maximum variation sampling method (Cohen et al., 2005, p. 128) and invite the most and the least active participants for the interview after the fourth and eight lessons. Therefore, these two participants were interviewed twice, and the total number of interviews were four.

3.6.4.5 More Guidance on Task Performance

During the last four lessons of the pilot study, the students analysed a study plan and planned to write a paragraph for their essay. From the teacher's reflections, it became apparent that the students needed more time and guidance on writing their own paragraphs. The students had time for planning their paragraphs whereas they did not have time for revising and getting feedback on their written paragraphs. Therefore, time for revision and teacher's feedback were added in the syllabus for the actual study.

3.7 The Actual Study

3.7.1 The Participants

3.7.1.1 The Teacher/Researcher

The teacher from the pilot study was also the main participant in the actual study.

3.7.1.2 The Students

Initially, eight new participants from the recruitment process agreed to participate in the actual study. One of them withdrew before starting the course due to her busy schedule. Ultimately, two male and five female participants from Mongolia agreed to enroll voluntarily a TBLT online writing class. The participants created their own pseudonyms and used them during the online classes. The pseudonyms are used in this research to refer to the students with the participants' permission. Ebo, 123, and Siwonist had an IELTS score, and the rest of the participants responded that their level of English proficiency might be pre-intermediate or above. Three participants having taken an IELTS had attended English writing classes while preparing for their exam. The student referred to as Baagii learnt to write by writing down English sentences from blackboards in school, whereas Brain improved his writing skills by reading and translating his professional articles due to the nature of his job. Jenny who learnt English independently agreed writing in English was the hardest skill for her and it was the same for Diamond. Except for Jenny and 123, all participants had started learning English in secondary schools in Mongolia. The participants' general background information is summarised in Table 3.5:

Table 3.5*Students' Background Information*

Student name	Siwonist	Ebo	Diamond	Brain	Baagii	123	Jenny
Gender	F	F	F	M	M	F	F
Age	Up to 25	26-35	26-35	26-35	36-45	36-45	46+
Education	University	University	University	University	University	University	University
Living city	Ulaanbaatar	Ulaanbaatar	Darkhan	Darkhan	Darkhan	Ulaanbaatar	Darkhan
Working field	Finance	Marketing	Education	Health sector	IT	Education	Retired
English level from the survey	IELTS 6.5	IELTS 6.0	Pre-intermediate	Intermediate	Intermediate	IELTS 5.5	Upper-Intermediate
Experience in online classes	No	No	No	No	No	Yes	Yes
Years of learning English	9	7	8	2	4	3	15

3.7.2 Data Collection Procedure

A total of four lessons (see Table 3.6) were taught from the end of February 2021 to the middle of March 2021 online by using the Zoom app and the Moodle platform. As a selected topic “A study plan essay” was taught in the actual study and the participants attended at the following lessons according to the schedule shown in the Table 3.6. As for the pilot study, the teacher’s online reflection journal was kept on Google Drive where I penned in my thoughts, feelings and observations after each teaching lesson. Students saved their reflection on the “Reflection board” on the Moodle platform after each lesson. Students’ written paragraphs in the tasks were posted on the same board after each lesson. The four synchronous online classes and seven semi-structured interviews with the participants were also video recorded using the Zoom app as non-textual data.

Table 3.6

An Online Writing Class Syllabus in an Actual Study

#	Topic	Task	Task criteria	Date
A study plan essay	1	Introduction To become familiar with the Moodle learning platform and Zoom app	<p>Meaning: Use of learning tools.</p> <p>The gap: Information gap-students introduce themselves on the online platform.</p> <p>Learner's resource: Students use their English writing knowledge.</p> <p>A Communicative outcome: Students can use the tool by writing a short introduction on the platform.</p> <p>Authenticity: Using tools is a real-life experience.</p>	28/02/21
	2	Finding a scholarship program To find the scholarship program announcement and its requirement for an essay (creating own essay structure-write key sentences)	<p>Meaning: Looking for a scholarship program announcement funded by the USA for Mongolians and requirements for study plans.</p> <p>The gap: Information gap-to find the information about the scholarship programs funded by the USA Government for Mongolians.</p> <p>Learner's resource: Students share their knowledge or experience in looking for the info related to scholarship programs (keywords).</p> <p>A Communicative outcome: Students can use keywords for the information about SUSI scholarship programs and talk more about programs by the USA Government for Mongolians.</p> <p>Authenticity: Using the real website: Scholarships https://mn.usembassy.gov/education-culture/scholarships/.</p>	01/03/21
	3	A successful candidate's personal statement To analyse a successful candidate's essay for the SUSI program and find out what questions were asked and answered by discussing (make changes in your ideas for essay structure and expand your sentences)	<p>Pre task: In this lesson, the students are prepared to perform the task that is going to be done in, next class. They analyze a successful candidate's essay according to the essay content.</p> <p>Meaning: the use of searching tools via the Internet and keywords for a scholarship program.</p> <p>The gap: information gap-new program and new announcement</p> <p>Learner's resource: Students use their interest and English reading skills to find a program.</p> <p>A Communicative outcome: Students will find at least one program that they are interested in. If not, a teacher offers a program supporting studies in broad areas.</p> <p>Authenticity: A successful candidate's real essay.</p>	03/03/21
	4	My paragraph To write own first paragraph for the essay	<p>Meaning: Generating ideas for a paragraph by pinning them with keywords.</p> <p>The gap: Opinion Gap-Introduce own ideas in pairs and share your ideas to pair's questions (pin the ideas with keywords).</p> <p>Learner's resource: Students use their existing knowledge in the field and writing.</p> <p>A Communicative outcome: Written paragraphs on the platform</p> <p>Authenticity: Own original written part.</p>	06/03/21

3.7.2.1 The Instruments for Collecting Data

Like the pilot study, the actual study focused on both the teacher's and the students' reflections on the classes and reactions to the TBLT influenced approaches and online classes. The following data collection tools were used in the actual study:

- *Pre-course survey:* The students responded to a survey to gather demographic information and information about their English language experience and online learning experience before starting the first class. The survey included some closed questions and a few open-ended questions. Their responses to the survey are summarised in Table 3.5.
- *Reflection: Teacher's reflection journal.* During the data collection period, I kept a reflection journal in English to collect information related to my online TBLT teaching experience, saved on Google Drive.
Students' reflection. Students were asked to post their reflections on the online classes at the end of every class. This was part of the lesson plan, and the researcher created a "Reflection" board on the Moodle platform for this purpose (see Appendix D). The students chose to write their reflections either in Mongolian or English to express their feelings as accurately as possible.
- *Video-recorded online lessons:* All four-classes were video recorded via the Zoom app. The recordings captured every moment of the classes and the screen sharing process. Also, written interactions during the classes were saved as text files. Video recordings are important data to answer RQ2 how the learners received the lessons, to see the teacher's reaction during the lesson and to help the teacher to reflect on her actions for RQ1 related to challenges and opportunities in implementing the TBLT approach in her online lessons.
- *The post-course survey:* Students answered the closed and open questions after the online lessons. There were 13 questions, (see Appendix C) including five Likert scale questions to determine how they received the online classes and their experience in using Moodle and the Zoom application. The rest were open-ended questions that let the students express their perspectives for RQ2 that aims to reveal how learners perceive and experience TBLT in online writing lessons.
- *Interviews:* To gather more information about the students' learning experience in the online class, every participant was interviewed after the four lessons in the actual study. Moreover, additional questions were asked to clarify some answers on the "Reflection"

board and their answers to the questionnaire. The participants were interviewed regarding their perspectives of the online course in Mongolian. Open-ended questions were used during the interviews to avoid the influence of researcher's view and recorded through the Zoom app with their consent.

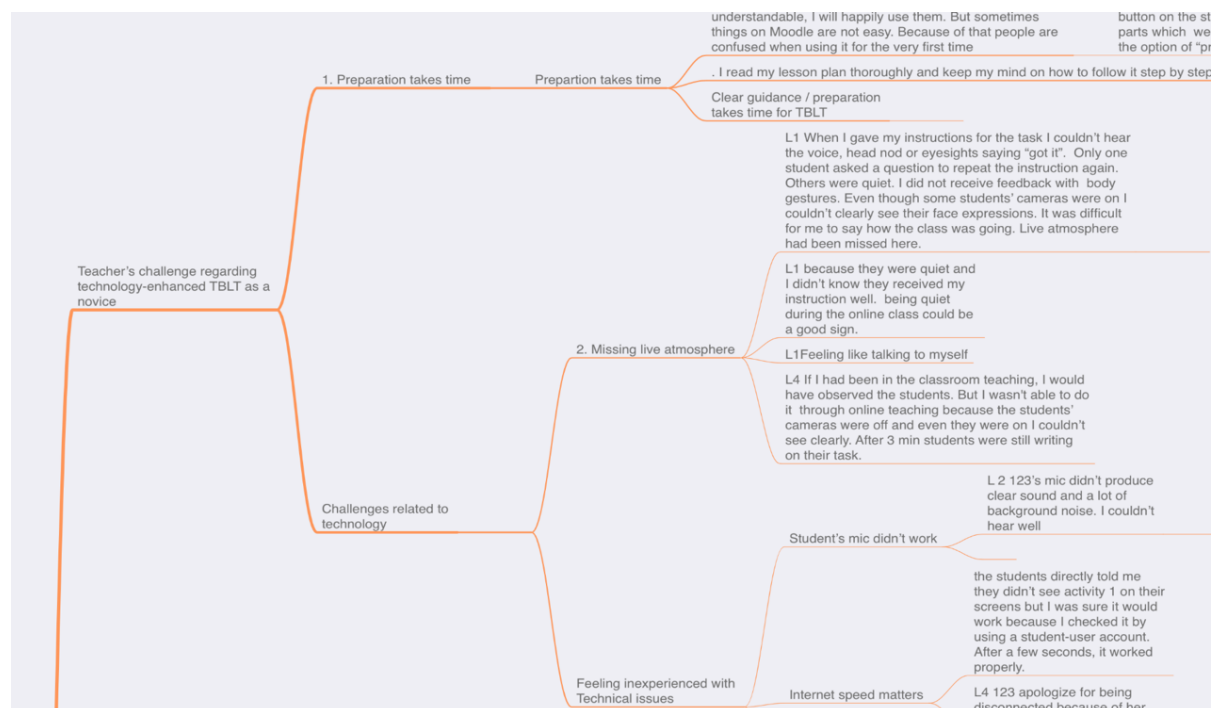
- *Students' written samples:* From the second online class, students started drafting their introduction paragraphs for a study plan essay. Following this, they revised their paragraphs twice upon getting feedback from the teacher. The written samples were posted and saved on the Moodle platform. An example of a students' written sample is provided in Appendix E.

3.7.3 Analytical Approach

To answer RQ1 and RQ2 in the study, data were analysed using a thematic analysis (TA) approach (Braun & Clarke, 2016) (see Section 3.6.3 above). Before starting the process, all interviews with the seven participants were transcribed by using the Chimege writer application (<https://www.chimege.mn>) which converts Mongolian audio files to text files in a Microsoft Word document. All transcriptions were double checked by the researcher and changes were made if the words were converted incorrectly. During the checking process, the researcher tried to highlight texts with shared meanings and patterns (Shank, 2006, p. 149). The selected texts were copied and allocated in the columns of a word file table according to the similar patterns. Then, the texts with similar patterns were copied into a Mindnode file (<https://mindnode.com>) to discern the general patterns around the RQs. Mindnode is a mind mapping app with facilities for organising texts around topics with different colors, and it is easy to navigate by zooming in and out. A screenshot of an excerpt of the Mindnode file is shown in Figure 3.4.

Figure 3.4

The Screenshot of the Mindnode File for Discovering Patterns related to RQ1



Data in the teacher's reflection journal was analysed in the same way as the students' interview transcriptions. I read my reflection journal thoroughly and slowly to make marginal notes about what I was thinking and feeling during the teaching process (Creswell & Baez, 2021, p. 159) while watching the online lesson video recordings to re-live the atmosphere. Also, students' reflections on the Moodle platforms were copied into the Excel file first, separated into two columns according to a student name and lesson number. Then, the texts with similar patterns were highlighted and copied into the Mindnode files, which were organised around the questions concerning RQ1 and RQ2. Learners' perceptions in the post-course survey were collected through Google forms. Individual's answers were downloaded as PDF files and the survey summary as a HTML document. The learners' written samples were saved from the Moodle platform as Word files with their names. I read the students' answers thoroughly and highlighted the text with connections and copied them into the Mindnode files. Then, I identified general similarities in the data to explore codes with descriptions to generate initial themes from the data (Braun & Clarke, 2016). The general similarities were identified through the multiple data resources including the teacher's reflection journal, video recordings, the students' reflections, their answers in the post-course survey and interviews. After reviewing

the initial themes by cross-checking (Creswell & Baez, 2021, p. 160) the results in discussion with another researcher, my co-supervisor, for peer debriefing, I identified the salient themes, which included a shift towards teacher's identity, issues in teaching technology-mediated TBLT, and autonomy in learning. The resulting themes will be discussed in detail in the next chapter (Chapter 4).

3.8 Ethical Considerations and Trustworthiness of the Research

Before collecting qualitative data, ethics approval was granted by Curtin University. The approval number is HRE2020-0324 and it was approved on 30 September 2020. As the teacher and researcher is the same person, I had to be open and honest for self-reflection notes (Creswell, 2009, p. 192). As one of the participants, I signed the consent form. All students in the study were adults from Mongolia and the informed consent form (see Appendix F) was introduced and approved by them. The participants were informed that they could opt out of the study any time. Moreover, a brief introduction about the research was provided in English and Mongolian (see Appendix G). In terms of privacy, all interview transcripts, reflection journal notes, surveys, audio, and documentation files related to data collection were kept confidential using participants' pseudonyms which they created themselves. During the online classes and interviews, the students used only their pseudonyms. All the data from the study was saved on the Curtin OneDrive that requires authorised access.

Regarding rigour, the researcher collected and transcribed all qualitative data herself. Cross-checking for coding and member checking for ensuring interpretation from the interviews were conducted to maintain the credibility of data (Creswell, 2009, pp.190-192). To illustrate, texts in Mongolian were translated by the researcher and member checking was done by a co-supervisor whose native language is Mongolian. As an autoethnographer, I provided detailed, rich textual descriptions of my thoughts, feelings and observations in the teacher reflection journal, thereby transporting readers vicariously to my debut online teaching journey (Chang, 2008, p. 67; Cohen et al., 2005, p. 311). In terms of data triangulation (Hamilton et al., 2008; Kelley, 2014), non-textual data from the video recordings of the online lessons and the interviews were also collected. The researcher's and the learners' actions in the video recordings were used for the data analysis and interpretations. Also, the students' answers in the reflections on the Moodle platform and the post-course survey were verified during the interviews by using the respondent validation method as member checking (Cohen et al., 2005, p. 154). In addition, initial coding and themes were peer-debriefed and cross-checked with my

supervisors to prevent researcher's bias and maintain the credibility of the data (Creswell, 2009, p. 192).

3.9 Chapter Summary

This chapter described the research method used in this study. It first introduced the research paradigm in Section 3.2, followed by the autoethnographic method in Section 3.3. It explained that autoethnography is a qualitative research method that helps researchers to reflect on their own experiences to answer the research questions. Next, an overview of the research design was provided in Section 3.4. The chapter then elaborated on the research design which consists of three phases: needs analysis in Section 3.5, the pilot study in Section 3.6, and the actual study in Section 3.7. The chapter illustrated the procedure of data collection, analysis, and triangulation. Related ethical consideration and data reliability was explained in Section 3.8. The summary in this section concludes the chapter. The next chapter presents the results of the data analysis from an autoethnographic perspective.

CHAPTER 4. RESULTS

4.1 Introduction

This chapter presents and discusses the findings of the study regarding RQ1: What are the challenges and opportunities for a novice Mongolian English teacher when implementing the TBLT approach in an online writing class, and RQ2: What are Mongolian adult learners' experiences of online writing supported by the TBLT approach. The chapter begins with the findings with regard to RQ1 in Section 4.2 with a focus on the teacher's challenges in Sub-section 4.2.1 and opportunities in Sub-section 4.2.2. This is followed by the results regarding RQ2 in Section 4.3, with a view to students' challenges in Sub-section 4.3.2 and opportunities in Sub-section 4.3.2. Each sub-section begins with an explanation and describes the findings with examples. The chapter concludes with a summary in Section 4.4.

4.2 Results from RQ1

In this section, the findings from the study regarding RQ1 are examined. RQ1 (see Section 1.4 in Chapter 1) aimed to reveal what challenges and opportunities a novice Mongolian English teacher experienced while applying the TBLT approach in an online writing class. The data for analyses was extracted from the Teacher's Reflection Journal (TRJ), the students' reflections, post course survey, video recordings of the lessons and interviews with the learners. Autoethnography was used as a research method in this study to explore the challenges and opportunities in applying the TBLT approach in online teaching from the teacher's point of view by reflecting on the entries in her reflection journal. In terms of data triangulation, the students' reflections, video recordings of lessons, post-course survey, and interviews with select participants were also considered. Data was analysed using a Thematic Analysis (TA) approach (see discussion in Section 3.6.3 in Chapter 3). The main themes that emerged from the analysis are displayed in Table 4.1.

Table 4.1*RQ1 Findings: Main Themes and Sub-themes*

	Challenges	Opportunities
Themes	<ul style="list-style-type: none"> • Teacher's self-doubt and anxiety: <ul style="list-style-type: none"> ○ Applying TBLT as a novice. ○ My language proficiency. ○ Moving from a teacher-centred to a learner-centred approach. ○ Dealing with technical and instructional issues in applying technology-mediated TBLT. 	<ul style="list-style-type: none"> • Accommodation of learner needs and motivation in the task-based lessons. • Harnessing learners' digital literacy skills. • Developing autonomy in learning. • Building task authenticity in an online environment.

The findings for each theme are discussed in detail in the following sub-sections: Firstly, the challenges will be discussed in Sub-section 4.2.1, followed by the findings with regard to the opportunities in Sub-section 4.2.2.

4.2.1 Challenges

One of the major themes that emerged from the study is my concern with self-doubt and anxiety. According to McNeill (2018), Foreign language teacher self-doubting encompasses emotional feelings such as being anxious and doubtful while reflecting on their abilities of teaching, language competences and communicating with others. As a novice teacher, my first online teaching experience in using the TBLT approach has been a challenging and emotional journey. Different types of emotions were experienced during the teaching process. A substantial part of these emotions was connected to my self-doubting and anxiety, including being unsure, afraid, and worried. On the other hand, some positive emotions like being motivated, and empowered also arose. When reflecting on these emotions, my self-doubt and anxiety centred on (1) applying TBLT as a novice, (2) my language proficiency, (3) moving from a teacher-centred approach to learner-centred approach and (4) dealing with technical and instructional issues in applying technology mediated TBLT.

4.2.1.1 Applying TBLT as a Novice

In the actual study, four lessons were taught based on the lesson syllabus (see Table 3.5 in Chapter 3). The lesson tasks were concerned with the introduction of the participants and tools, finding a scholarship program, a successful candidate's personal statement, and writing their paragraphs. Before starting the teaching process, the lesson syllabus was revised according to the changes from the pilot study (see Sub-section 3.6.4, Chapter 3). I was keeping a TRJ while revising the lesson plan and preparing the lessons on the Moodle platform. Guided by the autoethnographic approach, the TRJ was my main instrument for data collection, where I critically and candidly reflected on my fears, anxieties, and innermost thoughts openly without hiding my true feelings. From the TRJ, it can be clearly seen that, for some reason, I had been unsure about my lesson plan until my supervisor reassured me, as shown in the following example:

(1) Until I received the email and feedback from my supervisor regarding my lesson plan, I was not [one] hundred percent sure it was a TBLT lesson plan. I received feedback to reconsider some parts but overall, it was good feedback. I feel relieved...
(TRJ February 19 before Lesson 1).

I experienced this kind of anxiety especially before the first lesson because of all the uncertainties that this daunting experience involved, which only further amplified my own self-doubt. One of the participants contacted me, wanting to know when the class would start and expressed that she was excited to join the class. After her initial contact, I think anxiety increased, as reflected in the following journal entry:

(2) I said to her not to expect too much from me. I don't know how much the online class would impress her. I will try hard but not sure. She might think I am a teacher who is studying in Australia and a very good teacher with methodology. But lately I found difficulty with my English writing skill and speaking (TRJ before Lesson 1).

As the following journal entries show, I was still feeling anxious before the first lesson, but the feeling abated after the first lesson:

(3) *I need to prepare some simple and clear guidance expressions for each phase. They are new students for me. Thus, I don't want to make obvious mistakes and want them to be proud of me and enjoy the class...* (TRJ before Lesson 1).

(4) *After teaching my class and reading reflection, I was happy and excited. From the reflection, I have seen some motivation from the students. I am sure that students received well* (TRJ Lesson 2).

In the first lesson, the students selected their profile photos and offered three reasons why they chose them. To do this activity, they uploaded their profile photos on the Moodle platform and wrote the reasons on the Reflection board. As a result, the students were introduced with the Moodle platform and its functions. At the end of the lesson, the students reflected on Lesson 1 on the Reflection board. Their reflections were positive, and this contributed to easing my anxiety. Examples of students' reflections after Lesson 1 are follows:

(5) *So, I am very thankful for today's class and hope to grow little by little 'till the end of the course* (Siwonist, Reflection Lesson 1).

(6) *Sharing experience was cool* (Ebo, Reflection Lesson 1).

(7) *Өнөөдрийн хичээл сонирхолтой байлаа. эхлээд ямар мүүдлэ рүүгээ орох гэж жаахан будиллаа ккк...*” (Translation: Today's lesson was interesting. In the beginning I was confused little bit to log in the Moodle ...) (Diamond, Student Reflection Lesson 1).

Learners' positive attitudes towards the first lesson motivated and increased my confidence in applying TBLT in online teaching. Particularly, Baagii's and 123's reflections after Lesson 1 assured me that I had fulfilled the role of a guide and instructor that I wanted to play. I was satisfied that some students noticed my role in the teaching process. Their reflections confirmed this, as shown in the following examples:

(8) *...багш өөрөө хөтлөн удирдаад явсан болохоор асуудалгүй, өмнө нь онлайн хичээлд оролцож байсан ч, энэ удаа оролцогч бүрийн идэвх, оролцоо дээр тулгуурлаж хичээл явагдаж байгаа нь шинэ мэдрэмж төрүүлж*

байлаа...(Translation: The teacher guided us well so there were no problems. I had an online lesson before, but this lesson was a new experience for me. Because it was based on every learner's active participation) (Baagii, Student Reflection Lesson 1).

(9) *Даалгавар гүйцэтгэхэд багшийн чиглүүлэг сайн байсан болохооо ямар нэгэн хүндрэл учраагүй . Дараагийн хичээл хурдан ороосой гэж тэсэн ядан хүлээж байна”* (Translation: Teacher's guidance was good so there were no obstacles to work on the task. Looking forward to next lesson) (123, Student Reflection Lesson 1).

This led me to become more confident after teaching Lesson 2, as the following TRJ entry illustrates:

(10) *Students were so active during the class. So, I was so happy as soon as the lesson finished, I hugged and kissed my son. He said to me 'Mom, what was that'. I said I was happy because I taught a good lesson...* (TRJ Lesson 2).

Moreover, I can clearly see the smile on my face for last three minutes from the video in Lesson 2 whilst reading students' reflections. Students' positive reflections may have helped me to overcome my self-doubt in applying TBLT in my teaching.

4.2.1.2 My Language Proficiency

While teaching in the online writing class, I sometimes still questioned my English proficiency and judged it during my online teaching. For example, while observing the video recordings of the online lessons, I often focused on my linguistic errors and noted them in my reflection journal:

(11) *While watching my video I made obvious mistakes in using plurals. "I asked, how you know about these program?" No "s". I feel like I need to prepare my speaking more"* (TRJ Lesson 2).

(12) *I said "deadline finish is after 5 days. I paused here because I was thinking of the right word choice. My right choice was actually "in 5 days" I know this grammar in future but at that moment I didn't remember it and used "after"* (TRJ Lesson 3).

While watching the video recording of Lesson 3, I noticed that I was using the word “guide” in my instruction repeatedly, and I wondered why I did not use a synonym that I know, as the following entry from the Reflection Journal illustrated:

(13) *Also, I was thinking of using another word instead of “guide” which was “navigate” that came to my mind after teaching the lesson (TRJ Lesson 3).*

After reflecting on these entries, I can now see that I was being critical about my use of grammar and vocabulary choices. I repeatedly worried about my English language proficiency in this study, as illustrated in the reflection journal:

(14) *I feel a little bit afraid if I make mistakes or cannot explain my lesson in English perfectly (TRJ before Lesson 1).*

(15) *I feel like I need to prepare my speaking more and more for the lessons (TRJ Lesson 2).*

(16) *Because I am not a professional writer in Mongolian and my English may not be good enough to write convincingly (TRJ after Lesson 4).*

It may be clear that I was critical and insecure about my speaking and writing skills as shown in the above example. Although I was motivated after the lessons by receiving positive reflections from the learners, I was still concerned about my English proficiency and afraid of making mistakes, particularly in front of students, as can be seen in the following excerpt from my journal:

(17) *Thus, I don't want to make obvious mistakes and want them to be proud of me and enjoy the class. I am sure that their English proficiency is very good. Because one of them got 6.5 and the other one 6.0 band scores on the IELTS. So, I have to prepare the class very well because of these high-level students (TRJ before Lesson 1).*

The video recordings of the online lessons confirmed this. Moreover, interestingly, two participants made comments on the teacher's language performance. This is illustrated in the following entries from the student reflection board and the student interview.

(18) *Англиар ярихад нь гүйцээж ойлгохгүй байсан ч давхар монголоор ярьсан болохоор их дөхөм байлаа. Ойлгохгүй байгаа даа өөрөөсөө жаахан ичлээ. Ангийнхнаасаа хоцрохгүйг хичээнээ багшаа 😊* (Translation: When you spoke English, I was not able to catch up well. Translating in Mongolian was very convenient to understand. I am a little ashamed of myself because of not understanding fully. Dear teacher, I will try hard not to left behind my classmates) (Diamond, Student Reflection Lesson 1).

(19) *тэгээд багш өөрөө бас аягүй мундаг нөгөө чадвартай байсан учраас тэрийгээ аваад аваад цаашаа хөтлөөд явчихсан шүү дээ бас* (Translation: and the teacher herself had a great ability, so she managed and guided the class well) (123, Interview).

I have tried to use both languages particularly after lesson 1 where Diamond reported that she needed Mongolian translation. Nonetheless, I judged my English utterances while watching the videos more than my Mongolian and reflected on it in the TRJ. Also, some of my English sentences were mixed with Mongolian when code-switching occurred. When I was giving instruction to the students, even though I started in English, I finished it in Mongolian. I assume that because I was afraid of making mistakes in front of my students, I switched to Mongolian. Whilst I sometimes used Mongolian to translate or give clear instructions for the learners, these shifts from English to Mongolian are different from translations. These were more like code-switching as can be seen in the following examples:

(20) *За тэгэхлээр I am going to... за одоо эссэгээ бол бүгдээрээ . би энэ дээр эссэгээ гаргачих уу асуултаа гаргачих уу? эссэгээ гаргачих уу? What do you think? Screenshare дээр юу гаргавал зүгээр байна? ...* (Translation: So, I'm going to... let's all now see the essay... should I show the question or the essay? What do you think Will you publish your essay? What would you prefer on screenshare?) (Video Lesson 3).

(21) *Recording started and ... thank you for joining today's class and ... and I've seen your ... written works ... from there... юу харагдаж байна та хэдэд ... writing course бишээ энэ харагдаж байгаа юм байна... за ерөнхийдөө хүн бүрийн аан ... ажилтай*

унийж танилцсан ... (Translation: What do you see? It is not a writing course; you can see this ... Well, in general, I read everyone's written samples ...) (Video Lesson 4).

It seems that when I experienced challenges with my English proficiency including uttering longer sentences or having difficulty with word choices, I switched from English to Mongolian. This may be because of my fear of losing face (Medgyes, 2017, p. 6) as a teacher who did not want her students to notice the mistakes.

4.2.1.3 Moving from a Teacher-centred to a Learner-centred Approach

After teaching Lesson 1 (see Table 3.5 in Chapter 3), I was worried how I delivered the online lesson because I did not see the students' reactions immediately like in the classroom. Thus, I was not sure about the effectiveness of my teaching. I was afraid that the lesson was not taught well, so I was hesitant to evaluate how I taught it, as can be seen in the following journal entry:

(22) Before writing this reflection, I feel afraid of watching myself teaching and talking in English. It took time. After watching, I was relieved, and the class was not as bad as I thought (TRJ Lesson 1).

Subsequently, after teaching Lesson 2 Finding a Scholarship Program (see Table 3.5 in Chapter 3), I realised for the very first time how a learner-centred approach is applied successfully in the teaching process. While teaching Lesson 2, I followed the lesson plan carefully and tried to use TBLT in my online class. In TBLT, a teacher is a facilitator, manager or instructor (Ellis, 2019; Willis & Willis, 2007). Therefore, I did not need to rely too much on teacher talk as I used to, and just explained the instructions and let students take ownership of their learning. Interestingly, whilst I was teaching the second lesson, I felt that I was not doing much as I was quiet during the second half of the lesson, being quiet for half of the duration of the lesson. As a result, I was beginning to feel concerned that I was not applying the approach correctly, as can be seen in the following extracts from the teacher's reflection journal (TRJ):

(23) I noticed one thing today which I had never felt before. While students were engaged in the writing task, I felt that I was not doing anything. Because I had been very busy in the classroom and did not have time to observe my students except for their participation in the class... (TRJ Lesson 2).

(24) *While the students were working in pairs in breakout rooms in the Zoom, I was staring at the screen, murmured something to myself and just was clicking the mouse* (Video Lesson 2).

The reason why these negative feelings arose from the lesson may be related to the teacher-centered method which I had been used to previously. I was afraid of losing control over the class and it engendered feelings in me of being an outsider, and not being needed. The following journal entry illustrates this:

(25) *I feel I am not needed here, maybe I like being at the centre of the class ... But today I was an outsider and just a helper of the class and had to be quiet when students needed time to think...* (TRJ lesson 2).

These feelings may be evidence that I did not like losing my dominant position over the class. However, as the study progressed, my negative feelings gradually changed into positive feelings over the next few lessons:

(26) *I was **feeling weird** when I wasn't talking much, and students were active and doing things...* (TRJ Lesson 2).

(27) *After teaching this class I **feel happy**, and it seems TBLT is manageable through online class particularly for adult learners* (TRJ Lesson 3).

(28) *This time I **feel happy** because after 2 lessons, students were actively involved in the lesson...* (TRJ Lesson 4).

I presume that my feelings may have changed from negative to positive ones because of noticing the learner's active engagement in this online writing class:

(29) *I noticed that if the topic is appealing for the learners and clear guidance is provided to them, the class is effective and manageable* (TRJ Lesson 3).

(30) *I feel like the lesson without the teacher's substantial participation provides more learning opportunities for the learners... I feel that students are more interested in their peer's talk than the teacher's talk* (TRJ Lesson 4).

These gradual changes in my feelings may have led to a shift in my mindset towards wanting to apply a more learner-centred approach with my class. Overall, the shift from a teacher-centred approach to a learner-centred approach was one of the main challenges I encountered in this study. However, I gradually observed positive and remarkable changes in my teaching approach as the study progressed.

4.2.1.4 Dealing with Technical and Instructional Issues in Applying Technology-Mediated TBLT

Another sub-theme that resulted from study related to dealing with situations when students encountered technical issues when working on an online teaching platform, and not being able to observe students' reactions as one would in a physical face-to-face environment. For example, at the beginning of this study, I had to learn how to manage the Moodle platform and the Zoom application for teaching whilst at the same time planning my lessons using the TBLT approach. Even though I had taken the short online course "Teaching with Moodle", I still struggled with uploading activities onto the platform, particularly during the pilot study. Before starting the class, preparation was needed for registering the students, learning to manage the Zoom and breakout rooms, and planning the class using TBLT. During the lessons, students' technical issues such as microphone failure, Internet disconnection and background noise also took time to resolve. Students were also impacted by these issues. This is illustrated in the following entries from my TRJ, the student reflection board, and the student interviews:

(31) *123's mic didn't produce clear sound and a lot of background noise. I couldn't hear well* (TRJ Lesson 2).

(32) *Some of technical problem makes us waiting move to next step* (Ebo, Student Reflection Lesson 1).

(33) *ядаж байхад тэр өдөр wifi гацаад компьютер болдоггүй* (Translation: at least that day my wifi connection was unstable) (123, Interview).

I was nervous when students were having technical issues and was feeling guilty when I could not assist them in solving their problems. These feelings arose several times during the pilot study when the following reflections were written:

(34) I feel shame when I cannot answer learners' questions related to technology. They might think I don't know anything (TRJ pilot study, Lesson 1).

(35) I was feeling guilty because Dagi couldn't attend the discussion. I should have learned how to use the breakout function on Zoom (TRJ pilot study, Lesson 2).

In the last example, Dagi had asked whether she should leave the room on the Zoom platform. I had assumed she was in the breakout room and agreed. Unfortunately, she was the main room, and was not able to join the room again during lesson 2 in the Pilot Study. She had asked, “*Should I click the button leave*” to which I immediately replied “*Yes*” (Pilot Study, Video Lesson 2). I did not take the time myself, nor give her time to check the screen carefully. After similar problems were encountered again during the actual study, I gradually became better with technology tools and tried to stay composed to think through the problem and provide time for students to solve the issues.

Another challenge encountered was the lack of a live atmosphere during TBLT online teaching particularly when the students were receiving instruction and performing a writing task. Unfortunately, in online mode, it was difficult to observe how the students received the instruction and how they were performing the task in the online teaching environment. For me, I sometimes felt like I was talking to myself at first. This was noted in the reflection journal and could also be seen in the video recording.

(36) When I gave my instructions for the task I couldn't hear the students' voices, see them nodding or convey through their gaze that they “got it”. Only one student asked a question to repeat the instruction again. Others were quiet. I did not receive feedback through body language. Even though some students' cameras were on I couldn't clearly see their facial expressions. It was difficult for me to say how the class was going. A 'live' atmosphere was missing here (TRJ Lesson 1).

(37) *I asked the question “Are you there” several times and said “I can’t hear you” to Ebo. This continued for 1 minute 10 seconds (Video observation Lesson 2).*

While this was a concern for me, the students’ reflections and their written samples evidenced that they were actively engaged during these times. For example, they stated that:

(38) *...it was a new idea for me to change profile picture reasonably [sic]. It seems interesting. It motivated me to select correct words and expression in English. I am motivated after this class to learn English well (Jenny, Student Reflection Lesson 1).*

(39) *Ахиад эссе бичих гээд сууж байгаа мэдрэмжийг авсан чинь гоё байна өө Ахиад хичээмээр санагдлаа (Translation: I was feeling cool writing an essay again and want to try hard again) (Ebo, Student Reflection Lesson 2).*

(40) *I am very glad at making my full personal statement step by step. Today I even started the introduction part (Siwonist, Student Reflection Lesson 3).*

As the above example have demonstrated, the lack of a physical environment and the limited interaction remains a challenge in an online class, but a good scaffolding and clear instruction can help to overcome this challenge in TBLT.

4.2.2 Opportunities

Despite experiencing these challenges in applying the TBLT approach in my online writing class, the analysis revealed that teaching writing online also offered several opportunities for the teacher. These included (1) accommodation of learner needs and motivation, (2) learner’s digital literacy, (3) autonomy in learning, and (4) task authenticity in the online environment. These benefits of using TBLT in an online writing class are discussed in the following sub-sections.

4.2.2.1 Accommodation of Learner Needs and Motivation in the Task-based Lessons

The needs-analysis carried out among the participants (see Figure 3.4 in Chapter 3) was intended to determine a desired topic for the class. Two topics emerged as being of interest to

the students, but as the students in this study identified a need for writing a study plan essay that motivates them to achieve their goals, ultimately the topic of “a study plan essay” was selected for the actual study (see Sub-section 3.6.4.2 in Chapter 3). While interviewing the participants and reading their writing samples, I have found that five of the seven students in the class intended to apply for further study programs. The students’ needs and motivations for taking part in the study are exemplified in the following examples from the interview and writing samples:

(41) *I chose Fulbright student program which is the most achievable for me.* (Siwonist, Writing sample).

(42) *Би юуны DAAD-ын хөтөлбөрийн тэр зуны сургалтуудыг харж байсан юм* (Translation: I have seen the summer trainings of the DAAD program) (Diamond, Interview).

(43) *123 showed her special notebook with Australian Awards logo that she selected to write down this class’s notes because she has planned to apply the program in two years* (123, Interview video).

(44) *Яагаад гэхээр би чинь одоо гадагшаа явж бас тэр яг хүсээд байгаа тэр тэтгэлгийг авахыг хүсэж байгаа* (Translation: Because now I want to go abroad and get the scholarship I want) (Brain, Interview).

(45) *ер нь бол цаашидаа бол нөгөө нэг өөрийгөө хөгжүүлээд гадагшаа сурах хүсэлтэй байгаад байгаа аа* (Translation: In fact, in the future I want to develop myself and study abroad) (Ebo, Interview).

The motivations of the remaining two participants, Jenny and Baagii, for joining the class were revealed during the interview and during class participation. These two students were the oldest in the group apart from participant 123 (see Table 3.6 in Chapter 3). They expressed that they wanted to help their children get scholarships for studying abroad. As a retired teacher, Jenny was also motivated to be a counsellor. She expressed that although she is not young enough for scholarship programs, she was motivated and enjoyed the class, and what she learnt from the lessons would help her to give advice to someone or her children.

(46) *тийм, одоо за өөрөө биш юм аа гэхэд энэ хүүхдүүдээ бас явуулах, одоо хүүхдүүд том болчихсон учраас хүүхдүүдээ нь гадагш явуулах бодолтой, зорилготой байгаа.* (Translation: Yes, if not myself, I intend to send my children as well, now that my children are older, I intend to send them abroad.) (Baagii, Interview).

(47) *Тэгэхдээ өө бас эссэг чи ингээж бичдэг юм байна, ингээд нэг сураад авчихаад магадгүй би өөрөө бичихгүй байхад хэн нэгэнд бусдад зөвлөдөг ч юмуу өөрийнхөө хүүхдүүд ч юм уу зөвлөхөд бас хэрэгтэй юм аа гэдэг утгаараа бол надад бас хэрэгтэй л байсан* (Translation: But oh, you write essays like that, and after I learned it, maybe I would recommend it to someone even I was not writing it, or in the sense that I needed it for my own children or for counseling) (Jenny, Interview).

From these examples, learners' needs are evident, which led to their active participation during the lessons. Another indicator for learner motivation could be attendance which was almost a hundred percent for all lessons, except for Brain who could not attend the first lesson due to work commitments. Moreover, the learners' active participation was noticed not only by the teacher (in 10) but also the peers during the lessons:

(48) *Ер нь бүгдээрээ нөгөө санаачилгаараа энэ сургалтыг болбол сонгож заримд нь болбол бүр тулсан шаардлага байгаа гэж ажиглагдсан л даа.* (Translation: In fact, it was observed that all of them chose this training on their own, and some of them even seemed to have an urgent need [for writing a study plan essay]) (Baagii, Interview).

(49) *Хувь хувьдаа аягүй идэвхтэй л оролцсон. Ялангуяа тэр нэг эгч аягүй идэвхтэй л оролцоод байх шиг байсан* (People were very active individually. Particularly, one sister seemed to be very active). (Ebo, Interview).

(50) *нөгөө бусад орж байсан хүмүүс аягүй идэвхтэй байсан байхгүй юу* (Translation: The other people who were in the class very active) (Siwonist, Interview).

As a result, it seems that students' needs were one of the main motivations for taking part in the study. TBLT offers opportunities for fostering this motivation by integrating needs-analysis in its course design. This study has shown that learners' motivation is deeply connected to the learners' active participation which was a benefit for the teacher who was teaching and leading the class in the study.

4.2.2.2 Harnessing Learners' Digital Literacy Skills

Although other studies on technology-enhanced TBLT (Lai & Li, 2011; Ziegler, 2016) have reported issues with learners' digital literacy, I found that the digital literacy of the learners in this study was not a problem. In contrast, their skills dealing with the LMS, the Zoom app and the Internet were better than I expected, as shown in the following entry from the TRJ:

(51) *Because I expected students might have difficulties using Moodle like me. But they have very good ICT skills. I think all know how to use Zoom so the beginning part had no difficulties.* (TRJ after Lesson 1).

In the pre-course survey, all participants answered that their computer skills are above average and that they know Zoom. Except for Ebo, all were familiar with Moodle. Whilst interviewing Ebo, I wondered how she was dealing with the learning tools. Following is her answer:

(52) *Аа тэгэх нь техник технологийн хувьд ч юм уу, тэрийг ингээд л бөглөж мөглөх ч юм уу, орох морхон ч юм уу чаталж явуулах гэдэг зэрэг нь easy байсан* (Translation: Ah it was easy in terms of technology like to fill things in or log in or, to enter chat) (Ebo, Interview).

I also noticed that the students were giving tips on the technical problems to each other. The youngest participants in the study, Ebo and Siwonist (see Table 3.6 in Chapter 3), excelled at using technology, as evidenced in the following TRJ entry:

(53) *Ebo and Siwo are fast learners with technology, they finished their activities earlier than others even though they were using only their phones* (TRJ Lesson 3).

Moreover, while interviewing the participants, it was found that the COVID-19 situation had influenced learners to become familiar with online learning and digital tools, as demonstrated in the following interview excerpts:

(54) *Ер нь одоо энэ саяын ковидоос болоод биднүүс бол онлайнаар нэлээн юмыг Мэдэж сурч авлаа. Тэгээд онлайнаар болбол бүх юм боломжтой байна гэдгийг л*

мэдлээ. (Translation: In fact, because of this recent Covid, we have learned a lot via online. Then I learned that everything is possible online) (Jenny, Interview).

(55) Энэ жилийн хувьд болохоор ерөнхийдөө нөгөө онлайн хурлуудад бол нэлээд суусан бол нилээн суусан юм. (So, for this year, in general, I've been in many online meetings) (Brain, Interview).

4.2.2.3 Developing Autonomy in Learning

Another benefit for the teacher in applying TBLT in the online writing class was the development of autonomy in learning. In other words, it provided the teacher with a conducive environment for learner-centred teaching. At the same time, it provided learners with an opportunity for more independent learning without distractions due to the affordances offered by technology. Learner autonomy is defined by Holec (1981) as “the ability to take charge of one’s own learning” (as cited in Chik et al., 2018, p. 75). Students also benefited from the TBLT approach in online mode as it provided them with the opportunity to develop autonomy in learning. As mentioned earlier, in Lesson 3 “Successful candidate’s personal statement” (see Table 3.5. in Chapter 3), the students analysed the essay individually by working on the activities and in pairs to be familiarised with the language needed for the target task in the pre-phase. The students were satisfied with having access to equal participation in the activities on the Moodle platform. In other words, there was no dominance taken by active learners, and everyone could access and work on the activities individually and in small groups where learners were provided with equal access. This is supported by the following entry from the students’ reflection board:

(56) *Өнөөдрийн хичээл дасгал ажилтай, тухайн дасгалаа тал бүрээс нь ажилласан болохоор их үр дүнтэй байсан* (Translation: Today’s lesson was very effective because had an activity and worked on it from all angles) (123, Reflection Lesson 3).

In the lesson 3, the students analyzed a successful candidate’s essay according to the essay content. 123’s comment shows that the activities on the Moodle platform allowed her to be focused on her individual work without any interruption. Likewise, when Baagii was asked the open-ended question 9a, “The reason why I liked the teaching approach is ...” in the post course survey, he agreed that technology supported individualised and equal participation in the class.

(57) *Оролцогч тус бүрийн оролцоог хангасан. Багаар ажиллаж бие биенээсээ суралцах бололцоог хангасан. Мэдэхгүй байсан ч ичих хэрэггүй гэдгийг тухай бүр хэлж, урамшуулж байсан нь их таалагдлаа* (Translation: The participation of each participant was ensured. We had the opportunity to work in a team and learn from each

other. I enjoyed being encouraged and told not to be embarrassed even if I didn't know) (Baagii, Post Course Survey).

From this example, it can be seen that one of Baagii's worries were being embarrassed in front of people because of not knowing. Baagii loved working in small groups and expressed his ideas freely during the lessons. Therefore, the teacher's encouragement and technology helped him to be open in the learning context. Diamond, in turn, compared learner's autonomy in the classroom to autonomy in an online environment during the interview, as follows:

(58) ...*танхимын сургалт яг хажууд ирж хурч ирээд л за одоо яаж байна, ингэж байна уу, тэгж байна уу гээд л нөгөө цэг таслал бүр ингээд л аймар шалгаад л байдаг шүү дээ. Та болохоор аягүй сайн чиглүүлээд өгсөн, тэгээд нөгөө нэг найман минутдаа бид нар амжих гээд* (Translation: In the classroom training, a teacher came right next to me and asked how I was doing, how it was doing and checking every punctuation. In this course you guided very well, and we tried hard to finish in the eight minutes) (Diamond, Interview).

From the interview, it was clear that Diamond was annoyed with the teacher's checking, and she was proud with her attainment of learning autonomy in the online environment.

4.2.2.4 Building Task Authenticity in an Online Environment

Tasks in TBLT form the core unit of instructions and are differentiated from exercises and activities on the basis of specific criteria. This includes the requirement that tasks (1) are designed to be focused on meaning rather than form, (2) have a 'gap' regarding information, and (3) communicative outcomes (Ellis, 2019), and (4) are authentic (representative of the existent world) (Ziegler, 2016). In this study, the task was designed by considering all four criteria outlined in Table 3.3 in Chapter 3. In the interviews, video recordings and reflection board, the students expressed that the tasks to introduce themselves to each other by using their own selected profile pictures and to work on a real essay and conduct a search of scholarship information through the actual website was interesting to them. Also, looking for scholarship information via the Internet (Lesson 2) and working on the successful candidate's essay (Lesson 3) ensured that the task was authentic.

4.2.2.4.1. Information ‘Gap’

As explained in Chapter 3, an information ‘gap’ in a task is when one student has information that the other students do not have. To fill the gap, a one-way or two-way information exchange needs to take place (Ellis, 2019, p. 33). As discussed previously (Chapter 3, Section 3.5), participants for this study were recruited via a Facebook public page (see Appendix A). As shown in Table 3.6 in Chapter 3, they hailed from different cities, such as Ulaanbaatar and Darkhan, and were thus strangers to one another, except for Ebo and Brain, who knew each other previously. As a result, the information ‘gap’ was created naturally here because they did not know each other. Thus, information about everyone’s background was new, interesting, and authentic for them, as evidenced by the students’ reflections. For instance, they stated:

(59) *Шинэ хүмүүстэй санаа бодлоо солилцох нь миний ажиглаагүй өнцгийг харсан байдаг юм байна лээ* (Translation: Sharing ideas with new people helps me to see a different angle I didn't notice) (Ebo, Post-course Survey).

The ‘gap’ for exchanging information continued to be filled in the group discussion, as confirmed by Ebo and Diamond on the Reflection board:

(60) *I was in a room with very right person. He gave me the answer I couldn't find long time 2. First, I felt like it is a hard to write because I couldn't find the idea. Really appreciate. Thank you* (Ebo, Reflection Lesson 4).

(61) *Өрөөний хамтрагчтайгаа ярилцснаар санаагаа бусадтай хуваалцаж байх хэрэгтэй юм байна гэдгийг мэдэж авлаа. Өөрөө ганцаараа бодоод байлгүй бусадтай хуваалцах нь илүү их шинэ санаа өгдөг юм байна* (Translation: Talking to my roommate, I learned that I need to share my thoughts with others. Sharing it with others gives you more new ideas than thinking about it on your own and. (Diamond, Reflection Lesson 4).

4.2.2.4.2. Task Authenticity

Another important feature of TBLT is task authenticity that is considered as the language is used for a genuine purpose or in a real communication (Guariento & Morley, 2001). In other words, it is a feature of tasks that are close to real life, which has been shown to motivate learners (Willis & Willis, 2007). In the present study, the students were motivated to surf the Internet to look for the information of the scholarship programs they were interested in and to

be introduced to a real website. Two students' expressions during the lesson confirmed this, as evidenced by the video recordings:

(62) *There are lots of opportunities to get scholarships. I must search a lot* (123, Video Lesson 3).

(63) *It is a pretty good website, I was looking at exchanging and bachelor's degree programs* (Baagii, Video Lesson 3).

Moreover, the students analysed a real successful candidate's essay in Lesson 3 (see Table 3.5 in Chapter 3). To improve the task's authenticity, I offered my own successful essay for a scholarship program as a successful candidate's essay in Lesson 3 (see Table 3.4 in Chapter 3). As a result, the authenticity of the essay could be ensured for the students. Some students highlighted that working on an authentic essay was interesting and effective, as shown in the following example from the students' reflection board:

(64) *Эссэний бодит жишээн дээр тулгуурлаж, багаараа ярилцаж, анализ хийсэн нь маш үр дүнтэй, өгөөжтэй байлаа* (Translation: Group discussion and analysis were very effective because they were based on the real essay example) (Baagii, Reflection Lesson 3).

Therefore, the online environment may be conducive for a teacher to enable learners to experience language use in a real-life situation; for instance, while surfing the Internet, the students were exposed the authentic target language and real websites.

This section discussed the challenges and opportunities for a Mongolian English teacher implementing the TBLT approach in an online writing class as a novice, in answer to RQ1. Apart from the teacher, learners also played a key role in the teaching process. Teachers were expected to deliver lessons effectively to them. Therefore, the learners' experiences in the study were also investigated. There was no marked distinction between the opportunities and challenges for the teacher and the learners. Nonetheless, seeing the challenges and opportunities from the learners' perspectives provided the teacher with an alternative viewpoint. The next section focuses on Mongolian adult learners' experience of online writing supported by the TBLT approach in answer to RQ2.

4.3 Results from RQ2

Like the teacher, the students in this study also encountered some challenges and benefits in TBLT in the online writing class. To investigate, the learners' experience, the participants were invited to post their reflection after each lesson on the Reflection Board on the Moodle platform. They were also interviewed individually after each class and responded to a post-course survey (see Section 3.7.2 in Chapter 3). Data triangulation included the students' reflections, video recordings of lessons, post-course survey, and the interviews. For instance, learners' perspectives to the teaching approach can be expressed in their comments on the reflection board, their reactions to the lessons during teaching and learning process from the video recordings and their thoughts in the survey and interviews. Data from these sources were analysed using a TA approach (see Section 3.6.3 in Chapter 3). The main themes that emerged from the TA are shown in Table 4.2.

Table 4.2

RQ2 Findings: Main Themes

	Challenges	Opportunities
Themes	<ul style="list-style-type: none"> • Individual differences in language proficiency and communicative skills. • Distractions caused by multitasking and background noise while participating in an online class. • Unforeseen technical issues disrupting learners' task performance. 	<ul style="list-style-type: none"> • Learners' positive attitudes towards a learner-centred approach and TBLT. • Developing an understanding of cultural differences between L1 and L2 writing. • Technology-mediated TBLT facilitating group work in writing class.

Overall, however, the students' experiences were very positive in terms of technology-mediated TBLT for writing. In the following sections, I first discuss students' perceptions of challenges encountered, followed by benefits of the TBLT approach.

4.3.1 Learners' Challenges

In this study, the students' challenges can be divided into three sub-themes: (1) Individual differences in language proficiency and communicative skills, (2) Distractions caused by multi-tasking and background noise while participating in an online class, and (3) Unforeseen technical issues disrupting learners' task performances. In the following sub-sections, the

findings regarding these challenges are explained in detail, with examples from the interviews, reflection board, and post-course survey.

4.3.1.1 Individual Differences in Learners' Language Proficiency and Communicative Skills

According to the literature, learner's knowledge of vocabulary is important in L2 writing performance. It is a window of language skills to deliver the meaning (Johnson et al., 2016). Apart from vocabulary, there are different factors such as familiarity of the writing topic, writing skills and commitment that influence learners' writing performance. Some students in the study had previous experience in writing a study plan essay for different programs and IELTS writing classes. Therefore, they were familiar with the topic and possessed the requisite writing skills. Nevertheless, the students expressed during the interviews that they had problems with vocabulary when writing in English, as shown in the following examples:

(65) *...нөгөө үгийн баялаг, хамгийн гол нь надад бол тэр тулгарч байсан л даа*
(Translation: The vocabulary richness was the most important challenge I faced)
(Baagii, Interview).

(66) *тэгээд л хамгийн гол дутагдал нөгөө нэг надад өөрт байгаад байгаа байхгүй юу. Нөгөө үгийн баялаг байхгүй* (So the main shortcoming I had was that I didn't have the vocabulary) (Diamond, Interview).

Apart from vocabulary knowledge, students also mentioned that their language proficiency, including speaking and listening skills, seemed not sufficient for them to express themselves. Students had to understand what was said in the instructions and what others said in English. Also, students tried to interact in the target language as they were learning a foreign language. Brain, for example, wrote on the reflection board that he was struggling with expressing ideas in English because of his limited language proficiency:

(67) *Хэлний мэдлэг муу тул бодож байгаа санаагаа хүссэнээрээ сайн гаргаж чадахгүй байна* (Translation: Because of my poor language skills, I cannot express my ideas freely as I want) (Brain, Reflection Lesson 4).

Brain also mentioned that his speaking skills were not good enough for communication. This was also a consideration for Baagii, after he compared himself to other participants in Lesson 1:

(68) *Just I need to check and try. Also, I need to improve my speaking that's barrier for me* (Brain, Reflection Lesson 4).

(69) *Бусад оролцогчид сайн ярьдаг юм байна өөрийгөө голох сэтгэгдэл төрлөө*

(Translation: The other participants spoke English well and compared to them I felt I am not good enough) (Baagii, Reflection 1).

Also, the students had different preferences for the language the teacher used for instructions and guidance due to their different language proficiency. For example, Diamond, whose English proficiency level was pre-intermediate (see Table 3.5) had difficulty understanding instruction given in English. This student thus expressed a preference for guidance and instruction to be delivered in Mongolian. Ebo, in contrast, who had an IELTS 6 score (see Table 3.5) preferred that instruction and guidance were provided exclusively in English:

(70) *Англиар ярихад нь гүйцээж ойлгохгүй байсан ч давхар монголоор ярьсан болохоор их дөхөм байлаа* (Translation: I didn't understand English very well, but it was very convenient having Mongolian speaking) (Diamond, Reflection 1).

(71) *яг англи хэл дээр яг шууд ерөөсөө ямар ч монгол орчуулгагүйгээр тайлбаргүйгээр шууд явбал зүгээр гэж бодож байна* (Translation: I think it would be better to go directly in English without any Mongolian translation and explanation) (Ebo, Interview).

4.3.1.2 Distractions Caused by Multitasking and Background Noise While Participating in an Online Class

In the online class, the students were able to join the lessons from any device and location which had an Internet connection. For example, the students attended the class from their home, workplace, meeting rooms and gyms. Although being able to join the class from any location

seemed one of the benefits of online teaching, students nevertheless encountered environmental distractions, as some students highlighted during the interviews:

(72) *хичээлдээ ингээд яг л ажлаа тараад л ингээд л гялс гүйгээд л, ингээд ... нөгөө яг хичээлдээ за өнөөдөр ингээд бай.. ...Тэгээд бэлтгэл хийж амжихгүй хөрш орж ирээд байсан тиймэрхүү* (Translation: I just finished my work and ran in a hurry for class... well in class I want to do it ... I didn't have time to prepare. My neighbour kept coming) (Brain, Interview).

From this example it can be surmised that Brain wanted to focus on the lesson. Although he was able to join the class on time despite being in a hurry and not well-prepared, he was distracted by his neighbour while studying. Another environmental distraction during the online class was being preoccupied with childcare responsibilities, as experienced by Diamond. I had wondered why she had been quiet for a while during the lesson. When asked during the interview, her answer was:

(73) *аанхаа. Би нөгөө хүүхэд уйлаад. Би нөгөө камер дуугаа нь хаачихсан байсан чинь хүүхэд уйлаад тэгээд би босоод явчихсан байсан байх. Тэгээд хүрээд ирсэн чинь сэдэв нь арай өөрчлөгдсөн байсан* (Translation: Yeah. My baby cried. When I turned off the camera, the baby cried, and I got up and left. When I arrived, the topic had changed a bit) (Diamond, Interview).

In her situation, she was distracted by her baby and missed some parts of the lesson. The data further revealed that this distraction impacted not only Diamond but also another learner, as shown in the following example:

(74) *Ээ төвлөрөх аа тийм нэг их айхтар төвлөрөөгүй ч юм бас байхгүй л дээ уг нь Тэгээд яах вэ зүгээр бусад хүмүүсийг харахаар ингээд л хажууд л нэг хүүхэд мүүхэд ингээд л дуугараад л ингэж мингээд л иймэрхүү гээд байсан шүү дээ* (Translation: Oh, to concentrate I didn't say I could not concentrate very well but in fact other people's child was making noise or shouting something like that, you know?) (Brain, Interview).

In this case, the baby's crying distracted not only the mother of the child but other learners as well. But background noise was not the only distraction during the class. I heard other loud noises in the background while communicating with two students. When I asked where the noise came from during the interview, they answered:

(75) *Нөгөө хойшлуулж болохгүй яг нэг уулзалтын байж таараад тэгээд би дундуур нь ингээд хичээлдээ оръё шүү гээд хүмүүст хэлж байгаад орсон нэг шуугиантай газар байсан* (Translation: There was an important meeting that could not be postponed, and I joined the lesson in the middle of the meeting by letting them know. It was a noisy place) (Siwonist, Interview).

(76) *нөгөө яг зааланд очсон теннис тоглох гэж байхдаа... теннис үнэн муу тоглосон тоглох гээд алсан шүү дээ* (Translation: When I was about to play tennis in the gym ... I tried to play tennis because it went bad) (Ebo, Interview).

These examples show that both students were distracted by the environment as they were busy with other activities while participating in the lesson.

4.3.1.3 Unforeseen Technical Issues Disrupting Learners' Task Performance

Even though the students in the study were tech-savvy in dealing with their devices, they were faced with a few technical issues beyond their control, as shown in the following examples:

(77) *Тэгэнгүүт нөгөө bluetooth чихэвч байхад ингээд унаж мунаад тэр хооронд бас ингээд юу ярьсныг нь сонсохгүй эргээд орж байгаа шүү дээ. Нэг тиймэрхүү ... нөгөө интернэт connection унахад бас нэг жоохон дундуур нь тасалчих ч юм уу нэг тиймэрхүү* (Translation: My Bluetooth headset was fell off while using and when I wore them again, I missed some parts... when the internet connection was bad, disconnected middle of something like that) (Siwonist, Interview).

(78) *ядаж байхад тэр өдөр wifi гацаад компьютер болдоггүй* (At least that day the wifi was blocked and the computer didn't work well) (123, Interview).

Dropping the Bluetooth headset and picking it up may not take much time. Nonetheless, it occurred during an important moment for Siwonist during the lesson. Both students mentioned that slow Internet connection caused difficulty with ongoing learning.

4.3.2 Learners' Opportunities (Positive Experience)

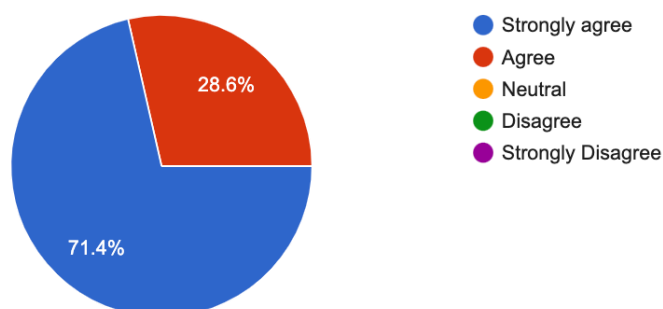
The second question in the survey (see Appendix C) asked whether their online writing lessons were interesting or not. The result showed that the students selected “Strongly agree” and “Agree” options (see Figure 4.1). Therefore, all students were satisfied with the lessons and indicated that they were interesting to them:

Figure 4.1.

Answers to the Second Question in the Post-Course Survey

2. These English writing lessons were interesting for me /Эдгээр англи хэлний хичээлүүд надад сонирхолтой байсан.

7 responses



The survey further asked the students for the reasons why they found the lessons interesting. Their answers varied, although they overlapped regarding the topic selection, encouragement of individual's participation and group discussions. Students' interests in the topic selection were discussed in Sub-section 4.2.2.1 in this chapter. The students' satisfaction with individual participation and group discussions in the online class was related to three main patterns that emerged from the thematic analysis of the data, namely: (1) Learners' positive attitudes towards a learner-centred approach and TBLT, (2) Developing an understanding of cultural differences between L1 and L2 writing, and (3) Technology-mediated TBLT facilitating group work in an online class.

4.3.2.1 Learners' Positive Attitudes towards a Learner-Centred Approach and TBLT

During the interview and pre-course survey, the students shared their English learning experience. They described their previous English classroom experiences and how they were taught. The descriptions they shared were that their English lessons had been mostly teacher centred. Examples of their descriptions are as follows:

(79) *Арван жилд огт англи хэл үзээгүй, их сургуульдаа англи хэл үзсэн, үлгэр өгөөд л энийг цээжлээд ир гээд л ангийнхаа хүүхдээр галигуулж бичүүлчхээд л, тэгээд л явж ороод шалгалтаа өгчхөж байсан* (Translation: I didn't study English at the secondary school. I studied English at university, I was given a story and told to memorise it. I used to ask my classmate to write down pronunciation in Cyrillic to memorise and took an exam) (123, Interview).

(80) *Арван жил, их сургууль болохоор зэрэг дандаа нөгөө нэг дүрэм талаас нь заадаг. Дүрэм нь ийм, ингэж бичнэ, тэгээд бичнэ гээд* (Translation: At the secondary school and university, I was taught English from the grammar side. The rules are like this, write like this, and then write) (Diamond, Interview).

(81) *Анагаахад ороод англи хэлийг нэг жил үзсэн. Магистрт ороод гадаад өгүүлэл унших шаардлага их тулгараад нилээд юм орчуулдаг байсан нь жсоохон бичих чадвар дээшилсэн болов уу* (Translation: When I was at medical university, I studied English for a year. While studying for a Master's Degree, I had to read a lot of foreign articles, so I translated a lot, which probably improved my writing skills a little bit) (Brain, Pre-course Survey).

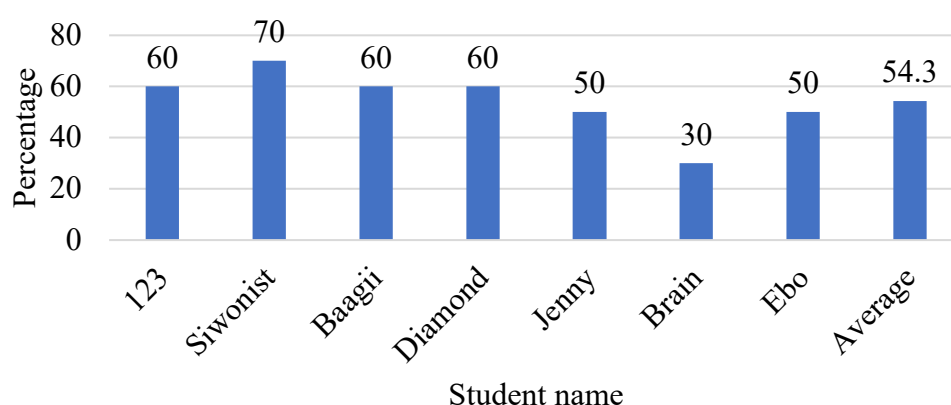
(82) *Багшийн самбар дээр бичсэнийг хуулж бичдэг байсан* (Translation: I used to copy what was written on the teacher's board) (Baagii, Interview).

For example, 123 said that she had to memorise the selected English short stories to pass exams even though she did not understand the texts fully. In Brain's case, he had to translate the journal articles in English to Mongolian to write his master's thesis. Diamond and Baagii described the

explicit grammar teaching class in their examples. These teaching approaches are different from TBLT which is focused on the meaning rather than form. I applied TBLT in my online teaching as a learner-centred approach. After the study, I wondered whether the students noticed my new way of teaching using TBLT as a learner-centred approach. Students' responses to Question 6 in the post course survey which asked, "What percentage of the online lessons were conducted without the teacher's participation in this class? (See Appendix C) revealed that the majority agreed that their participation in the lessons was above 50 per cent, indicating that on average the students worked independently or in groups during the lessons (See Figure 4.2).

Figure 4.2

Students' Opinion on the Percentage of the Online Lessons Conducted without the Teacher's Participation



Therefore, it can be ascertained that the TBLT approach used in this study promoted learner's active participation. Another indicator of the learner's active participation could be their engagement in the lessons. This promoted learners' active participation, which further led to the increased levels of self-awareness and development of learner autonomy. Although the period of each lesson lasted about 90 minutes, the students highlighted during the interviews and on the reflection board that the class time went by quickly. Several students commented on this in the interview and in their reflections:

(83) *тэгсэн мөртөө цаг гучин минут мөртөө маш хурдан өнгөрч байсан. Аягүй тийм, бараг л цаашаа үргэлжлээд орооч би ямар амархан дуусчихав аа гэхээр өнгөрч байсан юм* (Translation: Even so, one-and-a-half hours passed very quickly. Yeah, it went like very easy I wanted to continue the class) (Jenny, Interview).

(84) *Өнөөдрийн хичээл маш сонирхолтой байсан учраас цаг маш хурдан өнгөрлөө*
(Today's lesson was very interesting, so the time passed very quickly) (Diamond, Reflection Lesson 2).

Another indicator of students' appreciation of the TBLT approach is the learners' positive perceptions towards the reflection part that was part of the post-task phase in the study, as illustrated by the following examples of students' answers from the post-course survey:

(85) *Хичээл бүрийн дараа эргэцүүлэл бичиж байсан нь тухайн хичээлийг дүгнэх, эргэцүүлж бодох боломж өгч байсан. Маш их таалагдсан* (Translation: Writing reflections after each lesson provided an opportunity to evaluate and reflect on the lesson. I really liked it) (Diamond, Post-course survey).

(86) *хичээлээ ойлгосон эсэх, үр дүнтэй байсан эсэхэд тайлбар бичих нь багшид болон сурагчид дараагийн хичээлд юун дээр анхаарах вэ гэдгийг мэдэхэд тустай учир таалагдсан* (Translation: I enjoyed writing comments on whether I understood the lesson and whether it was effective because it helped the teacher and students know what to focus on in the next lesson) (Siwonist, Post-course Survey).

(87) *Нилээн шинэ зүйл байлаа, болсон процессыг дүгнэх анализ хийх тийм амархан биш байлаа* (It was something new, and it wasn't easy to analyse the process) (Brain, Post-course Survey).

The students enjoyed the reflection part because it was beneficial for them to analyse their outcomes from the lessons and contemplate their achievements. Also, this part was new for all participants in terms of their English learning experience. Moreover, during the interviews, the students were asked what the difference in this online class was, as compared to other English classes they had attended. Their responses showed that the students appreciated being at the center of learning. Some of their answers were as follows:

(88) *Тэгэхээр ер нь бол нэлээн тийм их идэвхтэй суралцагчдыг өөрсдөөр нь юм хийлгэсэн, өөрсдөөр нь бодуулсан барьсан тийм сургалт байсан. Ганц багш яриад байдаг биш* (Translation: In general, it was a training that made a lot of active students

do things themselves and made them think. Not a training that only a teacher speaks) (Jenny, Interview).

(89) *Чиглүүлж өгчөөд л. Тэгээд л за энийг ингээд хийе гээд л орхичихдог. тэр нь дээрээ өөр байсан болов уу гэж бодоод байна шүү дээ. өөрөөр нь хийлгэнэ гэдэг чинь чухал л даа* (Translation: Guidance was given and left students to do freely. I think it was different. It is important that learners to do things themselves) (Ebo, Interview).

(90) *тэгээд нөгөө reflection бичсэн, тэгээд сурагчдынхаа гол дүрд нь тоглуулах боломж олгосноороо. Энэ сургалт аягүй тийм үр дүнтэй гоё.* (I wrote reflection and students had a chance to play in the main role. Therefore, the lessons were so effective) (123, Interview).

(91) *Далан хувь нөгөө хүний өөрийн оролцоотой байх нь илүү юу юм билээ. ..Тэгээд гурав дахь онцлог нь болохоор ер нь л нөгөө хоорондоо аягүй ярилцдаг, бүх юм нь тодорхой болж байна уу, яаж байна гээд бүх юм нь тодорхой, тэр нь бас аягүй онцлог байсан* (Seventy per cent of the lessons was involved learner's own participation which made more useful... and the third feature was that we talked each other a lot to clear everything. As a result, everything was clear, it was also very different) (Siwonist, Interview).

All interviewees described that for most of the time during the lessons, the students studied on their own. Also, Jenny said it was not a teacher-dominated class and Ebo described the teacher's role was being a guide and helper. 123. Siwonist highlighted the reflection and discussion parts in TBLT which were new and supportive for them to learn productively. The differences highlighted by the participants confirmed that the lessons were conducted with a learner-centred approach which afforded the learner's freedom and group discussions.

4.3.2.2 Developing an Understanding of Cultural Differences Between L1 and L2 Writing

Saville-Troike (2006) and other scholars observed that learning a language is not only learning a foreign language but also it is learning a different culture (as cited in Narangerel, 2012). To be able to write in L2 effectively, learners need to be familiar with the target language's cultural

norms. Different nationalities have different ways of expressing their ideas in writing regarding their cultural value and rhetorical style (Kachru, 1999). For example, writers from East Asia tend to express their ideas in a more indirect and implicit way by using rhetorical patterns compared to native English speakers (Lee, 2014). The students in this study found writing in L2 challenging, as the interviews revealed:

(92) *Монгол хэлээр эсээ бичих, англи эссэ бичих хоёрын нөгөө ялгаа аягүй тод ажиглагдсан. Эхлээд монголоор монгол чинь болохоор эхлээд нэг жоохон ерөнхийдүү юм бичиж байгаад. хамгийн сүүлд нь тэр юмыг хэлэх гээд байна шүү гэдгээ хэлдэг ш дээ. тэгсэн чинь англи хэл дээр эхлээд яг гол main point topic sentence ээ өгчхөөд. Тэгээд ардаас нь нөгөө жишээгээр баяжуулдаг шүү дээ тэ. Тэгээд л нэг юмыг өмнө нь хойноос нь бичээд байгаа юм шиг мэдрэмж төрсөн* (Translation: The other difference between writing an essay in Mongolian and writing an essay in English was very clear. When writing in Mongolian, we write generally in the beginning and then what I was going to say is in the end. You know but then in English the main topic sentence is given first. Then it is enriched with the other example. So, I felt like I was writing something from the end to the beginning) (123, Interview).

(93) *Барууныхны эссэ гэсэн ойлголт бусад бол их зөрүүтэй ойлголттой байсан л аа. Зөвхөн зохион бичлэгийн хэмжээнд эссэг ойлгож хүлээж авч байсан юм байна лээ* (Translation: The concept of Western type of essay was very different. The essay was understood for me as composition writing) (Baagii, Interview).

From these examples, the students noticed the cultural difference in writing a study plan essay. As can be seen from these examples, 123 felt challenged writing her essay in the opposite way that she was used to. Baagii, in turn, understood that writing a study plan essay is a different genre than composition writing.

4.3.2.3 Technology-mediated TBLT Facilitating Group Work in an Online Class

The results from the interviews revealed that technology advancement facilitated group work in the online environment. The learners expressed that the Zoom application was an effective tool for communication; they particularly liked its breakout room function for group works.

They emphasised that it provided them freedom to work together and in small groups where students had their own turns and enough time for discussions. The students remarked that:

(94) *Нөгөө нэг зүүм дээр өрөө болгож хуваасан нь аягүй гоё, үр дүнтэй байсан. Тэгэхгүй бол нөгөө олон хүмүүс нэгнийгээ хүлээгээд ярих боломжоо алдахгүйгээр*
(Translation: Dividing us into rooms in Zoom was very nice and effective. Otherwise, many people will wait for their turns to speak and in the room, everyone can talk without missing the opportunity) (123, Interview).

(95) *Яг ингээд өөрөө дунд нь ороод суухаар нөгөө нэг аа roommate болгоод л та room д хуваагаад л явж байсан тэ. Тэгэхэд яг өөрт нөгөө тулгамдаж байгаа асуудал, эсвэл өөрийнхөө нөгөө эссений талаар юмнуудыг. ингээд хоорондоо ярьж байхад нэг нэгнээсээ аягүй их санаа авах тийм юмнууд бас байсан*
(Translation: When I was middle of the learning, you made us roommates by dividing into the rooms. Then I can talk about the problem I am facing regarding my essay. There we talked a lot and got a lot of ideas from each other) (Diamond, Interview).

Generally, the students were satisfied that the Zoom application allowed them to work in pairs or small groups where they could express and share their ideas without waiting for their turns long.

4.4 Chapter Summary

This chapter presented the results of the study regarding RQ1: What are the challenges and opportunities for a novice Mongolian English teacher when implementing the TBLT approach in an online writing class; and RQ2: What are Mongolian adult learners' experiences of online writing supported by the TBLT approach. It first presented the findings regarding RQ1 in Section 4.2, with an emphasis on the challenges the teacher faced in relation to self-doubt and anxiety in Sub-section 4.2.1. It then focused on the opportunities offered by technology-mediated TBLT with a view to accommodating learners' needs and motivation, harnessing learners' digital skills and developing autonomy in learning in Sub-section 4.2.2. This was followed by the results with respect to RQ2 in Section 4.3, which explored students' experience in the study. It highlighted the challenges resulting from individual differences in language proficiency, distractions caused by multitasking and background noise when participating in an

online class, and unforeseen technical issues disrupting learners' task performance in Sub-section 4.3.2. Also discussed were the opportunities the study provided to students, which included fostering learners' positive attitudes towards TBLT, developing an understanding of cultural differences between L1 and L2 writing and TBLT facilitating group work in an online class in Sub-section 4.3.2. The significant findings from the results were the shift from a teacher-centred approach to a learner-centred approach whilst applying TBLT in my writing class, my realisation of my identity as an English language teacher and seeing the benefits of technology in the teaching process. In the next chapter, the findings from this study are discussed in greater detail.

CHAPTER 5. DISCUSSION

5.1 Introduction

This chapter discusses the findings from the results presented in the previous chapter. Firstly, the findings in respect of RQ1: What are the challenges and opportunities for a novice Mongolian English teacher when implementing the TBLT approach in an online writing class are discussed in Section 5.2, in terms of teacher's challenges in Sub-section 5.2.1 and opportunities in Sub-section 5.2.2. Then, the findings in respect of RQ2: What are Mongolian adult learners' experiences of online writing supported by the TBLT approach are discussed in Section 5.3, including learners' challenges in Sub-section 5.3.1 and learners' opportunities in Technology-mediated TBLT in Sub-section 5.3.2. The chapter concludes with a summary in Section 5.4.

5.2 Discussion of Findings regarding RQ1

RQ1 explored the challenges and opportunities for a Mongolian English teacher to apply the TBLT approach in an online writing class for the first time. The critical challenge in this journey was the change in my mindset and shift from a teacher-centred to a learner centred approach, and to gain direct experience in applying such an approach in an online writing class the first time. However, this experience also afforded me with some new opportunities, such as the insight that technology-mediated TBLT accommodates learners' needs well and ensures task authenticity in an online environment. In the following sub-sections, the challenges are discussed first, followed by a discussion of the opportunities.

5.2.1 Challenges

As indicated in Chapter 4 (Sub-section 4.2.1), McNeill (2018) mentions that non-native language teachers might feel anxious and nervous while teaching and communicating with native speakers. For example, non-native language teachers are expected to be fluent and have broad knowledge of the language in order to teach it and this high expectation may cause these emotional feelings. I experienced this kind of self-doubting in the beginning and throughout the autoethnographic study. When reflecting on my emotions, my self-doubts centred on the lack of my knowledge of TBLT, the use of technology and my language proficiency.

5.2.1.1 Teacher's Self-doubts and Anxiety in applying TBLT as a novice

I experienced self-doubt, worrying about my lesson plans, delivering the first lesson and what the students might think of me (see Chapter 4, Examples 1 and 2). Sato and Chen (2021) highlighted how it is not uncommon for a novice teacher to express self-doubt and needing guidance from an experienced teacher. In my case, I needed guidance and assurance from my supervisor whether my task design and lesson planning were appropriate. Also, “teaching anxiety” such as fear of failure is common amongst novice teachers (Arastirma, 2016; Sutton & Wheatley, 2003). Anxiety is described in psychology as a state of apprehension, a vague fear, feelings of uneasiness or worry (Arastirma, 2016). Buitnik and Kemme (1986) described teaching anxiety as “a momentary situational characteristic of teaching. It is an emotional constitution that may change in intensity and may disappear with increasing experience. The emotional constitution [of this anxiety] is connected with everything that is related to the activities as a teacher, in the classroom as well as other activities in the school” (as cited in Williams, 1991, p. 586). I felt this type of anxiety during both the pilot and the actual study. However, most of my anxiety in the pilot study was related to managing students’ technical issues and the online teaching tools (see Chapter 4, Examples 34 and 35). In the actual research, I worried about implementing the TBLT approach and my English language proficiency. When applying TBLT in the class, my intention was to follow the recommendations by Ellis (2019) and Willis et al. (2007) that a teacher has to play the roles of guide and facilitator in the TBLT process. Thus, I tried playing these multiple roles by being tolerant instead of being a dominant speaker as I often used to be. Initially, I had my qualms about my teaching, but after reading some of my students’ feedback about my roles as a teacher in this study, (see Chapter 4, Examples 8 and 9 Chapter 4) my confidence was boosted. The students’ positive reflections may have helped me overcome my self- doubt and anxiety in applying TBLT in my lessons. In the literature, it is explained that the positive feedback by students leads to positive teacher behaviours (Klein, 1971). Particularly, learner positive written feedback makes teachers’ performance more enjoyable and beneficial to their students (Jenkins & Deno, 1969). This was confirmed in my research.

5.2.1.2 Self-doubting My Language Proficiency

Throughout this study, my own language proficiency was one of my main concerns. I was afraid of making mistakes in front of my students. Chen and Cheng (2012) found that it is common

for non-native English-speaking teachers (NNESTs) to feel anxious about not being able to answer learners' questions or making mistakes while teaching. In their study in the USA, some NNEST's fear of making errors in front of students was related to their attempt to present themselves as native English speakers. Whereas, in my case, I did not want to make any mistakes when using English in front of my Mongolian students, since I evidently graduated from a university in Australia where English is the main lingua franca. Previous studies have shown that many NNEST teachers express worries and concerns in terms of their vocabulary, speaking fluency, pronunciation, and grammar (Braine, 2010; Medgyes, 2017). Medgyes (2017) noted that NNESTs are aware of their language deficiencies and seek to achieve native-like proficiency. In a similar vein, I was concerned about the grammar errors in my spoken English (see Chapter 4 Examples 11 and 12). As Medgyes (2017, p. 40) highlighted.

“Unlike vocabulary, grammar is the NNETs' favourite hunting ground. If there is one area where we claim to be at home, it is grammar ... Studies on error correction show that non-NESTs tend to penalize grammatical errors with the utmost severity”

The reason for this obsession with grammar is that NNESTs often learn English from grammar textbooks at secondary schools and continue learning from pedagogic grammar books during their college years. If they do not have access to everyday English communication, their grammar knowledge becomes “bookish” (Medgyes, 2017, pp. 35-40). Being bookish in English is described that as using quaint expressions from outdated books or more compartmentalised sentence structures that can be justified in actual communication (Medgyes, 2017). This description aligns with my own experience and explains, perhaps, the reason for my son's criticism against my spoken English, “Mum, you speak like a book!”. My self-reflection in terms of my grammatical errors in my statements in English has also been noted in my Teacher Reflection Journal (TRJ), which similarly presents my obsession with correct grammar.

This fear of making mistakes leads NNESTs to feel a lack of self-confidence in expressing themselves freely in English (Medgyes, 2017; Rajagopalan, 2005). As a result, teachers tend to feel vulnerable and inclined to defend themselves by hiding their inadequacies (Medgyes, 2017, p. 45) such as hiding their NNEST identity by avoiding talking about their cultural origins (Chen & Cheng, 2012), focusing on teaching rather than learners' unexpected questions (Lee et al., 2017) or code-switching (Agudo, 2017). Code switching is defined “the systematic alternating use of two languages or language varieties within a single conversation or utterance” (Liebscher & Daily-O'Cain, 2005, p. 235). In my online teaching, I tended to codeswitch several times between English and Mongolian. Teachers switch code depending on their

professional experience, L2 language proficiency, self-confidence and their perceptions about learners' low proficiency levels (Agudo, 2017). Code switching is a language teaching tool that can help learners understand the target language (Bhatti et al., 2018; Cook, 2006), and can affect learner's SLA positively (as cited in Agudo, 2017, p. 81). However, in my case, the code switching was related to my self-confidence about my English language proficiency and anxiety about making mistakes in front of my students. For example, I often codeswitched when I had to state longer sentences (see Chapter 4, Examples 20 and 21). Upon reflection, I should have been able to express myself in English if I had challenged myself slightly harder. Richards and Lochart (1994) highlighted that how teachers feel about themselves affects their teaching (as cited in Lee et al., 2017). Most of my code switching was related to my fear of losing my identity as a nonnative English language teacher. I perceived myself as a NNEST who cannot make mistakes in front of my students given my years of teaching experience and foreign education. As a result, I could not express myself freely without worrying about my English proficiency during the teaching process. This could be related to NNEST's "Impostor syndrome"; that is, a feeling of having inadequate teaching skills because of being less confident about their English language proficiency (Bernat, 2008). In TBLT, the extensive use of the target language is required, but I was not able to use English as much as I should have because of my perceived identity as a NNET.

Moreover, a recent study reported that many international students in Australia have a "linguistic inferiority complex" because of their limited English language proficiency. This means that students feel less confident because of their perceptions of having "terrible" or "nonstandard" English (Dovchin, 2020, p. 808). They try to refine and polish their accents and language when conversing in English. Kenchappanavar (2012) states that an inferiority complex is a type of personal feeling that arises from a situation in which a person finds his skills and attitudes are criticised or rejected by others (as cited in Dovchin, 2020). This leads them to experience linguistic racism including being an outsider in social groups, having low self-esteem, and having a fear of speaking English (Dovchin, 2020). As a member of the Australian International students' community, I indeed have occasionally experienced low self-confidence when communicating in English with local Australians. According to the literature, NNESTs tend to have insecurities or a linguistic inferiority complex because they perceive themselves having lower language proficiency by comparing themselves to native English-speaking teachers (NESTs) (Lee et al., 2017; Medgyes, 2017; Rajagopalan, 2005). In Australia, I sometimes meet native speakers who naturally speak so quickly that I am not able to

comprehend their statements. When this happens, I am concerned about my own language fluency. This concern and inferiority complex has caused me permanent stress and anxiety while teaching (Medgyes, 2017) because of trying to speak English with no errors. Additionally, I felt overloaded when applying TBLT in an online environment for the first time, while at the same time trying to speak English without making mistakes. Therefore, I might have been overly conscious of my grammar and vocabulary choices when speaking in English (see Chapter 4, Example 14) during the lessons.

5.2.1.3 Moving from a Teacher-centred to a Learner-centred Approach

Teacher's identity is defined as teacher's own beliefs and values regarding his/her professional position. The identity is dynamic and evolves over teaching career stages and in interaction with others (Abednia, 2012; Beauchamp & Thomas, 2009; Lasky, 2005). A shift in a teacher's identity is constructed and shaped by educational practices and teaching experience (Beauchamp & Thomas, 2009). Social changes such as IT development and government policy can also impact teachers' identity (Gu & Lai, 2019). In this study, I may have shifted from being a teacher who was comfortable with a teacher-centred approach to a teacher who is able to apply TBLT as a learner-centred approach. Cabaroglu and Roberts (2000) and Borg (2003) acknowledged that teacher's early learning experience shapes their beliefs and values that may not be changed easily. These beliefs and values could influence teachers' interpretations of new knowledge and experience like filters.

However, teachers' beliefs have successfully altered in educational programs (Borg, 2003; Cabaroglu & Roberts, 2000). In my case, being accustomed to teaching English through a grammar-based approach could have been influenced by my own English learning experience that could have shaped the way I taught (see Chapter 3, Sub-section 3.3.1). I had been indoctrinated to using a teacher-centred approach where the teacher holds all the knowledge, and I have tried to emulate this in my own teaching for more than a decade. This perception might have been shaped by my cultural background (see Chapter 1, sub-section 1.2.3) and role model teachers from my previous experience (Chen & Cheng, 2012). My personal motivation towards TBLT (see Chapter 1, sub-section 1.3) influenced me to start this study.

TBLT is a learner-centered approach which I had not been applying in my teaching before. When applying the TBLT approach, a teacher plays three key roles, namely: task manager,

communicator and instructor (Bygate, 2016; Ellis, 2019; Willis & Willis, 2007). After studying the literature on TBLT and designed the syllabus for this online writing class (see Chapter 3, sub-section 3.5.1), I tried to apply TBLT in my teaching by playing a facilitative role and granting trust to my students to self-engage in their tasks. Thus, I was required to be tolerant and tried not to be dominant as a teacher. However, during the lessons, I started feeling agitated of not doing much for my students, staying silent most of the time or of being an outsider (see Chapter 4, Examples 23 and 25). Dole et al., (2016), who investigated teachers' perspectives about changing from a teacher-centered approach to a learner-centered approach, found that teachers who were more comfortable using traditional teaching methods often felt trepidation about losing control over the classroom when applying a student-centered approach.

I can relate to this, as losing control over the class engendered feelings of being an outsider or unwanted by my students. These feelings may be evidence that I did not like losing my dominant position over the class which is similar to the findings of Chen and Wright's (2016) study on the application of TBLT in Chinese classrooms. They observed, for example, that some teachers were reluctant to relinquish their control over the classes. The findings of Chen's (2019) study also showed that English teachers might feel disempowered when shifting their classroom teaching to online teaching, much less a 3D virtual environment. The teacher in Chen's study voiced that it was initially challenging for her to let the students learn by themselves in the three-dimensional world, and only using voice or text chat to manage the virtual class was also difficult for her. However, after she saw her students' heightened motivation and improved oral communication skills, she started to see 3D virtual teaching in a different light and felt empowered as not only a classroom teacher, but a capable online teacher. This discovery was also confirmed in my case.

According to Dole et al., (2016), shifting from a teacher-centred to a learner-centred approach is challenging to teachers who are accustomed to playing the role of an authority figure who needs to know 'everything'. They suggested allowing teachers to experiment and adapt the approach in their own teaching practices, thus providing more first-hand empirical experiences for the teachers to gain new understandings of how students prefer to learn. This is also illustrated in an "aha" moment voiced by a teacher in their study after seeing her students' actual engagement in a learner-centred classroom (Dole et al., 2016, p. 7). This finding was similar to my own negative feelings that gradually changed into positive feelings after the second lesson (see Chapter 4, Examples 27, 28). When I was able to observe the learner's active

task engagement during the lessons, my feelings have started to change. I understood that the students were able to learn effectively on their own if the guidance was clear (see Chapter 4, Example 29) and learning stages were scaffolded well as. As (Dole et al., 2016) have observed, once teachers are aware of students' ability of being responsible for their own learning, they are comfortable to shift their teaching to a learner-centred approach. In my experience, this shift in my mindset occurred over a short time.

5.2.1.4 Dealing with Technical and Instructional Issues in Applying Technology Mediated TBLT

As mentioned in Chapter 3 (Sub-section 3.3.1), my initial plan was for the study to be implemented in the physical classroom. However, due to the COVID-19 pandemic classes had to be moved online. As such, I faced an unavoidable requirement to use technology in my teaching for this study (Sanchez-Cruzado et al., 2021; Tejedor et al., 2020). To facilitate this, I chose the Moodle platform and Zoom application (see Chapter 3 sub-section 3.6.1.1) as teaching tools. Studies have noted that designing and preparing learning materials for delivery in an online teaching platform, being faced with technical issues and the lack of a physical environment, are some of the challenges in teaching TBLT in an online environment (Baralt & Gomez, 2017; Hampel, 2006; Lai et al., 2011). These challenges were also encountered in this study. To illustrate this, learning to manage the Moodle platform and developing tasks for delivery in an online class took time for me (see Chapter 4 sub-section 4.2.1.4). In the beginning, I had challenges to, for example, upload the activities on the platform but as the study progressed, I became more empowered. Also, teachers need to be aware of some challenges when applying technology-mediated TBLT such as preparation time for a task, administration during a task and technical issues (Lai & Li, 2011; Xue, 2020). Hampel (2006) highlighted that teachers need to be tolerant and give students time to solve technical problems (Hampel, 2006). My skills with technology gradually improved after the pilot study where I actually started to feel nervous and guilty when my own students started having technical problems. Consequently, I learnt to stay calm whenever such issues arose and give learners time to fix their technical problems themselves throughout the actual study.

In my online TBLT teaching experience, I was concerned when I was not able to see the students' reactions to my teaching. Often, they were silent, and their facial expressions and voices were invisible and inaudible to me (see Chapter 4, Example 36). Rowe (1974) and Shrum

(1985) noted that teachers may feel anxious when learners do not answer questions immediately (as cited in Smith & King, 2018). Lai et al., (2011) also observed that teachers may feel awkward when students are silent during the online class. Teachers may assume students are bored with the lesson and this perception may lead them to talk more to fill the silence. As a result, students may not have enough time to process information and teachers may try to fill the void by shifting to a teacher-centered approach (Smith & King, 2018). In an online teaching environment, teachers might be faced with silence more than in classroom teaching. This is similar to my experience in this study, and the lesson I learned is that an online teacher should allow time for learners to consider the problems or questions without quickly switching to a teacher-centred approach.

5.2.2 Opportunities

Apart from above challenges in applying the TBLT approach in my online writing class, the results revealed that TBLT also offered several opportunities for the teacher. These included; accommodation of learner needs and motivation in the task-based lessons, harnessing learners' digital literacy skills, developing autonomy in learning and building task authenticity in an online environment.

5.2.2.1 Accommodation of Learner Needs and Motivation in the Task-based Lessons

As outlined in Chapter 3 (Sub-section 3.4) before designing my TBLT syllabus, a needs-analysis was conducted to help me identify learners' language and literacy needs (Gonzalez-Lloret, 2016; Long, 2014; Nunan, 2004; Oliver et al., 2013). Recent studies in the USA and South Korea emphasised that learners' motivation is a key requirement in online teaching (Bailey et al., 2021; Hobson & Puruhito, 2018). Students value the future of the learning outcomes rather than their grades. Therefore, teachers need to connect learners' future needs to what they are learning today (Bailey et al., 2021; Hobson & Puruhito, 2018). In the present study, the syllabus was designed by integrating students' needs (see Chapter 3, Sub-section 3.5). The results from analysis presented in Chapter 4 showed that the students' needs motivated them to take part in the study in the first place (see Chapter 4, Examples 41 and 45), and were significantly connected to their active participation (see Chapter 4, Examples 48 and 50). Writing a study plan essay was as a real task that fulfilled participants' real-life needs as applicants, parents, and mentors (see Chapter 4, Examples 41 and 45).

It has also been noted that students' motivation or positive emotions may play an important role in changing teacher's beliefs (Chen, 2016; Katz & Shahar, 2015; Sutton & Wheatley, 2003). Their active participation and positive feedback might have helped me to lead the class with a positive attitude and shift from a teacher-centred approach to a learner centred approach as a teacher. According to Locke and Latham's goal setting theory, moods and emotions are an influential factor for individuals' choices of goals. If the mood is positive then an individual's goal will be more ambitious (Locke & Latham, 1990). Therefore, learners' positive feedback or reactions lead teachers to adopt more ambitious and challenging goals in terms of their careers and teaching methods (Sutton & Wheatley, 2003).

5.2.2.2 Harnessing Learners' Digital Literacy Skills

Previous studies on technology-mediated TBLT pointed out that some learners lacked digital literacy that consequently affected the implementation process (Lai & Li, 2011; Nielson, 2014; Ziegler, 2016), and had to take on a new pedagogical role to improve learners' computer skills. However, in this study, learners' digital literacy skills, or lack thereof, was not an issue for teaching the online class. In fact, their technical skills in dealing with the LMS, the Zoom app and the Internet were better than mine (see Example 51 Chapter 4). Also, they were giving advice to each other when they were faced with the technical problems. Ebo and Siwonist, the youngest participants in the study (see Table 3.6 in Chapter 3), both excelled in using technology tools (see Chapter 4, Example 53). They often finished their activities and tasks on the Moodle platform earlier than others and rarely asked for instruction on how to deal with the LMS. When I used Moodle for first time, I could not manage it on my mobile phone because the screen was too small for me. But it was not problem for Ebo who, using the Moodle platform for the first time, joined the class from her mobile phone. Her answer of having no difficulties regarding the use of technology in the online class (see Chapter 4, Example 52) surprised me. These two participants may have been digital natives who were born since the mid-1990's and do not perceive social media and technology as novel (Prensky, 2012). Also, other participants expressed that they were used to using technology for learning or attending conferences due to the COVID situation (see Chapter 4, Examples 54 and 55). The fact that the COVID-19 global pandemic caused lockdowns around the world may have revealed that most Mongolians seem to possess adequate digital literacy skill for participating in remote educational and business activities (Erkhembayar et al., 2020). This finding is similar to a recent study which indicated

that although learners were confident in using online learning platforms and had adequate digital literacy during the COVID-19 pandemic in Spain, Italy and Ecuador, teachers' digital skills and competencies were not prepared for the digital era and thus should be improved in tertiary education (Tejedor et al., 2020).

5.2.2.3 Developing Autonomy in Learning

Autonomy in learning is one of the main themes that emerged from the data in this study. The application of technology-mediated TBLT for an online writing class provided the teacher with a conducive environment for learner-centred teaching and learners with an opportunity for more independent learning. The findings from this study align with Lai et al.,’s (2011) observation that TBLT in an online context facilitates emergent individualised instruction and promotes learner-centred teaching (Lai et al., 2011). Lai et al. have shown when teachers overcome their negative feelings towards TBLT, which is a learner-centred approach, they would notice and perceive benefits of the technology enhanced TBLT approach. For example, one teacher in their study mentioned that she gave feedback on her students’ presentation skills by providing a brief explanation for the whole class and texting individuals privately while the learners were engaging with an input-based tasks. For this teacher, giving individualised instruction was easier in the technology mediated class than in the physical classroom. In my case, technology enabled me to review individuals’ performance in activities or tasks on the Moodle platform. It would have taken more time in the classroom had I checked every learner’s notebook. Also, I had time to make sure my lesson plan aligned with the lesson procedure I was following while the learners were engaging with the tasks.

Lai and Li (2011) and Xue (2020) also found that technology-mediated TBLT stimulates learners to build more independence in learning (Lai et al., 2011; Xue, 2020) and through individualised online task design (Lai & Li, 2011; Nielson, 2014). Technology also offers a room for “shy” students to communicate with their teacher and peers by means of text and audio chatting (Kern, 1995). In my study, a similar finding is revealed. Diamond, for example, expressed that she found it annoying when a teacher would hover over her to review punctuation in her writing samples in the classroom. She liked the opportunity of learning on her own without the teacher interruption to check her writing, after clear guidance was given in the online environment (see Chapter 4 Example 58).

5.2.2.4 Building Task Authenticity in an Online Environment

Doughty and Long (2003) and Butler (2011) promoted technology as a promising tool to bring authenticity to TBLT, particularly in an Asian context (Butler, 2011; Doughty & Long, 2003; Xue, 2020). The use of technology facilitates real and meaningful interactions and task execution that are a key feature in TBLT. In the current study, the information ‘gap’ and the “authenticity” of tasks were scaffolded well in the online environment. For instance, tasks were focused on meaning, such as introducing each other, looking for real information by surfing the Internet, reading a successful essay or writing a study plan essay for their own selected program (Lesson1-4). Moreover, the information ‘gap’ (see Chapter 3, Sub-section 3.5.1.1) was expedited naturally in an online environment because it offered learners who did not know each other the opportunity to join the class from the different locations. The results show that participants in the study were excited to meet new people and share their ideas with each other (see Examples 59, 61 Chapter 4). This contrasts with findings of Lai et al. (2011), who reported that one of the students in their study, who were mono-lingual Anglo-American teenagers who were studying Chinese, felt slightly awkward when giving and receiving information in an online class from strangers. However, the participants in the current study were all adult Mongolians who may have been more receptive to studying in an online environment with strangers.

5.3 Discussion on RQ2

When the participants described their previous English learning experiences in the interview and survey, I could easily relate as their descriptions echoed my own learning and teaching experience which had been mostly teacher-centered. Therefore, I eagerly awaited to read their perceptions about their experiences with my online writing class using a TBLT approach. Their descriptions, which included expressions such as “students had a chance to play in the main role,” “guidance,” “everything was clear, it was also different,” and “active students” (see Chapter 4, Examples 88 and 91), touched my heart. I felt empowered and reassured that I had applied TBLT successfully in my online writing class because these expressions are commonly used to describe TBLT classrooms. As a learner-centred approach, TBLT promotes learners to learn by doing and encourages reflective learning. In addition, TBLT is goal-orientated, considers learners’ needs and uses authentic real-world tasks (Ziegler, 2016). Therefore, the

TBLT approach met my students' real needs as it provided them with opportunities to learn by focusing on meaning during task completion. In what follows, I will first discuss students' perceived challenges, followed by perceived opportunities offered by the TBLT approach.

5.3.1 Challenges

Despite the participants' positive perceptions regarding the class, the results showed that they experienced some challenges. These related to individual differences in their language proficiency, dealing with online environmental distractions and unexpected technical issues. As indicated in Chapter 4 (Sub-section 4.3.1), the findings regarding the challenges of learner's experience were (1) Individual differences in language proficiency and communicative skills, (2) Distractions caused by multi-tasking and background noise while participating in an online class, and (3) Unforeseen technical issues disrupting the learner's task performance.

5.3.1.1 Individual Differences in Language Proficiency and Communicative Skills

In terms of the differences in the learners' language proficiency, some students responded that they had problems with vocabulary when writing, expressing their ideas (see Chapter 4, Examples 65 and 66) and understanding instructions in English (see Chapter 4, Examples 70 and 71). According to literature, the vocabulary size of intermediate learners in L2 reflects their writing performance significantly (Laufer & Nation, 1995). Vocabulary knowledge is considered as crucial in L2 writing performance to deliver the meaning (Johnson et al., 2016). However, familiarity of the writing topic, writing skills and commitment to fulfil the writing performance are as important as vocabulary (Laufer & Nation, 1995). All participants in the study were familiar with the topic of a study plan essay from their experience and had needs to write in future. The learners' future needs reinforced the commitment for their writing performance in the class. Additionally, individual differences in their language proficiency may have influence their preferences for the language the teacher used for instruction and guidance in TBLT-supported writing class. For example, Diamond preferred to receive instructions translated into Mongolian, whereas Ebo preferred to have instructions delivered entirely in English (see Chapter 4, Examples 70 and 71).

5.3.1.2 Distractions Caused by Multitasking and Background Noise While Participating in an Online Class

Online environmental distraction was one of the main themes that emerged from the data and unexpected for me. Other studies have mentioned that online classes offer opportunities for students to participate in learning from different locations and situations (Chen, 2020; Lai et al., 2011; Rashid et al., 2017). The social roles my participants fulfilled included; being a busy doctor, mother of a newborn baby, young manager, mid-career engineer, and retired teacher. Students attended the class from their home, workplace, meeting rooms, gyms. One of the participants connected from the middle of an urgent meeting (see Chapter 4, Example 75) while another joined from the gym while waiting for her turn to play tennis (see Chapter 4, Example 76). This may be evidence of their motivation to participate in the study as a means to fulfilling their real-life needs. Also, participation in the online class was voluntarily. Nevertheless, none of them missed a lesson. Moreover, they were all on time and fully participated in the lessons even though some had other commitments during class time.

However, while connecting to the class from different locations seemed to be one of the advantages in the online class, the online environmental distractions students encountered provided some challenges. Some students highlighted that they were distracted by environmental noise in their home as neighbours interrupted and babies cried. Environmental noise in meeting rooms and gyms also caused distraction, not only for the person in the location where the noise was present but also for other participants in the class (see Chapter 4, Example 74). Even though students can be muted to avoid noise, it could happen unexpectedly, or cannot be controlled in a noisy place if a learner needs to speak out or communicate during the class. Therefore, online teachers should be aware of learners' distractions due to noise and ensure they are in a suitable place to focus on studying before starting a class. If necessary, teachers may also ask a student to move to a quieter spot or be muted when the class is in session so as not to distract others.

5.3.1.3 Unforeseen Technical Issues Disrupting Learners' Task Performance

As noted in the literature, technical issues can be one of the main problems that arise in technology-mediated TBLT (Baralt & Gomez, 2017; Lai et al., 2011). In the present study, learners experienced different technical issues than their teacher. Their technical issues were mostly unexpected and beyond their control, such as having a bad Internet connection (Baralt

& Gomez, 2017; Lai et al., 2011), or grappling with technical devices, such dropping the Bluetooth headset (see Chapter 4, examples 77 and 78).

5.3.2 Opportunities

The students' satisfaction regarding their learning experience in the study was mainly connected to the following opportunities: (1) Learners' positive attitudes towards a learner-centred approach and TBLT, (2) Developing an understanding of cultural differences between L1 and L2 writing, and (3) Technology-mediated TBLT facilitating group work in an online class.

5.3.2.1 Learners' Positive Attitudes Towards a Learner-centred Approach and TBLT

One of the results regarding the learners' experience was that students appreciated being at the center of learning and teacher's role as a guide and facilitator in TBLT (see Chapter 4, examples 88 and 90). Their responses showed that the online class supported by the TBLT approach was giving them freedom to work individually or in the groups and express their ideas freely which was different from classes where only the teacher speaks (see Chapter 4, sub-section 4.3.2.1). This aligned with the finding of Hakim's (2015) study in Saudi Arabia, where EFL students reported that they felt more comfortable with an English teacher who was a helper and guide during their learning process in TBLT. Korean ESL learners similarly commented that the TBLT approach was "more effective than their previous style of (traditional) instruction for learning of vocabulary but not necessarily for grammar" (Kim et al., 2017, p. 653). The participants in my study described TBLT was more learner-driven than their previous classes and offered them more time and a platform to engage with and process tasks.

5.3.2.2 Developing an Understanding of Cultural Differences Between L1 and L2 Writing

Bygate (2016) stressed that TBLT pedagogy included a discovery-based element, as in the pre-task phase, students were introduced to the content and meanings that they need to discover themselves (Bygate, 2016). The participants in the current study noticed differences between the essays they used to write, and a study plan essay themselves. The differences noticed were related to the cultural and genre differences in essay writing. For example, for 123, the challenge was following an essay structure that was the opposite of what she was used to,

whereas for Baagii, writing his essay was different from the composition writing he was acquainted with (see Chapter 4, Examples 92 and 93). As has been shown, writing in L2 can be quite challenging for second language learners as they need to possess not only the linguistic knowledge but also an understanding of the cultural differences and genre conventions between L1 and L2 (Narangerel, 2012; Yasuda, 2011, 2017). Yasuda (2011, 2017) applied TBLT for a writing class in an EFL course in Japan. The findings revealed that TBLT was effective for changing students' perceptions and understanding of the genres of "writing email[s]" (Yasuda, 2011, p. 116) and "summary writing" (Yasuda, 2017, p. 585).

5.3.2.3 Technology-mediated TBLT Facilitating Group Work in an Online Class

A study conducted in 2011, Lai and colleagues found managing students into small groups was difficult in an online classroom. However, in the present study, grouping students was not a problem, as it was facilitated automatically by using the breakout room function on Zoom. The findings further revealed that the students appreciated the advancement of technology development. The breakout room function in Zoom particularly became an invaluable tool for group work where the students discussed and analysed their writing examples in the task-based online lessons. The students emphasised that the breakout rooms empowered them to work together in small groups where each student had opportunity and enough time to contribute to the discussions.

This was similar to the findings in Li et al., 's (2021) study of American students with learning disabilities who found the Zoom breakout room function conducive for their pair programming sessions during the COVID-19 pandemic in the USA. Additionally, the teachers in their study recommended using the recording function for breakout room activities in order to observe learners' interactions and review pair work (Li et al., 2021). Another study by Kohnke and Moorhouse (2020) in Hong Kong also considered Zoom as a popular and easy-to-use online synchronous meeting tool for teaching and learning amid the global pandemic. English language learners in their study were accustomed to Zoom-enabled video conferencing and found that its breakout room function promoted active participation and language production in distance learning, which resonated with the participants' experiences in my study.

5.4 Chapter Summary

This chapter discussed the findings of the study in relation to RQ1 and RQ2. The findings from RQ1 (Sub-section 5.2) revealed that my critical challenges in the applying technology mediated-TBLT approach for writing class were the change in my mindset and experience of what a learner-centred approach was, and why I was feeling afraid of making mistakes in front of my students. After overcoming the negative feelings towards losing control over the class and being aware of the students' ability to be responsible for their learning, I have shifted my mindset towards applying a more learner-centred approach with my class. Also, my perception of my identity as a NNET who could not make mistakes in front of my students because of my teaching experience and education in Australia kept me in the box that full of judges about my English proficiency and led me incapable of expressing myself without worrying. The main findings from RQ2 (Sub-section 5.3) revealed Mongolian adult learners perceived the writing class in technology mediated TBLT positively as it was more learner-dominant than their previous classes and offered them more freedom in the learning process. Despite the learners' positive perceptions regarding the class, the individual differences in their language proficiency and online environmental distractions were found as primary challenges. In the next chapter, the conclusions, limitations and implications drawn from the findings are discussed.

CHAPTER 6. Conclusion

6.1 Introduction

This chapter begins with a summary of the findings and discussions from the study regarding the two research questions in Section 6.2. Then, the implications of the results and suggestions for future research are provided in Section 6.3, and the limitations of the study are outlined in Section 6.4. The chapter ends with a concluding statement in Section 6.5.

6.2 Summary of findings and discussions

Guided by autoethnography, this study presented my journey of teaching Mongolian adult learners writing lessons using technology-mediated TBLT as a novice. I chose autoethnography because I wanted to critically reflect upon my first-hand experience and perspective as a teacher and key participant, whilst systematically analysing my deep reflection as a researcher (Chang, 2008). Autoethnography helped me re-visit my own teacher identity and its transformation by analytically examining and reflecting on my actions taken during the online TBLT process. My professional identity has grown from a novice teacher in technology-mediated TBLT to an empowered online teacher. Autoethnography is an insightful method that helped me see what and how these changes were made in my teacher's mind when I applied this new approach to teaching online writing as a true insider (see Chapter 3.3).

While discussing the findings and reflecting on my experience, I gained several meaningful insights from the study. For example, the study highlighted that my English learning and teaching experience may have reshaped my English teacher identity. I perceived myself as a teacher who “knows it all” and was not able to afford making mistakes in front of her students, because I am a teacher who was educated in a native English-speaking country. Therefore, I concentrated excessively on my own errors while teaching English and, as a result, I could not express myself freely. Firstly, I was apprehensive about making errors because of my perception of having to be “a perfect teacher”, and secondly, I felt intimidated when communicating in English with others, particularly native speakers or people with a higher level of English proficiency, as I presumed that they would recognise my inaccuracies. As a result, I may have acquired some inferiority complexes (Dovchin, 2020) when communicating in English.

Now, I understand that making mistakes is natural and a part of language learning and teaching experience. Not having to worry about making mistakes in English communication liberated me to be more confident, agile, and to grow more as an empowered teacher. Secondly, my experience helped me change my mindset about what is a learner-centred approach (TBLT). After overcoming negative feelings towards losing control over the class and being aware of the students' ability to be responsible for their learning, I was able to shift my mindset towards a more learner-centred approach with my class. I used to believe that teachers should convey everything they know on the subject to learners. Now I realise that teachers need to scaffold a class with carefully sequenced series of tasks and give more time to learners to reflect, consider and discuss them together in order to re/co-construct their knowledge. Thirdly, I was a novice teacher in both online teaching and the TBLT approach. My inferiority complexes such as self-doubt and anxiety (fear of failure) also echoes that of novice teachers in the literature (Sato & Chen, 2021; Sutton & Wheatley, 2003). I felt particularly worried at the beginning of my online teaching journey, but I gradually became more comfortable with the technology tools and TBLT approach and saw them as opportunities for teacher professional growth and empowerment.

Other meaningful insights from the study concerned the student experience. Despite encountering some challenges such as distractions caused by background noise, individual difference in language proficiency, and unexpected technical issues, Mongolian adult learners positively perceived the writing class in technology-mediated TBLT. They agreed that the class provided them with freedom to learn individually and in groups by using technology advancements and reflecting on their learning which was different from their previous learning experience in Mongolia.

6.3 Implications of the research

As mentioned in Chapter 1 (Sub-section 1.2.3), the Ministry of Education and Science in Mongolia has been promoting the learner-centred methods in a “Core” curriculum since 2014. The curriculum is still being implemented and needs the improvement of teachers' teaching skills to shift from a teacher-centred approach to a learner-centred approach (Ministry of Education, Culture, Science and Sports, 2020). The results of the present study suggest that a teacher's reflections using autoethnography as a method may have a significant impact on a teacher's pedagogical shift, thus fostering the empowerment of teacher professional identity.

The autoethnographic method offered teachers the opportunity to observe their own actions through critical and ongoing reflections with systematic documentation. Reflective practice is a core function of improving teaching and learning, accommodating reform, and conforming regulations for teachers. Therefore, it has been used for teacher education since the middle of 1990s (Rushton & Suter, 2012, p.2.). In the recent study, three types of reflective practices, namely, teacher feedback, peer feedback and self-reflection, were used to reveal which form was more effective among preservice teachers. The teachers chose teacher feedback over peer feedback, as they also valued self-reflection (Erdemir & Yesilcinar, 2021). However, if reflection is not used systematically in practice, the results will be inefficient (Rushton & Suter, 2012, p. 101). Therefore, autoethnography is promoted here as a helpful tool for teachers to reflect on their practice and theory analytically. Whilst analysing these reflections and other sources of data from the (online) field work, teachers will obtain new understanding and knowledge regarding their teaching practices and professional development needs. In my case, it enabled me to witness the contrast in student engagement and learning outcomes between the teacher- and learner-centred approaches, and how to apply them in face-to-face and online teaching modes. It also helped me discover my professional identity and find resilient strategies to improve my skills with increased confidence. Therefore, investigating teachers' own experiences using autoethnography could be transformative for them to critically reflect, evaluate and implement the "Core" curriculum in Mongolia which was primarily based on a learner-centered approach.

The implication could also be impactful beyond Mongolia, in other Asian contexts, where teachers' attitudes and limited knowledge of TBLT have been one of the main challenges in implementing it (Butler, 2011; Carless, 2009; Jeon & Hahn, 2006; Zheng & Borg, 2014). As key agents in the adaptation of TBLT, teachers should be more attuned to its implementation and critically reflect on their experience and systematically analyse the data from documentation of trialling a new approach, not just TBLT, in order to provide best practices and suggestions for other like-minded teachers (Branden, 2016; East, 2015; Ellis, 2020). Their involvement in research and reflections on their teaching, using autoethnography, would support them in gaining insightful findings regarding teaching roles, identities, theoretical and practical knowledge of TBLT, and so forth. It may lead to transformation and growth, as I have experienced.

Many Mongolian teachers are aware of the fact that learner-centred methodologies are promoted in the Core curriculum (Ministry of Education, Culture, Science and Sports, 2020). However, how to apply student-centred approaches in the teaching process can be a considerable challenge for teachers, particularly for those who have been used to teacher-centred approaches for many years like me. To reflect on my first-hand teaching experience systematically, I used autoethnography as a research method. This meaningful experience helped me transform from a teacher with several inferiority complexes into a confident teacher who challenges herself to apply new methods in online teaching. The approach improved my understanding of TBLT, both theoretically and practically. Hence, TBLT could be introduced to Mongolian English teachers as an innovative learner-centred approach, and autoethnography could be an effective method to introduce it to teachers, as it worked for me.

As a substantial agent in the implementation of new teaching approach, teachers should be prepared and educated before starting an educational reform in English teaching in Mongolia. To attain this goal, teachers could be informed and trained through the educational centers in the provinces and cities by the Institute of Teachers Professional Development which is a state organisation authorised by the Ministry of Education and Science in Mongolia.

Moreover, TBLT as a learner-centred approach was positively received by the Mongolian adult learners and the teacher in this study. They agreed that TBLT is an organic and vibrant teaching method that focuses on meaningful interaction, considers the learners' needs and motivation and can be facilitated well in the online environment. According to the long-term Development of the Policy Vision 2050 of Mongolia, online teaching will be increasingly encouraged at the educational institutions at any level. Therefore, technology-mediated TBLT could be one of the recommended teaching approaches in this context, especially in this uncertain period of the COVID-19 pandemic.

Also, as the findings from this study have shown that I needed more encouragement and improvement in digital literacy than the learners. In today's digitalised world, technology is a part of teachers' professional and daily lives (Tejedor et al., 2020; Warschauer, 2000) and students' needs, and interests are fully integrated with it (Sanchez-Cruzado et al., 2021). Thus, teachers may need to receive more specialised training to obtain an adequate level of digital literacy for online teaching and knowledge of technology-mediated TBLT than their younger learners who may be digital natives (Prensky, 2012). Since the use of technology has permeated

every part of our life in this digital era, and the unexpected situation like the COVID-19 pandemic, which forced us to shift from the classroom to a virtual teaching format (Sanchez-Cruzado et al., 2021), necessitated that the context for this study be changed from a face-to-face to an online teaching environment.

6.4 Research limitations

Several limitations should be acknowledged in this study. The study was significantly small in scope. The experience in the study was focused only on one teacher's case. Hence, the findings could be subjective even though I tried to triangulate the data from the teacher reflection journal, students' reflections on Moodle, and their responses to the interview and surveys. However, an individuals' experience can be applied at the personal level particularly with regard to the teaching process. Teachers could learn from the study how to observe their teaching skills critically by using autoethnography and educators can share the study to bring a change in mindset to teachers who want to shift from a teacher-centred approach to learner centred approach. Another limitation was the low number of participants. Thus, the findings cannot be considered in terms of generalisability. There were only 5 students in the pilot study and 7 students in the actual study. The participants and the researcher had Mongolian backgrounds. Therefore, the findings may not be transferable to other cultural contexts and larger class sizes. Additionally, the participants were adult learners, so younger learners may have responded differently. The study was also limited in terms of the number of lessons taught (4 lessons 90 minutes for each) and further studies may consider designing more TBLT lessons with a larger group of participants to gain a fuller understanding of technology-mediated TBLT. Due to the unexpected global pandemic and research design changes that had to be carried out in a short time, only a small number of lessons could be taught using the TBLT informed approach. As a result, the students' writing samples for a study plan essay were also limited to only one paragraph. However, more paragraphs can be added by the learners by having similar designed lessons in the future to produce a completed essay. Finally, future studies could also focus on a more in-depth examination of learners' written samples in terms of task fulfilment, cohesion, and grammatical control by using Lumley's (2005) scale (Lumley, 2005), which however is beyond the scope of the current study.

6.5 Concluding statement

Using autoethnography to reflect on my teaching journey provided me with the opportunity to see myself from different angles, and I re-discovered my identity as an English language teacher who was more capable of applying TBLT either in online or classroom teaching and became more resilient to new challenges. It transformed me from a teacher who had inferiority complexes regarding TBLT, her English language proficiency, and being afraid of using technology, to a teacher who wanted to challenge herself, grow more by taking risks in trying new approaches to teaching without being held back her doubts and fears. I felt empowered after embarking on this journey that was full of feelings, challenges, and rewards and brought me professional and personal growth. It opened me a door to new approaches, a new identity, and technology. I hope that my story will provide some answers to English teachers' questions concerning their abilities of applying technology-mediated TBLT. It was my conviction that all teachers can grow and transform if they face challenges and overcome their fears. My journey in autoethnography helped me to understand that being anxious is a sign of learning, growing and becoming more resilient, which resonated with language teachers in this critical pandemic period and in the future. Thus, my story may provide inspiration for other teachers who may be doubtful of their skills due to the rapid development of technology and who need to be empowered in terms of professional development. Finally, I want my story to contribute to the professional development of Mongolian English teachers and other Asian teachers who may encounter similar situations by receiving some inspirations and insights from my experience.

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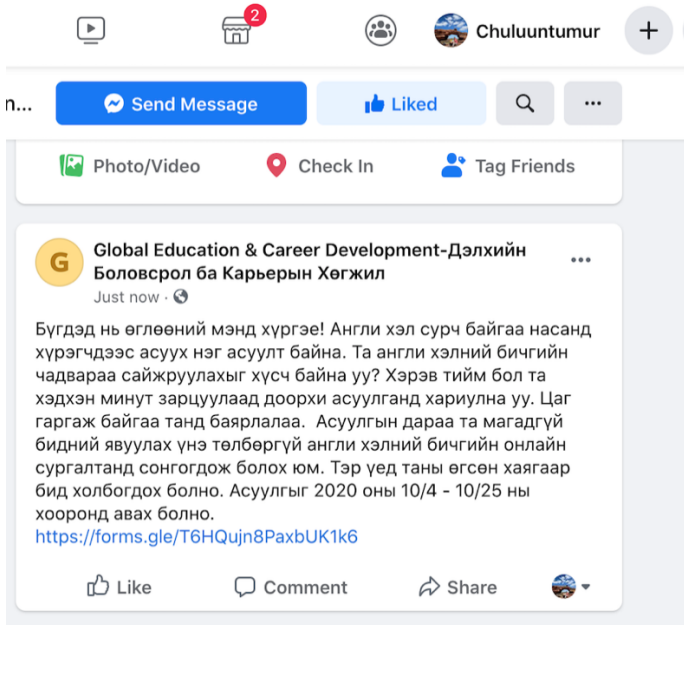












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Appendices


Appendix A

A Copy of the Announcement

Original	Translation
 <p>п...    </p> <p> Photo/Video  Check In  Tag Friends</p> <p>G Global Education & Career Development-Дэлхийн Боловсрол ба Карьерын Хөгжил ... Just now · </p> <p>Бүгдэд нь өглөөний мэнд хүргэе! Англи хэл сурч байгаа насанд хүрэгчдээс асуух нэг асуулт байна. Та англи хэлний бичгийн чадвараа сайжруулахыг хүсч байна уу? Хэрэв тийм бол та хэдхэн минут зарцуулаад доорхи асуулганд хариулна уу. Цаг гаргаж байгаа танд баярлалаа. Асуулгын дараа та магадгүй бидний явуулах үнэ төлбөргүй англи хэлний бичгийн онлайн сургалтанд сонгогдож болох юм. Тэр үед таны өгсөн хаягаар бид холбогдох болно. Асуулгыг 2020 оны 10/4 - 10/25 ны хооронд авах болно. https://forms.gle/T6HQujn8PaxbUK1k6</p> <p> Like  Comment  Share </p>	<p>Good morning all! We have a question for adult English learners.</p> <p>Do you want to improve your English writing skills?</p> <p>If yes, please go to the following link and answer some more questions that will take only a few minutes. Thank you for your time. After the survey, you may be selected as a student for our free online English writing classes. If so, we will contact you through your provided addresses. The survey will be conducted from 4/Oct till 25 Oct.</p> <p>Thank you very much.</p>

Appendix B

The Original Survey Questions in Mongolian

Questions	Responses
	
Section 1 of 4	
Онлайн сургалт	
Куртины Их Сургуулийн Хүн Судалгааны Ес зүйн Хороо нь энэхүү судалгааны ажлыг (HREC20200324 дугаар) батлав.	
1. Таны нэс	
<input type="radio"/> а. 18 ба түүнээс дээш	
<input type="radio"/> б. 18 аас бага	
After section 1 Continue to next section	
Section 2 of 4	
Section title (optional)	
Description (optional)	
2. Таны хүйс *	
<input type="radio"/> а) Эм	
<input type="radio"/> б) Эр	
<input type="radio"/> в) Хэлмээргүй байна	
3. Танд Интернетэд холбогдсон компьютер эсвэл ухаалаг төхөөрөмжтэй (үтас эсвэл iPad) байгаа юу?	
<input type="radio"/> а) Тийм	
<input type="radio"/> б) Үгүй	
<input type="radio"/> в) Хараахан үгүй	
4. Та хэр удаан англи хэл суралцсан вэ? Жишээ нь: 5 жил. Эсвэл сараар тоологдох бол сар гэж хариулаарай.	
Short answer text	
5. Та яагаад англи хэлний мэдлэгээ сайжруулах хэрэгтэй байгаа вэ? (3 хүртэл сонголт хийж болно)	
<input type="checkbox"/> а. Гадаадад суралцах	
<input type="checkbox"/> б. Гадаад хүмүүстэй харилцах	
<input type="checkbox"/> в. Ажил дээрээ амжилттай байх	
<input type="checkbox"/> д. Миний ирээдүй мэргэжилд хэрэгтэй	
<input type="checkbox"/> Other...	
6. Та яагаад англи хэлний бичгийн чадвараа сайжруулах хэрэгтэй байгаа вэ? (3 хүртэл сонголт хийж болно)	
<input type="checkbox"/> а. Хэлний шалгалтанд бэлдэх	
<input type="checkbox"/> б. Гадаад хүмүүстэй харилцахад (имэйл, захиа г.м.)	
<input type="checkbox"/> в. Бизнес имэйл бичих	
<input type="checkbox"/> д. Англиар чатлах	
<input type="checkbox"/> е. Тодорхойлолт захидал бичих (recommendation letters)	
<input type="checkbox"/> ф. Тэтгэлэгийн эссе, суралцах төлөвлөгөө бичих (a study plan/scholarship essay)	
<input type="checkbox"/> г. CV, товч танилцуулга бичих (a resume/CV)	
<input type="checkbox"/> h. Бусад ...	
<input type="checkbox"/> Other...	
7. Таны бодлоор таны англи хэлний түвшин *	
<input type="radio"/> а) Анхан	
<input type="radio"/> б) Дундын өмнөх	
<input type="radio"/> в) Дунд	
<input type="radio"/> д) Ахисан дунд	
<input type="radio"/> е) Дээд	
<input type="radio"/> ф) Мэдэхгүй байна	
<input type="radio"/> Other...	
8. Таны бодлоор таны англи хэлний бичгийн түвшин.... *	
<input type="radio"/> а) Анхан	
<input type="radio"/> б) Дундын өмнөх	
<input type="radio"/> в) Дунд	
<input type="radio"/> д) Ахисан дунд	
<input type="radio"/> е) Дээд	
<input type="radio"/> ф) Мэдэхгүй байна	
<input type="radio"/> Other...	
9. Та англи хэлний шалгалт өгч байсан уу? Үүнд: Элсэлтийн Ерөнхий шалгалт (ЭЕШ) эсвэл IELTS, Ibt, TOEFL, Pearson гэх мэт) Хэрэв та өгч байсан бол шалгалтынхаа нэрийг онооны хамт бичнэ үү. Хэрэв оноогоо хэлэхийг хүсэхгүй байвал бичихгүй байж болно. Баярлалаа. Жишээ: ЭЕШ 500 орчим эсвэл IELTS 5.0.	
Long answer text	
10. Хэрвээ та бидний явуулах үнэ төлбөргүй онлайн англи хэлний бичгийн хичээлд хамрагдах хүсэлтэй бол бидэнд холбогдох хаягаа үлдээнэ үү? (Имэйл хаяг..... Facebook хаяг..... утасны дугаар.....).	
Long answer text	


	<p>11. Та хэддүгээр сард сургалтанд хамрагдах боломжтой вэ? Нэг сарын сургалт байгаа. Та боломжит саруудаа сонгоно уу.</p> <p><input type="checkbox"/> а) 2020 оны 11 -р сар</p> <p><input type="checkbox"/> б) 2020 оны 12-р сар</p> <p><input type="checkbox"/> в) 2021 оны 1-р сар</p> <p><input type="checkbox"/> г) 2021 оны 2-р сар</p> <hr/> <p>Судалгаанд цаг гарган оролцсон танд чин сэтгэлээсээ талархал илэрхийлье. Асуулганы хариултанд анализ хийснээр бид суралцагчаа сонгох юм. Иймд одоогоор шууд хэлэх боломжгүй байна. Хэрэв та сонгогдвол бид таны өгсөн хаягаар холбогдох болно.</p> <p>Танд их баярлалаа.</p>
--	---


Post-Course Survey Questions



-
1. What's your pseudonyms name in the study? Таны судалгааны богино нэр
 2. These English writing lessons were interesting for me /Эдгээр англи хэлний хичээлүүд надад сонирхолтой байсан.
 3. Do you know Moodle?
 4. Do you know Zoom?
 5. To reflect my study after the lesson was ... / Хичээлийн дараа эргэцүүлэл бичих нь надад... improved.
 6. What percentage of the online lessons were conducted without the teacher's participation in this class? Таны бодлоор нэг хичээлийн цагийг 100 хувь хэмээн бодвол нийт хичээлийн хэдэн хувь нь багшийн оролцоогүй явагдсан бэ?
 7. In my opinion, my peers' participation during the lessons was .../ Миний бодлоор хичээлийн явцад хамтран суралцагчдын оролцоо ...
 8. I enjoyed the topics of the tasks (write a study plan) for English writing? / Даалгаврын сэдэв (суралцах эссе бичих) надад таалагдсан.
 9. I like my teacher's approach for English writing in this course/ Энэ хичээлийг зааж буй арга барил таалагдсан
 10. I would love to recommend this online class for other people/ Би энэ онлайн хичээлийг бусдад санал болгоно.
 11. What kind of difficulties have you had during the online course? Онлайн хичээлийн явцад ямар хүндрэлүүдтэй тулгарсан бэ?
 12. In your opinion, what kind of advantages have you seen during the online course? Онлайн хичээлийн явцад ямар давуу талуудыг та олж харсан вэ?
 13. In your opinion, did you receive the outcomes you expected from the course? Таны бодлоор та хичээлээс хүлээж байсан үр дүнгээ авч чадсан уу?
-


Appendix D


The Screenshot from Moodle Platform (Students' Reflections Lesson 1)

 Writing course: Reflection for Lesson 1

 ChR


  Chuluuntumur Damdin


**Re: Reflection for Lesson 1**
by Ebo S - Sunday, 28 February 2021, 5:09 PM




1. Some of technical problem makes us waiting move to next step
2. Sharing experience was cool
3. Furthermore, if we have a chance, we should talk each other in english 😊

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**Re: Reflection for Lesson 1**
by Jenny R - Sunday, 28 February 2021, 5:12 PM

It was a new idea for me to change profile picture reasonably. It seems interesting. It motivated me to select correct words and expression in English. I am motivated after this class to learn english well.


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**Re: Reflection for Lesson 1**
by B D - Sunday, 28 February 2021, 5:16 PM

This is a private reply. It is not visible to other participants.


moodle -г ашиглаж байгаагүй болохоор шинэ байлаа. багш өөрөө хөтлөн удирдаад явсан болохоор асуудалгүй, өмнө нь онлайн хичээлд оролцож байсан ч, энэ удаа оролцогч бүрийн идэвх, оролцоо дээр тулгуурлаж хичээл явагдаж байгаа нь шинэ мэдрэмж төрүүлж байлаа бусад оролцогчид сайн ярьдаг юм байна өөрийгөө голох сэтгэгдэл төрлөө. үндсэн дүрмүүдээ тодорхой хэмжээгээр харах хэрэгтэй юм уу гэж бодсон хэлэх санаануудаа англиар илэрхийлэхийн тулд


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**Re: Reflection for Lesson 1**
by Enkh J - Sunday, 28 February 2021, 5:22 PM

Өнөөдрийн хичээлийг сонирхолтой болгосон зүйл нь суралцагчид өөрийгөө зургаар илэрхийлж танилцуулсан хэсэг байлаа. Даалгавар гүйцэтгэхэд багшийн чиглүүлэг сайн байсан болохооо ямар нэгэн хүндрэл учраагүй. Дараагийн хичээл хурдан ороосой гэж тэсэн ядан хүлээж байна. Учир нь эсээ бичих талаар дэлгэрүүлэн судлах нь. Thank you for taking your valuable time for us

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**Re: Reflection for Lesson 1**
by M G - Sunday, 28 February 2021, 5:29 PM

I recently realized myself as very shy and nervous person when I am talking or singing in front of lot of people. So this class led me to challenge myself to talk to others in English and get in study mood. So I am very thankful for today's class and hope to grow little by little till the end of the course.

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Writing Samples

Student name: Siwo**Day 2**

I would like to include my goals in future 5 yrs and reason why I choose the scholarship. I think 5 paragraphs are fine. Three main paragraphs should consist of reason why I want to study abroad and particularly choose that scholarship, goal in 5 yrs specially what I will do after I granted the scholarship and finally my experience to share why I am suitable for the scholarship.

/word-69/

Feedback

1. Please think of what program/profession do you want to pursue?
 2. Which country do u want to study?
 3. Which university? Why? Which scholarship program?
- Thank u for your plan.

Day 3

I chose Fulbright student program which is the most achievable for me. Also, I want the US universities' scholarship programs. In general, my target is the USA. So, I want my essay introduction would be like that, only thing I can do since 5-year-old have been maths. Now I am working for a company and still doing maths... /words 60/

Feedback

Thank you for taking your time to choose your wanted program. Please find the essay questions for Fulbright student scholarship. If you have more time, please think of ideas for the essay. Why have you chosen the USA for your study destination? You mentioned about the maths here. Why is maths related to your life? (Profession or hobby)? Please expand your answers here. Thank you

Day 4

Then, maths attracted me to study finance management as my profession. Fortunately, this field really suits my interest. Analysing data, building project budget and this kind of spending much time on data make me feel like I was born to do them. So, I would like to develop my academic skills in finance more and grow my career. Currently, I have been working as financial analyst for 2 yrs after finished the job as a clearing and settlement specialist in Mongol securities exchange. During the period of working in the stock exchange, I realized that I was feeling unhappy for my job. Therefore, I changed my work in order to work as financial analyst. However, my job requires me nowadays to grow in academic field to make the financial calculations more accurate and meeting the international standard. So, my objectives are to study academic financial program, make myself global professional specialist and back to work in my company

/Words -158/

CONSENT FORM

HREC Project Number:	HRE2020-0324
Project Title:	Introducing Task-based language teaching influenced approaches in online English writing classes for Mongolian adult learners: Challenges and responses.
Chief Investigator:	Student, Chuluuntumur Damdin, School of Education, Curtin
Version Number:	Version 2
Version Date:	07/09/2020

- I have had read to me in my first language Mongolian the information statement version listed above, and I understand its contents.
- I believe I understand the purpose, extent and possible risks of my involvement in this project.
- I voluntarily consent to take part in this research project.
- I have had an opportunity to ask questions and I am satisfied with the answers I have received.
- I understand that this project has been approved by Curtin University Human Research Ethics Committee and will be carried out in line with the National Statement on Ethical Conduct in Human Research (2007).
- I understand I will receive a copy of this Information Statement and Consent Form.

<input type="checkbox"/> I do	<input type="checkbox"/> I do not	consent to being online class video recorded
<input type="checkbox"/> I do	<input type="checkbox"/> I do not	consent to being audio-recorded
<input type="checkbox"/> I do	<input type="checkbox"/> I do not	consent to being photographed
<input type="checkbox"/> I do	<input type="checkbox"/> I do not	consent to being interviewed
<input type="checkbox"/> I do	<input type="checkbox"/> I do not	consent to the storage and use of my information in future ethically approved research projects related to this project

Participant Name	
Participant Signature noting you have understood this document	
Date	

Note: You may scan the completed form with your signature or type up your name also in the Signature section as a proof of agreement before returning it to the researcher via email.

Declaration by researcher: I have supplied an Information Letter and Consent Form to the participant who has signed above, and believe that they understand the purpose, extent and possible risks of their involvement in this project.

Researcher Name	Chuluuntumur Damdin
Researcher Signature	
Date	06/03/2020

The following statement must be included in every information sheet:

Curtin University Human Research Ethics Committee (HREC) has approved this study (HREC number: 2020-0324). Should you wish to discuss the study with someone not directly involved, in particular, any matters concerning the conduct of the study or your rights as a participant, or you wish to make a confidential complaint, you may contact the Ethics Officer on (08) 9266 9223 or the Manager, Research Integrity on (08) 9266 7093 or email hrec@curtin.edu.au.

PARTICIPANT INFORMATION SHEET

HREC Project Number:	HRE2020-0324
Project Title:	Introducing Task-based language teaching influenced approaches in online English writing classes for Mongolian adult learners: Challenges and responses.
Chief Investigator:	Chuluuntumur Damdin, a research student at School of Education, Curtin University
Version Number:	Version 2
Version Date:	07/09/2020

What is the project about?

The project is going to explore what challenges a teacher will face when applying Task-based language teaching (TBLT) influenced approach to online English writing classes for Mongolian adult learners. Also, this research will consider the participants' attitudes and reaction to the approach and their writing development.

Why it is important?

Writing in English has become an important skill in the globalized world, and it is also a required skill for some workplaces. Due to the geographical isolation in the country (a large territory and small population), Mongolia needs to develop online teaching by using technological developments in future and particularly the current situation (the COVID-19). Thus, the participants in project are going to participate in the online English writing classes and experience a learner-centered approach to improve their writing skills.

Who will take part and what will be done in the research project?

About 8 Mongolian adult participants and a teacher will be participating in the project. The teacher is Chuluuntumur Damdin, who has been teaching English at secondary school level in Mongolia for more than 15 years and is currently doing this research as a postgraduate student at Curtin University, Australia. She is going to teach eight writing classes. Each class will be taught according to the timetable based on participants' time of availabilities and lasts 60 minutes. There is no time difference between Perth (Australia) and Mongolia. All classes will be video recorded for after-class analysis of the teacher's approach and how students receive it.

What will I have to do?

You will be invited to attend eight online English writing class. Class will be taught on the learning platform (Moodle) and zoom application (video conferencing). Thus, you must have a computer with the Internet. You will be taught how to use them on the introductory class before starting the study, and you will choose your student name. Also, you will be asked fill in a questionnaire before and after research which has about 10 questions. During the classes you will write on the reflection board about your experience either in Mongolian or English. Also, you will submit two assignments on the learning platform according to the instruction. After the study, you may be interviewed with your permission. Only four of the participants will be interviewed voluntarily and it will last around 20 minutes and be recorded. Participants will be asked for optional consent for online video-recording, audio-recording, interviewed and the use of information for future research. There will be no cost to participant in the research and classes. Nonetheless, we will give you up to 30\$ (Australian) gift card when you fully attend the study.

What are the possible disadvantages, side effects, risks, and/or discomforts of taking part in this study?

There are no anticipated disadvantages, side effects, risks of taking part in this study as the interview focuses solely on your own experiences and perspectives. The questions in the interview and questionnaires will not be harmful to the participant either physically or psychologically. If you feel upset or unhappy with the question, you do not have to answer and let the researcher know it. We really appreciate your time and experience.

Who will have access to my information?

All information collected in the research will be coded. This means that the data will first be collected with your selected name or code on the LMS and zoom that will be the same created name. Only authorized researchers from Curtin University can access the protected data folder, which will be kept securely with a password. After the project, the de-identified data may be used for research papers. The information we collect will be kept under secure conditions at Curtin University for at least 7 years after the research is published.

Will you tell me the results of the research?

If you want to know the results of the research, we will be happy to share this in about 12 months, but they will not be individualized. The results will be based on the whole research data. Participants can contact the researchers via their email addresses which are given in the following part to obtain a copy of the final report.

Do I have to take part in the research project?

Participating in the project is totally voluntary. You do not have to agree if you do not want to. It is definitely fine if you decide to withdraw from the study while participating in it. With your permission, if you chose to leave the study, we will use any information collected unless you tell us not to.

Who-can I contact about the research?

- Mrs. Chuluuntumur Damdin, a student in the Master of Philosophy course in Education, School of Education, Curtin University email: 19797809@student.curtin.edu.au Tel: +61481732397
- Dr. Paul Mercieca, a senior lecturer and research supervisor, School of Education, Curtin University email: P.Mercieca@curtin.edu.au Tel:+61892664224

If you are happy to take part after reading this information sheet, please complete the consent form. Signing it means that you understand what you have read and agree to participate in the research. Please take your time if you have questions and clarification before making your decision. We will give you a copy of this information sheet and the consent form to keep.

The following statement must be included in every information sheet:

Curtin University Human Research Ethics Committee (HREC) has approved this study (HREC number:2020-3024). Should you wish to discuss the study with someone not directly involved, in particular, any matters concerning the conduct of the study or your rights as a participant, or you wish to make a confidential complaint, you may contact the Ethics Officer on (08) 9266 9223 or the Manager, Research Integrity on (08) 9266 7093 or email hrec@curtin.edu.au.

