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THE IMPACT OF THE WIKI-ENHANCED TBLT APPROACH ON HIGH SCHOOL STUDENTS' WRITING SKILL IN A BOYS' PUBLIC SCHOOL IN AL AIN, UAE

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Wiki:
build knowledge
together

learn moodle

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United Arab Emirates University

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Cover: Image showing the integration of the TBLT approach with technology

(Photo source: https://www.google.ae/url?sa)

Declaration of Original Work

I, Abdullah Mahmoud Taha, the undersigned, a graduate student at the United Arab Emirates University (UAEU), and the author of this dissertation, "*The Impact of the Wiki-Enhanced TBLT Approach on High School Students' Writing Skill in a Boys' Public School in Al Ain, UAE*", hereby, solemnly declare that this is the original research work done by me under the supervision of Professor Ali Shehadeh, in the College of Education at UAEU. This work has not previously formed the basis for the award of any academic degree, diploma or a similar title at this or any other university. Any materials borrowed from other sources (whether published or unpublished) and relied upon or included in my dissertation have been properly cited and acknowledged in accordance with appropriate academic conventions. I further declare that there is no potential conflict of interest with respect to the research, data collection, authorship, presentation and/or publication of this dissertation.

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Abstract

This study investigated the impact of the wiki-enhanced task-based language teaching (TBLT) approach on students' writing skill in the context of English as a foreign language (EFL) in the United Arab Emirates (UAE). In addition, it explored the students' and teacher's views and perceptions toward the implementation of the wiki-enhanced TBLT approach. The study data were collected quantitatively and qualitatively from two classrooms in a public high school in the UAE, which consisted of 30 students. The quantitative data were collected via a pretest–posttest design from the two assigned groups of students: the control and experimental groups. The qualitative data were collected via a survey of the students and a semi-structured interview with the teacher. The study was conducted during a whole academic semester. The findings of the study show that implementing the wiki-enhanced TBLT technique considerably improves EFL learners' writing skills in relation to the four language components examined in this study: syntactic complexity, grammatical accuracy, fluency, and lexical complexity. In addition, the students enjoyed working together on writing tasks using the wiki-enhanced TBLT approach. Their responses showed that the TBLT approach encourages better performance in collaborative writing tasks and classroom engagement. Moreover, the classroom teachers indicated that the implementation of this approach played a significant role in promoting students' performance, communication, collaboration, and engagement in the target language (English) in the experimental group. Furthermore, the findings showed that students can construct new knowledge with the aid of their peers, thereby improving their capacity to devise and discuss original ideas. As students can practice collaborative writing while at home, the wiki-enhanced TBLT approach is beneficial for online learning. Adopting this approach increased students' participation in class because they were more comfortable working together while using technology, improving the quality of their writing and assignments. Several theoretical and pedagogical implications regarding the implementation of this approach have been drawn. The first theoretical implication of this study is that the wiki approach supports previous efforts to move the socio constructivist perspective of learning from the spoken discourse to the written discourse. The second theoretical implication is that it provides

support to Chapelle's framework (2003) where learning should be focused on tasks that require the use of the target language. Learning should take place in meaningful and real-life contexts, and instruction should be tailored to the individual needs of the learner. The third theoretical implication is that his study is the first to be conducted in the Gulf region, especially in the UAE. Regarding the pedagogical implications of the TBLT approach, the first pedagogical implication is that teachers need to consider the wiki-enhanced TBLT approach a standard and favored classroom strategy. The second pedagogical implication is that the wiki approach can be used by teachers as a teaching strategy to promote students' participation and engagement and create a friendly social environment in the L2 classroom. The third pedagogical implication is that technology has proved to be integral in the classroom in teaching and learning the target language. The fourth pedagogical implication is for course designers who need to consider the wiki-enhanced TBLT approach as part of the curriculum. Based on these findings, future research can consider examining the effect of the wiki-enhanced TBLT approach on EFL learners' writing skill at different levels, such as primary, college, or university students. Future research might also investigate the effect of Google Docs–based TBLT approach on developing students' writing skill and explore students' perceptions toward using this approach.

Title and Abstract (in Arabic)

تأثير نهج تدريس اللغة المستند إلى المهام والمحسّن بالويكي على مهارة الكتابة لدى طلاب المرحلة الثانوية في مدرسة حكومية للبنين في العين، الإمارات العربية المتحدة

الملخص

بحثت هذه الدراسة في تأثير نهج تدريس اللغة المستند إلى المهام والمحسّن بالويكي على مهارة الكتابة لدى طلاب المرحلة الثانوية في مدرسة حكومية للبنين في العين، الإمارات العربية المتحدة. بالإضافة إلى ذلك، استكشفت هذه الدراسة وجهات نظر الطلاب والمعلم ومواقفهم تجاه تنفيذ نهج تدريس اللغة المستند إلى المهام والمحسن بالويكي. تم جمع بيانات الدراسة كماً ونوعاً من فصلين دراسيين مختلفين في مدرسة ثانوية حكومية بدولة الإمارات العربية المتحدة، والصفان يتألفان من ثلاثين طالباً. في الواقع، تم جمع البيانات الكمية من خلال تصميم الاختبار القبلي والبعدي من مجموعتين معينتين من الطلاب: المجموعة الضابطة والمجموعة التجريبية. وفي الوقت نفسه، تم جمع البيانات النوعية من خلال عمل استبانة للطلاب ومقابلة شبه منتظمة مع المعلم. ولقد تم إجراء الدراسة خلال فصل دراسي أكاديمي كامل. أظهرت نتائج الدراسة أن تنفيذ نهج تدريس اللغة المستند إلى المهام والمحسّن بالويكي، يحسن إلى حد كبير مهارة الكتابة لدى متعلمي اللغة الإنجليزية كلغة أجنبية فيما يتعلق بمكونات اللغة الأربعة المدروسة وهي: العمق النحوي، الدقة النحوية، الطلاقة والعمق المعجمي. بالإضافة إلى ذلك، استمتع الطلاب بالعمل معًا في مهام الكتابة باستخدام أسلوب نهج تدريس اللغة المستند إلى المهام والمحسّن بالويكي. ولقد أظهرت ردود الطلاب المشاركين في الدراسة أن النهج المستخدم يشجع الطلاب على أداء أفضل في مهام الكتابة التعاونية والمشاركة الصفية. علاوة على ذلك، أشار مدرس الفصل إلى أن تطبيق هذا النهج لعب دورًا مهمًا في تعزيز أداء الطلاب والتواصل والتعاون والمشاركة في لغة التدريس (الإنجليزية) في المجموعة التجريبية. علاوة على ذلك، أظهرت النتائج أنه يمكن للطلاب بناء معرفة جديدة بمساعدة أقرانهم، وبالتالي تحسين قدرتهم على ابتكار ومناقشة الأفكار الجديدة والأصيلة. ومن ناحية أخرى ونظرًا لأنه يمكن للطلاب ممارسة الكتابة التعاونية أثناء وجودهم في المنزل، فإن نهج تدريس اللغة المستند إلى المهام والمحسّن بالويكي مفيد للتعلم عبر الإنترنت. ولقد أدى اعتماد هذا النهج إلى زيادة مشاركة الطلاب في الفصل لأنهم كانوا أكثر راحة في العمل معًا أثناء استخدام التكنولوجيا مما أدى إلى تحسين جودة كتاباتهم ومهامهم. وفي الوقت نفسه، تم رصد العديد من الآثار النظرية والتربوية فيما يتعلق بتنفيذ هذا النهج. أول الآثار النظرية لهذه الدراسة هو أن نهج تدريس اللغة المستند إلى المهام والمحسّن بالويكي يدعم الجهود السابقة لنقل المنظور البنائي الاجتماعي للتعلم من الخطاب المنطوق إلى الخطاب المكتوب. المعنى النظري الثاني هو أنه يوفر الدعم لإطار شابيل (2003) حيث يجب أن يركز التعلم على المهام التي تتطلب استخدام اللغة المستهدفة. يجب أن يتم التعلم في سياقات هادفة وواقعية ويجب أن يكون التعليم مصمما وفقا للاحتياجات الفردية للمتعلم. أما الدلالة النظرية الثالثة فهي أن هذه الدراسة هي الأولى التي تجرى في منطقة الخليج، وخاصة في دولة الإمارات العربية المتحدة. وفيما يتعلق بالآثار التربوية لنهج تدريس اللغة المستند إلى المهام والمحسّن بالويكي، فإن أول الآثار التربوية هي أن المعلمين بحاجة إلى اعتبار نهج تدريس اللغة المستند إلى المهام والمحسّن بالويكي إستراتيجية قياسية ومفضلة

للفصول الدراسية على أساس منتظم. المعنى التربوي الثاني هو أن نهج الويكي يمكن استخدامه من قبل المعلمين كاستراتيجية تدريس لتعزيز مشاركة الطلاب وانخراطهم وخلق بيئة اجتماعية ودية في الفصل الدراسي. المعنى التربوي الثالث هو أن التكنولوجيا أثبتت أنها جزء لا يتجزأ من الفصل الدراسي في تعليم وتعلم اللغة المستهدفة. التضمين التربوي الرابع هو لمصممي المناهج الذين يحتاجون إلى النظر في نهج المعزز بالويكي كجزء من المنهج الدراسي. بناء على هذه النتائج، يمكن أن تنظر الأبحاث المستقبلية في فحص تأثير نهج المعزز بالويكي على مهارة الكتابة لدى متعلمي اللغة الإنجليزية كلغة أجنبية على مستويات مختلفة، مثل طلاب المرحلة الابتدائية أو الكليات أو الجامعات. أيضاً يمكن للأبحاث المستقبلية التحقيق في تأثير نهج تدريس اللغة المستند إلى المهام والمعزز بمستندات جوجل على تطوير مهارات الكتابة لدى الطلاب واستكشاف أراء المشاركين اتجاه هذا المنهج.

مفاهيم البحث الرئيسية: العين، مدرسة ثانوية، تأثير نهج تدريس اللغة المستند إلى المهام والمحسّن بالويكي، تدريس اللغة المستند الى المهام، تعلم اللغة بوساطة التكنولوجيا، الإمارات العربية المتحدة.

Author's Contribution

The contribution of Abdullah Mahmoud Taha to the dissertation was as follows:

I. Participated in planning of the work, had main responsibility for the data collection and processing, and evaluation of results.

II. Participated in planning of the work, had main responsibility for the experimental work, data collection and processing, and evaluation of results.

III. Sole responsibility for planning the research and conducting the experiments.

Author Profile

Abdullah Mahmoud Taha is currently a teacher at the Emirates Schools Establishment, UAE. He has been teaching English for more than 30 years. He has published in peer-reviewed journals as the first author and received numerous certificates for attending conferences in the UAE. Abdullah lives in Al Ain with his family. He received his bachelor's degree in English language and literature from Damascus University in Syria and his master's degree in TESOL from Al Ain University in the UAE. He enjoys reading, socializing with people, and outdoor activities.

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My wife, sons, and daughters deserve special thanks for their assistance. They knew it was infinite, for sure.

Dedication

To my beloved wife, sons, and daughters

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List of Abbreviations

AQIO	Academic Quality Improvement Officer
CALL	Computer-Assisted Language Learning
CBL	Challenge-Based Learning
CEFR	Common European Framework of Reference for Languages
CFL	Chinese As a Foreign Language
CLIL	Content and Language Integrated Learning
CMC	Computer-Mediated Communication
EFL	English As a Foreign Language
ESL	English As a Second Language
FL	Foreign Language
FTF	Face-to-Face
ICT	Integrated Computer Technology
L1	First Language
L2	Second Language
LCI	Learner-Centered Instruction
LMS	Learning Management System
LO	Learning Outcome
MALL	Mobile-Assisted Language Learning
MoE	Ministry of Education
PBL	Problem-Based Learning
RQ	Research Question
SCT	Sociocultural Theory
SLA	Second-Language Acquisition
SMDs	Smart Mobile Devices
SPSS	Statistical Package for Social Sciences
TBL	Task-Based Learning
TBLT	Task-Based Language Teaching
TL	Target Language
TTF	Task/Technology Fit
UAE	United Arab Emirates

ZPD   Zone of Proximal Development

Chapter 1: Introduction

1.1 Introduction and Overview of the Study

This dissertation investigated the impact of implementing the task-based language teaching (TBLT) methodology using technology-mediated language, particularly the wiki-enhanced TBLT approach, on students' writing skills and overall second-language (L2) performance. This Chapter presents the need to implement the wiki-enhanced TBLT approach to make the most of technology and TBLT in improving students' writing skills in the target language and meeting their needs for L2 learning in different settings and contexts. This Chapter presents the statement of the problem, the purpose, significance and rationale of the study, definitions of terms, the organization, outline, and structure of the dissertation, and a summary.

The influence of using technology-mediated language learning to implement TBLT, specifically the wiki-enhanced TBLT strategy, in the United Arab Emirates (UAE) in an English as a foreign language (EFL) context, was examined by the researcher. The findings of the research have shown that students have not mastered the target language skills as expected because teachers adopt conventional teaching methods that focus on mastering the grammar of the language and memorizing its vocabulary instead of focusing on the practical acquisition of the target language. The researcher is particularly interested in this topic because of his extensive experience teaching English to students in traditional EFL classrooms. He believes that to effectively teach students a language, teachers need to be educated about the best and most effective practices to teach the target language. As a result, this study was carried out to investigate the impact of the wiki-enhanced TBLT approach on students' writing skill as well as their overall L2 performance. Then, he offers a suitable strategy for teaching a second or foreign language. The researcher believes that English teachers and course designers will benefit from this study's findings.

In the field of language instruction, TBLT is frequently used to encourage the meaningful use of the target language and improve students' communicative skills (Ellis, 2003; Nunan, 2004). Currently, the literature regarding TBLT focuses on integrating

TBLT with technology to engage learners with the meaningful use of technology, especially the Internet in authentic interaction with peers, rather than on studying the language itself. If we peruse the literature, we can notice that most studies on TBLT have been conducted in traditional and face-to-face (FTF) classroom settings (Carless, 2002). This is inappropriate in a modern world where the use of technology is viewed as pivotal in language education. Therefore, the use of technology-mediated contexts in TBLT is of prime importance (Thomas & Reinders, 2012)

In addition to the accelerating changes in digital technology, computer and online communication technologies promote ongoing changes in language acquisition and usage and generate new demands for language education. These advances drive course designers and academics to create curricula where technology is integrated into learning tasks (González-Lloret & Ortega, 2014). Computers and information technology are now relentlessly being incorporated into education. Nowadays, most students worldwide use digital technologies such as Internet-based gadgets and programs as part of their learning processes (Baron 2004; Ito et al. 2009).

Butler-Pascoe and Wiburg (2003) state that computers and the Internet, which have become widely available, can work well with the task-based learning framework. Using these tools, students and teachers can benefit from direct access to each other either synchronously or asynchronously, engage in problem-solving activities, and encounter authentic language use. Moreover, in the context of learning languages, using computers and the Internet facilitates learners' communication, collaboration, and interaction and allows the language to be presented in a coherent manner compared to traditional textbooks and methodologies. These benefits have led to an increased use of technology in language learning and teaching. For instance, learners are given tasks to be completed using the Internet and devices such as computers, laptops, tablets, or smartphones. The widespread use of these gadgets and several social software programs such as wikis, Google Docs, podcasts, and blogs facilitate personal communication and interaction, aiding the authentic and purposeful practice of the target language.

Moreover, the integration of technology with TBLT is the pedagogical design of language learning tasks in EFL contexts that effectively utilize technology in teaching.

Ellis (2010) states that although it is hard to assume whether tasks function in the same manner in FTF classrooms and technology-mediated contexts, implementing different technologies in ways that will foster language learning is ideal, given the current advocacy of TBLT.

Furthermore, in technology-mediated TBLT, tasks and technology are closely and productively integrated into the syllabus in accordance with the learning-by-doing philosophy of language pedagogies, new language education needs, and the reality of digital technology. The main learning objectives of tasks are improving language skills, socializing, making predictions, being safe online, increasing learners' vocabulary, and sharing information. In addition, computer-assisted language learning (CALL), which emerged at a similar time as TBLT in the early 1980s, contributed to language learning and TBLT by presenting meaningful, real-world, and functional tasks based on authentic materials. Since 2001, digital technologies have been increasingly used in language learning and teaching inside and outside of the classroom, such as in FTF, distance learning, and, most recently, hybrid forms of blended learning.

In a nutshell, technology has greatly improved learning through tasks. By equalizing participation in the class, improving noticing, and self-monitoring, technology has greatly influenced language learning. In addition, technology can aid in the process of learning when performing tasks such as language acts and cognitive processes. As will be shown in this dissertation, several academics have studied the motivational impact of completing tasks online, finding that it was crucial for language learning and practice. Moreover, research regarding the practice of negotiated contact among students when they are completing technology-mediated tasks found a great deal of encouraging results.

1.2 Context and Statement of the Problem

English is taught as a foreign language (FL) in public schools in the UAE to develop students' fluency such that they will be prepared to participate in the job market. The UAE Ministry of Education (MoE) has focused on improving the educational system to meet the growing needs of learners and employers to produce graduates who

are competent in English and have mastered 21st century skills. These skills are required for an individual to face the challenges of the world today by being globally active and digitally transformed, seeking collaborative and creative solutions, seeking competent human resources, and quickly adapting to changes. To accomplish this goal, textbooks have used TBLT, a learner-centered methodology that emphasizes interaction as the central element of the teaching and learning process. Learning tasks that focus on meaning, are authentic in usage, and are based on actual language situations are the cornerstones of an effective application of TBLT (Shehadeh, 2018). According to Ellis (2003), assignments activate learners' language acquisition process and hone their negotiating, modifying, paraphrasing, and experimenting skills. Indeed, the seamless integration of TBLT and technology is vital, especially because students have systematic access to a variety of technological tools that match the tasks at hand, enabling them to have a deeper understanding of the task content. In addition, designing and using real-world tasks that integrate with technology is a road map toward successful language learning.

In the UAE, several English language teachers continue to employ traditional teaching methods and approaches that prioritize grammatical mastery, vocabulary memorization, and passive learning. Finding an efficient and more successful teaching method that enables learners to learn the target language rather than just learn about it is therefore necessary. Consequently, speaking and writing in the target language is necessary, not just learning about it. Added to that, to the best of the researcher's knowledge, no research has been carried out to examine the impact of using a technology-mediated TBLT approach on students' writing skill as well as their general L2 performance in the UAE. To bridge this gap in literature, this study has been conducted to explore this timely topic.

1.3 Purpose of the Study

The goal of this study is to examine how the wiki-enhanced TBLT approach affects the quality of EFL students' writing skills in an educational setting in the UAE. The study explores how the approach affects students' writing skills in terms of syntactic and lexical complexity, grammatical accuracy, and fluency. In addition, it distinguishes

between TBLT implementations with and without technology. Moreover, it evaluates how technology may help students learn efficiently and raise their overall proficiency in the language of instruction. Furthermore, the study assesses how the students and teachers feel regarding the use of the wiki-enhanced TBLT approach in their writing tasks. The purpose of this study is to strike a balance between TBLT and technology-assisted learning. This balance may make it easier for the students to effectively grasp the target language.

1.4 Significance and Rationale of the Study

In this study, the researcher investigates the impact of implementing the wiki-enhanced TBLT approach in a UAE EFL context and how it can enhance high school students' writing skills. In addition, he explores the views and perceptions of the participants' schoolteacher toward the use of the wiki-enhanced TBLT method. The researcher believes that this study can benefit students, teachers, course designers, and those who are interested in task-based language learning and its integration with technology.

Although there are several studies on TBLT and how it is used in various EFL and ESL classrooms, less attention has been paid to TBLT that utilizes technology-mediated learning, particularly in the context of the UAE (Carless, 2012). This study is significant because it contributes to the body of work on task-based language teaching and technology-based TBLT. It contributes to the body of knowledge on making the process of teaching and learning more effective as well as improving learning outcomes. By creating a social environment in the classroom where students communicate, interact, and collaborate, the socio-cultural theory is further supported. As a result, the classroom develops into a little community and the learning of the target language advances significantly.

In addition, based on personal observations and interviews with instructors, the researcher concluded that most teachers in the UAE EFL context either adhere to traditional techniques of implementing TBLT in teaching English or use technology in a very limited manner. Many teachers, even those who use technology-mediated learning

in implementing TBLT methodology, lack the necessary skills and knowledge to create technologically integrated tasks. Therefore, further empirical investigations of the TBLT approach that employs technology should be conducted. Hence, this study investigates how using a technology-mediated learning approach, specifically, the wiki-enhanced TBLT, can improve students' writing abilities. Many second-language acquisition (SLA) academics have acknowledged the importance and potential of TBLT as a framework where technology-mediated activities for language learning can be planned and organized (Chapelle, 2003; Doughty & Long 2003; Robinson, 2001; Skehan, 1998).

Furthermore, several language experts note that technology-mediated communication speeds up the language learning process (Collentine, 2009, 2011; Kitade, 2008; Lamy, 2006; Yilmaz & Granena, 2010). In addition, some studies have discussed the value of task design in effective telecollaboration, particularly in the context of intercultural learning and communication (Dooley, 2011; O'Dowd & Ware, 2009). However, a thorough analysis of the principles of TBLT and its integration with technology-mediated language teaching and learning is required before new technologies can be included in the TBLT approach such that pedagogical activities can benefit from them.

Finally, this study is important as it contributes to the body of literature on the effects of implementing the wiki-enhanced TBLT approach on students' writing skills. It contributes to the growing body of knowledge about TBLT strategies and the field of computer-assisted language learning (CALL). It also highlights the advantages and challenges of implementing the wiki-enhanced TBLT approach in language. Added to that, this study offers empirical support for the advantages of wiki integration in writing instruction by measuring and assessing students' writing performance following the use of the wiki-enhanced TBLT approach. It also contributes to the existing literature by shedding light on the specific impact of the wiki-enhanced TBLT approach on students' writing skill, thus informing pedagogical methods in language classrooms. Moreover, it adds to our understanding of effective language teaching methodologies and contributes to the ongoing development of language education practices.

1.5 Research Questions

The researcher has formulated the following three research questions:

1. Does the use of the wiki-enhanced TBLT approach have any impact on the quality of EFL students' writing skill in the UAE educational setting? Specifically:

   a) Does the wiki-enhanced TBLT approach have an impact on the syntactic complexity of students' writing skill?

   b) Does the wiki-enhanced TBLT approach have an impact on the grammatical accuracy of students' writing skill?

   c) Does the wiki-enhanced TBLT approach have an impact on the fluency of students' writing skill?

   d) Does the wiki-enhanced TBLT approach have an impact on the lexical complexity of students' writing skill?

2. What are the students' views and perceptions toward using the wiki-enhanced TBLT approach to improve their L2 performance?

3. What are the teacher's views and perceptions toward using the wiki-enhanced TBLT approach to improve students' L2 performance?

1.6 Definition of Key Terms

In this Section, the researcher provides the operational definitions of key terms utilized throughout the study.

1. TBLT is a "learner-centred approach to language teaching," as opposed to more traditional, "teacher-dominated" approaches (Van den Branden et al., 2009; Norris et al., 2009, p. 3).

2. SLA is the learning of any language other than L1; in recent decades, an area of research that focused on the learning of a third, or even a fourth, language has emerged, which is known as multilingual acquisition (Gass & Selinker, 2008, pp. 21–23).

3. CALL is "the search for and study of applications of the computer in language teaching and learning" (Levy, 1997, p. 1).

4.Wiki is a web-based collaborative platform where users can store, create, and modify content in an organized manner. The term comes from a Hawaiian word *wiki*, which means fast (Hanna, 2022).

5.Wiki page is a single page on a wiki site.

6.Wiki platform is an application that is used to run and enhance wiki websites. It is sometimes called wiki software or wiki engine.

7.Wiki site is a collection of wiki pages that are interconnected via hyperlinks.

1.7 Summary of this Chapter and Subsequent Chapters

Chapter 1 summarized the setting, problem statement, purpose, importance, and rationale of this study. In addition, it defined the essential key terms of this study and the research issues it will attempt to address.

Chapter 2, the literature review, covers the history of TBLT, its ascent and interaction with technology, the definition of the word task, and the growth and dissemination of TBLT. In addition, it introduces TBLT, and the various technological tools utilized in L2 instruction.

Chapter 3 covers technology-mediated and TBLT frameworks, wiki and TBLT, and TBLT-technology research. Moreover,

Chapter 4 discusses previous research on TBLT and wikis in international and Gulf region contexts.

Chapter 5 describes the methodology, design, and research methods of the study. In addition, it addresses the research environment, which comprises the instructor and students who participated in the study, as well as the techniques and resources used to gather data for the study, such as the students' survey and the teacher's interview.

Chapter 6 presents the data analysis and study conclusions, which were drawn from the results of the pre- and post-tests, student survey, and teacher interview.

Finally, Chapter 7 discusses the analysis of the findings, theoretical and pedagogical implications, limitations, recommendations, summary, and conclusion of the study.

Chapter 2: Literature Review

2.1 Introducing TBLT and the Use of Technology in an L2 Classroom

This Chapter describes the TBLT; its origin, foundations, and expansion; and the definition of the word task. In addition, it explores the use of technology in a second- or foreign-language classroom with a discussion of the types of technology used in the same context.

2.2 Introduction

TBLT is a pioneering language teaching method and a flourishing area of investigation in the field of SLA. The past three decades have witnessed a considerable expansion of TBLT in range, scope, importance, and complexity. The implementation of TBLT has experienced major technological changes with the widespread use of social networking services, mobile technologies, and online games. The potential of technology to alleviate the reported problems of TBLT—such as few opportunities for authentic communication in the classroom and, in EFL settings in particular, the restrictions (perceived or real) of communicating only with language learners and the challenge of motivating students to participate, especially those who may lack the "readiness to enter into the task" at specific times—has been investigated (Carless, 2012; MacIntyre et al., 1998, p. 547).

The task-based language learning strategy focuses on communication through task completion. Students get engaged with a task they are interested in; they need to complete these tasks using only the target language and its elements. Interest in TBLT is rooted in the conviction that it facilitates and accelerates SLA and improves the moral character and effectiveness of L2 learning and teaching. This interest was sparked by several concepts that evolved from educational philosophy, SLA theories, empirical research on successful teaching methods, and the relevance of language learning in contemporary culture (Van den Branden et al., 2009). Currently, several teachers and institutions worldwide are using the TBLT approach (Shehadeh, 2005, 2012, 2018). Why, then, are teachers making this change to TBLT? Shehadeh (2005) believes that the answer to these questions lies in the fact that most language learners are taught via traditional methods that emphasize mastery of grammar but not toward achieving an

acceptable level of competency. Language learning in the classroom is generally based on the belief that language is a system of wording governed by grammar and a lexicon. However, it is more productive to see language primarily as a system of meaning. Halliday's (1975) description of his young son's acquisition of his first language is "learning how to mean."

This Chapter discusses the literature concerned with this study. It presents the background regarding the impact of implementing TBLT using technology-mediated language learning and the wiki-enhanced TBLT approach. This is followed by a more detailed discussion of TBLT, tasks, and a framework of task-based instruction, as well as information about the relevant technology. In addition, it covers studies on international and local levels. Further, it summarizes the findings of previous relevant studies. Finally, it highlights the objectives, principles, features, and advantages of TBLT.

2.3 The Rise of TBLT

TBLT is a teaching methodology where classroom activities are the primary area of instruction. It is a theoretical framework and methodology for the practice of teaching and learning a second or foreign language (Richards et al., 2003). It was developed in response to the theoretical and practical problems observed in various educational theories and methods when developing curricula, studying languages in the classroom, and evaluating language proficiency (Prabhu, 1987; Long, 1987; Ellis, 2003, 2008). For instance, it has been suggested that tasks may be able to address critical concerns such as whether direct or indirect teaching strategies are more suitable to meet the language needs of learners. For hard and complex forms that need to be automatically assimilated and applied, tasks and other indirect teaching techniques are used; meanwhile, for specific and easy forms, direct pedagogical approaches are used (Pica et al., 2006).

Prabhu first introduced the concept of TBLT in the Bangalore Project, concentrating on communication by involving learners in doing "tasks." He believed that learners may learn more efficiently when their focus is on the task than on the language they are using. Prabhu developed his project in several schools in South India, in 1980s, where students were provided with a series of problems and information- or opinion-gap

activities. These problems were solved under the guidance of the teacher using the target language—English. Prabhu argued that focusing on the language may prohibit language learning. Moreover, language development was considered an outcome of the normal learning process. In their evaluation of Prabhu's project, Beretta and Davies (1985) argued that Prabhu's learners were more successful than their counterparts who were taught using traditional methods. In addition, interactionist theories in SLA theory, such as ecological and socio-cultural methods that emphasize learner communication and interaction, the significance of the learning environment in fostering and scaffolding learner advancement, and the implications of the process of learning all clearly influence Prabhu's work (Thomas, 2013). Moreover, Prabhu emphasized the importance of problem-solving exercises and tasks as the fundamental components of the syllabus as opposed to the traditional syllabus, which was primarily structured around the linear understanding of language forms.

According to Kumaravadivelu (2006, p. 66), TBLT is "an offset of communicative language education". The change in public perception of language education is emblematic of TBLT, which shifts the emphasis from "language knowledge" to "achieving communicative aims" in a practical and experiential manner (Scarino & Liddicoat, 2009, p. 45). In TBLT, tasks are the core of the organization or, in the words of Bygate (2016, p. 386), "a reference point" for the development of curricula and lessons. According to proponents of TBLT, learners studying a second language eventually master the written and spoken forms of the target language by completing a range of meaning-focused and contextualized communicative tasks (Bygate, 2016; Doughty & Long, 2003; Ziegler, 2016).

Furthermore, TBLT emphasizes the performance of communicative tasks as the main way to acquire a language. In TBLT programs, students frequently collaborate to achieve tasks that call for the meaningful use of the target language. Anything from role-playing to problem-solving to making presentations might be included in these tasks. In their meta-analysis of 52 research on the implementation and assessment of TBLT programs, Bryfonski and McKay (2019) discovered that TBLT programs significantly improved learning outcomes. The meta-analysis examined a number of learning

outcomes, including accuracy, fluency, vocabulary, and grammar. The findings demonstrated that TBLT programmes were consistently superior to conventional language teaching methods. In brief, TBLT provides an alternative to traditional methods that are ineffective at teaching the target language by emphasizing communication, collaboration, and interaction during performing real-world tasks.

However, TBLT has generated controversy because it challenges several conventional methods of language instruction such as grammar and audio–lingual instruction. According to Ellis (2009), the fundamental tenet of TBLT is that "language learning will advance more successfully if teaching seeks to create contexts in which the learners' natural language learning capacity can be nurtured." This tenet distinguishes TBLT from traditional and synthetic approaches (p. 222). In addition, research from the past two decades shows that TBLT is popular in the Asia–Pacific region, particularly in countries where English is being acquired as a second or foreign language such as Hong Kong, China, Japan, South Korea, and Thailand (Butler, 2011; Carless, 2009, 2012).

Currently, TBLT is promoted and used as a reliable method to teach languages to students of all ages in many countries. According to Van den Branden, Bygate, and Norris (2009), there has been a significant surge in the study of how task performance can enhance language learning. Thousands of research papers and books studying TBLT and how it can enhance language learning have already been published. These academic works demonstrate how TBLT incorporates its theoretical and empirical findings from different domains. For instance, educational philosophy introduced ideas such as holistic learning, learner-centeredness, and experiential learning; research provided data on the benefits of learner engagement, feedback, focus-on-form approaches, and techniques to guide learners' cognitive processes (e.g., noticing and comparisons); and socio-constructivist learning theories added to our understanding of the roles of the social linguistic environment in facilitating learning (Van den Branden et al., 2009). Owing to a variety of factors, tasks have become a popular teaching and research tool in L2 learning. For instance, curriculum developers included tasks for the instructors to use as exercises for students and language examiners used tasks to monitor the progress of language learners. According to Bygate, Skehan, and Swain (2001), task evaluation depends on

whether it is regarded from the perspective of research or education. According to Ellis (2009), teachers use tasks while curriculum developers include them in the curriculum; the research perspective may uncover aspects that help teachers choose suitable tasks. There are areas of agreement between these perspectives. Research, for instance, may offer details on task features to help teachers decide what activities to assign and when. The structure of specific tasks has been modified to complement the context and objective for which it is being used.

Nowadays, it is well established that TBLT is firmly based on strong theoretical and pedagogical bases such as discourse and interaction, cognitive, socio-cultural, and pedagogical bases. All of these make TBLT a powerful approach for maximizing language learning and teaching and a teaching methodology where classroom tasks are the major focus of learning. Van den Branden, Bygate, and Norris state that:

> … there is widespread agreement that tasks, at least potentially, provide a uniquely powerful resource for both language teaching and testing. In particular, they provide a locus for bringing together the various dimensions of language, social context, and the mental processes of individual learners that are key to learning. There are theoretical grounds and empirical evidence for believing that tasks might be able to offer all the affordances needed for successful instructed language development, whoever the learners might be and whatever the context. (Van den Branden, Bygate, and Norris, 2009, p. 11).

Van den Branden, Bygate, and Norris based these observations on the comprehensive and varied literature on task-based learning, teaching, and assessment that have appeared in many journals, edited volumes, monographs, and special issues of referred journals, which highlighted the potential of TBLT as an approach to L2 learning and teaching and as a teaching methodology where classroom tasks are the major focus of instruction and assessment (Van den Branden et al., 2009, p. 1).

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2.4 Definition of Task

There is no consensus concerning the definition and/or interpretation of the term task. The definitions of the said term vary considerably (Nunan 1989; Kumaravadivelu 1993). For instance, Ellis (2003, pp. 2–9) presents nine sample definitions because the study and description of the term task have been approached from different perspectives and for different purposes. These definitions, which are brought forth by researchers, may include anything from tasks that are expected to be conducted outside the classroom to tasks that are specially designed for the language classroom. In addition, SLA researchers frequently describe tasks in terms of their value for gathering information and eliciting samples of learners' language for study purposes. In any case, the most widely used and widely accepted definition of task nowadays is that of a language activity where the meaning is prioritized the over form. Hence, this kind of assignment is commonly referred to as a communicative task. A communication assignment should, according to Bialystok (1983, pp. 100-118):

1) Encourage genuine communicative exchange.
2) Provide an incentive for an L2 speaker or learner to convey information.
3) Provide control over the information items required for investigation.
4) Obtain the materials needed to achieve the goals of the experiment.

Similarly, according to Pica et al. (1989), activities must be created in a manner that "meets requirements for information control, information flow, and the goals of the study." Swain (1997) points out that communicative tasks emphasize the importance of a focus on meaning. Willis (1996b, p. 53) defines a classroom task as "a goal-oriented activity in which learners use language to achieve a real outcome." Moreover, Willis contends that the language used during tasks typically mirrors the language used in the real world. Long (1985) provides the following definition of task in a broad sense:

A task is any work that is completed, whether it is done voluntarily or in exchange for payment. As a result, some examples of jobs include painting a fence, clothing a child, completing a form, purchasing shoes, booking a flight, obtaining a library book,

etc. In other words, by "task" individuals mean the 101 things they do on a daily basis, including their jobs, hobbies, and other activities (p. 89).

Long's (1983) definition is non-pedagogical because it describes the activities that learners do outside the classroom, and some of these tasks do not necessarily involve the use of the target language. Crookes (1986) extends Long's definition of task to include educational settings and defines it as "a piece of work or an activity, usually with a specified objective, undertaken as part of an educational course or at work" (Crookes, 1986, p. 1, cited in Crookes, 1993, p. 39). Richards et al. (1986) provided a more pedagogically oriented definition: "a task is an activity or action that is carried out as the result of processing or understanding the language" (p. 289). In addition, they included examples such as drawing a map while listening to a tape, listening to an instruction, and performing a command, which they referred to as tasks. Indeed, this definition suggests that tasks entail communicative language use where the user's attention is focused on the meaning rather than the linguistic structure. In addition, Nunan (1989, p. 10) defined task in such a way that he stressed meaning for the first time. His definition is as follows: "task is a piece of classroom work that involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than on form." Therefore, the task is a range of work plans that have the overall goal of facilitating language learning, from the easy and brief exercise type to more complicated and lengthy activities such as group problem-solving or simulations and decision-making.

Other researchers view tasks from an exclusive classroom interaction perspective. There are some definitions of a classroom task that are very specific. For instance, Willis (1996b, pp. 23–53) defines a classroom task as "a goal-oriented activity in which learners use language to achieve a real outcome." In addition, she proposes that the language used in tasks should reflect the language used in the real world. That is to say, tasks should reflect real-life language use. Moreover, she adds that a task is generally conceived as "a label for various activities, including grammar exercises, practice activities, and role plays." The complexity of the tasks depends on the number of steps, possible solutions, parties, time given, language required, and sources (Long & Crookes,

1992). Therefore, projects may focus both on the meaning and form while including students in the process. Moreover, the language input provides learners with opportunities to experience the actual use of English according to their needs. These characteristics distinguish tasks from traditional classroom approaches.

On the other hand, Skehan (1996b, p. 20) defines classroom tasks as "activities that have meaning as their primary focus. Success in the task is evaluated in terms of the achievement of an outcome, and tasks generally bear some resemblance to real-life language use." Further, he distinguishes the task-based approach into two forms, strong and weak, where "[the] strong form sees tasks as the basic unit of teaching and drives the acquisition process, whereas the weak form sees tasks as a vital part of language instruction that is embedded in a more complex pedagogical context" (p. 36).

According to Samuda and Bygate (2008), "a task is a holistic activity that incorporates language use to attain some nonlinguistic objective while facing a linguistic challenge, with the overall aim of enhancing language learning, through process or product or both" (p. 69). Moreover, Ellis (2009) offers an operational definition of task that incorporates a comparable set of fundamental standards to utilize language holistically to accomplish nonlinguistic objectives that focus on meaning:

1. With "meaning" serving as the main emphasis, learners should be most concerned with understanding the semantic and pragmatic meaning of an utterance.
2. There should be some sort of "gap" (i.e., a need to convey information, express an opinion, or infer meaning).
3. Learners should rely on their own resources for the task (linguistic and nonlinguistic resources).
4. Language use is not the sole clearly defined result (i.e., the language serves as the means to achieve the outcome, not as an end in its own right) (p. 223).

The definitions above reflect the prevailing perspective on tasks in the discipline, which emphasize controlled and structured activities that are "externally imposed on a person or group" and highlight the linguistic aspect of language learning (Oxford, 2006, p. 97).

A language learning classroom task is an activity that utilizes one or more of the four language abilities and has a nonlinguistic aim or objective. In addition, according to Shehadeh, it communicates meaning in a manner that mimics how language is used in everyday life (Shehadeh, 2005, pp. 18–19). Learning activities are used in L2 classrooms to assist and improve language acquisition. As Shehadeh's concept is thorough and pertinent to this research, it will be utilized in this dissertation.

2.5 Distinction Between Tasks and Exercises

It is crucial to recognize the differences between the concepts of task and exercise. Although tasks and exercises are pedagogic tools that promote language learning, there are several differences between them. However, the varied conceptions of tasks make it difficult for teachers to distinguish tasks from other L2 learning exercises and employ them consistently. Moreover, these terms are usually understood differently depending on who defines them. For instance, according to Ellis (2009), there are four criteria that distinguish tasks from other exercises used in L2 instruction:

1) A primary focus on meaning.
2) A communicative gap motivating language use.
3) Participants using their resources.
4) A clearly defined communicative outcome.

Nunan (1999) stated that the basic difference between tasks and exercises is that the outcome of tasks is primarily nonlinguistic while that of exercises is necessarily linguistic. Similarly, Dagnell (2017) distinguished between tasks and exercises based on how much control L2 learners have over their responses when completing tasks as opposed to exercises. For instance, exercises reflect a sense of structure, well-formedness, and grammatical accuracy that seem to engage L2 teachers along with learners in reviewing and practicing the lesson, while tasks are comparatively less structured and controlled. Although Dagnell placed activities, tasks, and exercises on a continuum with varying degrees of parallel features, he stated that these L2 practice types cannot be placed on the same scale for all traits.

Shehadeh (2019) pointed out the main differences between exercises and tasks as means of instruction (Table 1).

Table 1: Differences Between an Exercise and a Task (adapted from Shehadeh, 2019).

Exercises	Tasks
Closed activity (one specific outcome)	Open activity (multiple outcomes)
Product oriented	Process and product oriented
Display of linguistic knowledge	Use of linguistic knowledge (goal oriented)
Form focused and less communicative	Content focused and more communicative
Cognitively less demanding	Cognitively more demanding
More contrived, mechanical (artificial), and less authentic	More authentic and less contrived or mechanical
Analytic knowledge (bottom–up)	Holistic knowledge (top–down)
Deductive orientation any other?	Inductive orientation any other?
Calls for form-focused language use (Ellis 2003, p. 3). It is concerned with semantic meaning that a specific form can convey irrespective of context	Calls for content-focused language use. It is concerned with pragmatic meaning and the use of the language in context (Widdowson 1998)
Linguistic skills are considered a prerequisite to engage in a communicative activity	Linguistic skills are viewed as developing through communicative activity, e.g., learning by doing (Widdowson 1998)
A teacher-centered activity, stressing the authoritative role of the teacher, memorization, rote learning, accuracy, correctness, focus on grammar, focus on form, explicit instruction, teacher correction, literacy skills (reading and writing), and lack of tolerance of mistakes	A learner-centered activity, emphasizing learner-centered instruction, collaborative work (pairs and groups), and co-construction of knowledge. It develops learner autonomy and self-directed learning, purposeful and meaningful communication, and focuses on meaning, form, fluency, accuracy, and complexity
Originated from behaviorist learning theories	Originated from mentalist and socio-cultural theories of learning

2.6 Developments and Expansion of TBLT

Researchers in the domains of SLA and language education have given TBLT considerable attention, which has led to its increased breadth, range, complexity, and importance (Robinson, 2011). For the purpose of this dissertation, a quick summary of each strand of thought and development of TBLT is provided below for the reader's convenience.

2.6.1 TBLT in an L2 Context

Regardless of the changes in the setting of L2 instruction, TBLT remains the most prevalent approach in this context. Long and Crookes (1993) suggested that TBLT can be a suitable substitute for the presentation–practice–production approach in SLA contexts. Douglas and Kim (2014) investigated perceptions of TBLT among 217 ESL teachers in the Teachers of English as a Second Language Canada Federation 41 by conducting a large-scale survey-based study. The results revealed that teachers considered TBLT in terms of perceived benefits (i.e., authenticity, relevance, motivation, confidence, and cognitive skills) and drawbacks (i.e., time consumption and excessive teacher preparation).

2.6.2 TBLT in an FL Context

Despite the potential of TBLT and the calls of educational authorities worldwide to encourage curricular innovations in favor of TBLT, traditional, language-centered, and teacher-centered instruction approaches continue to prevail in many EFL contexts. Adams and Newton (2009) point out that "research conducted across East Asian contexts has overwhelmingly suggested that curricular policies have had a limited overall impact on English language teaching, which remains traditional with an explicit grammar-teaching focus" (p. 2). Moreover, Adamson and Davison (2003) found that TBLT was less likely to be adopted by teachers and schools in Hong Kong. Likewise, Zhang (2007) states that there is "limited, sporadic, unsystematic, and sometimes contradictory dissemination of TBLT by various disseminators, including educational authorities, teacher trainers, university scholars, and textbook writers" (p. 76).

2.6.3 TBLT and L2 Writing

In the L2 and FL settings, TBLT and L2 writing are the most flourishing strands. According to Nunan (2004), writing is an important and complex skill that requires more time to master compared to others. Moreover, research on TBLT has shown that it has a key role in promoting L2 writing and increases learners' language learning and competence (Byrnes & Manchon, 2014; Shehadeh & Coombe, 2010, 2012)

2.6.4 TBLT and Content and Language Integrated Learning (CLIL)

In terms of methodology, TBLT includes Content and Language Integrated Learning (CLIL); both methods believe that the best way to learn a language is to use it to accomplish meaningful outcomes, thereby achieving mastery of the target language. Therefore, TBLT lessons include tasks as the main component of analysis; in CLIL, teachers use certain types of tasks as the medium of instruction. Willis (1996) states that "our conceptualization of effective teaching performance for language acquisition in CLIL includes attention to features such as functional communication, simultaneous attention to form and meaning, and type of corrective feedback within a broader framework of three essential conditions for language acquisition—exposure, use, and motivation" (p. 11).

2.6.5 TBLT in Languages Other than English

TBLT is a teaching methodology and approach to L2 learning and teaching; therefore, theoretically, TBLT principles should be applicable for the teaching and learning of any second or foreign language. Leaver and Willis (2004, p. 47) argue that "task-based language teaching can be used successfully for nearly any language." Moreover, Shehadeh (2012, p. 4) comments on existing TBLT research, stating that "most of the scholarship on TBLT comes from English as a second and/or foreign language contexts." Shehadeh based his conclusions on a comprehensive review of existing literature on TBLT.

2.6.6 TBLT and Technology

Over the past two decades, the TBLT and technology fields have grown significantly in the L2 and FL contexts. Numerous studies on TBLT and technology

have been conducted since the advent of integrating technology in L2 learning and teaching. According to Kern (2006, p. 192), "technology provides sites for interpersonal communication, multimedia publication, distance learning, community participation, and identity formation." According to Doughty and Long (2003), technology is the natural and practical basis for the application of TBLT methodological principles; in turn, TBLT provides a pedagogical and rational framework for the acceptance and use of technology. In 2014, González-Lloret and Ortega released a volume titled "Technology-mediated TBLT: investigating technology and tasks and their contribution to L2 acquisition." The best method to incorporate technology in language teaching is through the use of TBLT.

2.7 The Use of Technology in the L2 Classroom

In the last 30 years, technology has been widely used in education in general and in L2 teaching in particular. Owing to the importance of using technology in L2/FL instruction and because this is the focus of my study, the researcher is going to review this topic in detail. Furthermore, He is going to shed light on how the use of technology in teaching language is broadly understood to involve an innovative application of methods, tools, materials, devices, and strategies that are directly related to L2/FL learning, leading to the realization of the desired goals. Thus, while technology is now generally accepted as an important educational and supplementary tool across several teaching and learning contexts, this is of utmost importance in L2 instruction because of the potential opportunities it provides that boost the content and delivery of the pedagogies associated with traditional language instruction.

Familiarity with the concept of using technology, especially the modern one, is not merely restricted to the use of modern devices; it also involves introducing innovative systems and methods of teaching that can facilitate faster and more comprehensive learning advancement. According to common pedagogical theories, by utilizing technology in the learning process, learners can acquire and sharpen their language knowledge and skills effectively. That is to say, using technology in the classroom as the modern means of teaching a second or foreign language can greatly improve learners' language acquisition.

The integration of technology in education and language teaching has become an accepted reality among educators. Among the most explored and well-known technologies for language learning, we have Web 2.0 tools such as blogs, wikis, Google Docs, multiplayer online games, virtual environments, and text and video computer-mediated forms of communication. In addition, the use of technology in L2 teaching has thus become essential, especially with the developments across different fields and disciplines. That is to say, the educational sectors need to be updated on the global technological revolution and adopt technological devices such as modern computers, multimedia devices, smart phones, audio/visual effect applications, and social media to enhance L2/FL teaching. In addition, the Internet offers easy, immediate, and unlimited access to software, applications, and a host of ancillary platforms and materials that can expedite L2 learning. To keep up with the technological growth of our communities, kids, and youth, educators must also have a strong interest in incorporating digital technology into their areas of specialization (Nussbaum-Beach & Hall, 2012). As a result, the majority of academic disciplines nowadays include a variety of computer and information technology in their curricula and teaching methods (Collins & Halverson, 2009; Tamim et al., 2011). Of note, this pattern is not just practiced in L2 settings (Grgurovi'c et al., 2013; Sauro, 2011; Zhao, 2003). In addition, Web 2.0 technologies that allow users to edit content and "harness collective intelligence" are piquing the interest of language educators and instructors (O'Reilly, 2005, p. 2). These tools include online forums, blogs, wikis, Google Docs, artificially created immersive surroundings, virtual worlds, and gaming settings. It is obvious that the intention behind all this interest in integrating technology into the L2 settings is to make the delivery of instruction more straightforward, enjoyable, and effective.

Moreover, the incorporation of technology into L2 settings has caught the interest of numerous scholars and L2 instruction practitioners. For instance, studies have found that learners use more of the second language while using synchronous and asynchronous computer-mediated communication (CMC) because it lowers their social anxiety. Levy and Stockwell (2006) have also shown how technology-mediated activities might expand language learning opportunities outside the classroom and generate chances for interactional truthfulness. Moreover, there is evidence that the use of

technology improves learners' engagement and L2 interaction in addition to providing chances to use the second language. Yamada (2009), for instance, observes that when students communicated online, the number of taking turns generated and the number of target expressions increased. Oskoz and Elola (2014) assert that using Web 2.0 tools improves learners' writing abilities and has a beneficial impact on L2 writing.

Furthermore, Reinders et al. (2015) claim that using technology to conduct activities led to increased levels of learner involvement in the learning process. They emphasized that technology-mediated practices (such as asynchronous CMC using a forum, email, or blog) give students more time to process and revise their language output before sharing with their classmates, which motivates and encourages them to use grammatically accurate and complex language. These methods liberate students from the restrictions of traditional classrooms. Students can adapt and improve their language output while concentrating on varied linguistic facets due to the extra processing time provided by digital games and other online communicative settings (Reinders & Wattana, 2015). Moreover, Bennett et al. (2000) asserts that using computer technology enhances teachers' instructions and students' learning in L2 classrooms and may support teachers in meeting the educational needs of their students. According to Bransford et al. (2000), the use of computer technology can assist teachers and students in building local and international communities to connect with people around the world, increasing their prospects for language learning. They further state that how teachers implement technology in their L2 classrooms determines its success in language acquisition.

Susikaran (2013) claims that significant adjustments have been made in L2 programs in addition to the instructional strategies because conventional approaches to teaching the target language are insufficient. According to Raihan and Lock (2012), learners can efficiently master the target language in a well-planned L2 classroom environment. In addition, technology-enhanced classrooms are more productive than those that rely on lectures. Therefore, instructors must discover and invent creative ways to utilize technology in their medium of instruction even though they may have not mastered technology and are not proficient in using computers. The use of technology significantly alters how languages are taught in L2 classrooms. For instance, it can offer

a wealth of options that can make the teaching and learning process engaging and effective (Patel, 2013). Meanwhile, in conventional classrooms, lecturers stand in front of the students and impart knowledge by writing on blackboards. Technology should be used as an alternative to replace these ineffective practices. For instance, multimedia books can aid learners in becoming more accustomed to language structures and vocabulary in L2 classrooms. In addition, the usage of multimedia can effectively use online content, movies, and print texts to improve learners' linguistic skills. Therefore, L2 learners can obtain information and access a variety of resources to analyze and interpret language and context using multimedia and the Internet (Arifah, 2014).

According to Gilakjani (2014), incorporating technology in L2 classrooms had a positive effect on learning environments that were centered around the student rather than the teacher, which in turn led to beneficial changes in the learning of a second or foreign language. In addition, they emphasized how technology has transformed L2 classrooms into lively settings with meaningful tasks where students are in charge of their own learning. Moreover, according to Drayton et al. (2010) computer technology elicits a true learning experience that encourages learners to learn independently and develop moral habits. The independent use of technology has helped students develop self-direction and self-efficacy, producing independent graduates.

Researchers have studied the effect of technology on L2 classroom learning and learners' motivation. Murphy et al., (2011) highlighted the importance of corrective feedback during synchronous and asynchronous social contact and its effects on students' motivation during task performance. According to the findings, feedback helped students become self-aware and confident, while the social aspects of learning motivated them. This exemplifies how technology positively affects the study of a second language. In addition, several case studies have shown that students may have a better chance of forming positive L2 identities due to the special circumstances of a technology-mediated environment. Moreover, Arifah (2014) claims that the use of the Internet significantly boosts student motivation. For instance, incorporating movies in the learning process enables students to grasp the subject and expand their knowledge. When technology is integrated in the learning process via computers, the Internet, smart

phones, and other means of technology, learners can absorb the lessons effectively. Learning with technology helps students hone their higher-order thinking abilities. Overall, it can be argued that for learners to focus on the L2 learning process, an effective integration of multimedia and instructional strategies is necessary. Instructional materials of second and foreign language classes commonly make use of contemporary technical instruments. In the following part, the researcher will focus on the most important types of technology used in these settings.

On the other hand, Chong and Reinders, (2020) conducted a qualitative research synthesis of 16 studies on the implementation of technology-mediated TBLT. The data was analyzed by the authors using grounded theory, who found three key themes:

1) The traits of technology-mediated TBLT: The following characteristics can be used to describe technology-mediated TBLT:

- Using technology to give students access to real-world resources and tasks.
- Using technology to provide students with feedback and support.
- Using technology to boost collaborative learning.

2) The affordances and limitations of technology-mediated TBLT: Technology-mediated TBLT has several affordances, such as:

- The ability to provide learners with access to authentic materials and tasks.
- The ability to support collaborative learning.
- The ability to provide feedback and support for learners.

However, technology-mediated TBLT also has a number of limitations, comprising:

- The cost of technology.
- The need for technical expertise to solve technological problems.
- The need for convenient technology-mediated tasks.

3) The factors impacting the effectiveness of technology-mediated TBLT: The effectiveness of technology-mediated TBLT is impacted by a few factors such as:

- The quality of the technology-mediated tasks.
- The proficiency level of learners.
- The teacher's pedagogical knowledge and skills.
- The learner's motivation.

The authors concluded that technology-mediated TBLT can be an effective approach for language teaching and learning, but it is significant to consider the affordances and limitations of technology when planning and implementing TBLT.

2.8 Different Types of Technology Used in L2 Settings

Nowadays, a variety of devices, software, gadgets, and websites are available for most people worldwide; some of them have become popular among learners of different ages. These devices have entered the field of education, especially with regard to learning and teaching foreign languages. Researchers and educators attempt to use these innovations to facilitate the process of language learning in a variety of ways.

2.8.1 Using CALL in L2 Learning

CALL has been widely used to promote language learning and teaching and help students be active and motivated in L2 classrooms. According to Muir-Herzig (2004, p.115), "the computer will allow students to feel more responsible toward their language learning through direct exploration, expression, and experience." Computers allow learners to interact with each other; hence, they can practice different language skills. Furthermore, CALL has been utilized in developed countries for over 40 years. It was first implemented during the 1960s and went through three important iterations: behaviorist, communicative, and integrative CALL. In the first iteration (behaviorist CALL), computers were used as tutors for repetitive drill practice programs. In the second iteration (communicative CALL), computer games were used to improve learners' skills. In the last iteration (integrative CALL), multimedia computers were used as assistants for students, helping them perform tasks. These technological developments

allow texts, graphics, sounds, animations, and videos to be accessed on a single inexpensive computer. "These resources are all linked and called 'hypermedia,' and they enable learners to navigate through CD-ROMs as well as the Internet at their own pace and path using a variety of media" (Meihami & Varmaghan, 2013, p. 51).

CALL expanded its reach throughout the 1980s by embracing a communicative approach and a variety of novel technologies. From the classic drill-and-practice curriculum that characterized CALL in the 1960s and 1970s to the more modern iterations of CALL, it has utilized a wide range of integrated computer technology applications and methodologies toward L2 and FL teaching and learning (e.g., virtual learning environments and web-based distance learning). Moreover, the use of corpora and concordances, interactive whiteboards, and CMC (Lamy & Hampel, 2007), language learning in virtual worlds, and mobile-assisted language learning (MALL) is included in CALL (Kukulska-Hulme & Shield, 2008).

Furthermore, CALL has potential for L2 teaching. "One of the most important aspects of using CALL in the classroom is that students are free from anxiety, and there is no peer pressure that inhibits them from language learning easily" (Marzban, 2011, p. 9). Indeed, educational technology promises to democratize learning, increase access to multiple information resources, decentralize instruction, and remove obstacles to communication and interaction in L2 or FL classrooms. Kim, C. (2012) states that unlike conventional L2 or FL classrooms with mainly group-based learning tasks, CALL provides personalized learning and instruction. Moreover, CALL materials include various activities that students can use to improve their language skills. "Interventions delivered via computer allow activities to be presented in a highly structured and systematic way, including corrective feedback" (Macaruso & Rodman, 2011). CALL has established itself as an important area of research in the field of education, particularly in L2 and FL instruction.

2.8.2 Using Smart Mobile Devices (SMDs)

Smart mobile devices (SMDs), especially smart phones and tablets, are rapidly becoming pervasive among educators and learners. The growing advancements in

mobile technology, wireless communication networks, physical features of devices, and higher rates of usage will give rise to future trends in mobile learning (Johnson, L.et al., 2012). According to Srivastava, A. (2014). 2 billion smart phone users by 2015: 83% of Internet usage is from mobiles. As SMDs are convenient and widely available, it is possible to recognize the numerous benefits of these technologies to improve the process of L2 teaching and learning and meet the needs of this generation for whom mobile devices are an integral part of their daily lives.

Furthermore, SMDs are revolutionary in terms of integrating computing and communication features in a single mobile device (Khaddage & Zeidan, 2012). Their popularity emerges from the versatility of technology, of the learner, and of learning in an educational setting (El-Hussein & Cronje, 2010). Smart phones (e.g., iPhone, Android, BlackBerry, and Windows) and tablets (e.g., iPad, Galaxy, LePad, and Dell Streak) are portable and handheld tools with the processing power and memory capacity to run different applications and store a considerable amount of data, such as documents, pictures, and videos. They have calling and messaging features and several valuable instructional services such as Internet access, cameras, global positioning systems, and audio and video recorders (Woodill, G. 2013). SMDs also offer a variety of interactive software apps, which are either preinstalled, free, or cheaply available, to support web browsing, social media, communication, location-based functions, interactivity, media production, and entertainment. Therefore, SMDs are highly customizable and personalized platforms for communication, organization, social networking, information production, and content management (Khaddage & Lattemann, 2013). Overall, effective mobile learning environments need "strong institutional support, including the design of relevant resources in mobile format and technical support" (Sharples, 2007, p. 8).

2.8.3 Using WhatsApp as a Platform for L2 Learning

WhatsApp is widely considered as a rising online platform facilitating L2 and FL learning and teaching. Several online resources give tips to teachers and educators who are interested in utilizing WhatsApp as a means of L2 learning and teaching. In addition, many articles can be found on institutional home pages, personal blogs, wikis, and other websites that discuss the advantages of using WhatsApp in L2 learning and teaching by

utilizing its special features, such as chat groups, videos, audio, and graphics. These features facilitate real-time communication between teachers and students and allow students to continue learning even after class. In addition, these features encourage and motivate students to connect and communicate in their preferred language with anyone in the world. Learners must be familiar with the target language to fully utilize the application, as it features the application of English in all its aspects. Overall, all the characteristics and features of WhatsApp indicate its potential use in L2 teaching and learning.

2.8.4 Using Gaming in L2 Classrooms

Although gaming seems to be a strange use of technology in L2/FL classrooms, it can be a valuable tool. Kiernan, P. J., & Aizawa, K. A. Z. U. M. I. (2004) state that many young people spend a considerable amount of time playing video games. At first glance, they may appear to be a waste of time, but upon closer inspection, multiplayer games place a strong emphasis on complex problem solving, environmental understanding, collaborative learning, and social skills. These are the same skills that L2 educators have been attempting to incorporate into their curricula. Therefore, video games, whether performed in a classroom or outside as homework, can provide various useful skills for the language learner. For instance, Kiernan and Aizawa mention a video game where students must give the pilot of a helicopter directions to complete a task. The pilot will be unable to complete the tasks if the learners give her or him incorrect instructions. This enables the learners to use vocabulary and grammar of the target language as second nature. Another important function of video games is their huge online fan base. Consequently, learners would be able to practice their writing and reading skills on online forums. Hence, this reveals the potential of video games in language learning, which in turn can motivate the learners to continue their language education.

2.8.5 Using Social Virtual Worlds and Second Life Learning in L2 Setting

Another technology that is receiving much attention nowadays is the social virtual world, particularly Second Life, a free 3D virtual world where more than 450,000 users can interact in different academic and social contexts. Research into activities that are performed inside Second Life has been conducted carefully, looking mostly at the

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potential of the medium to enhance L2 learning through activities. The results all proved that Second Life improved L2 acquisition. In addition, it is important to mention that the work of the NIFLAR European Project is managed by the University of Utrecht, which has developed several environments in Second Life in addition to pedagogical activities to improve student–student interaction and cultural awareness. More information can be found at http://niflar.eu/.

2.8.6 Using Short Videos in L2 Classrooms

According to Wang (2015), there are three goals of teaching English utilizing short video materials:

1) To aid in developing EFL learners' language skills. This means that short videos can provide a lot of information to the learners, direct their attention to focus on the material in the short videos, and improve their comprehensive linguistic competence.

2) To cultivate students' competence in intercultural communication. When a short video is presented in the classroom, it does not only provide information about the language; students can also learn about the culture of native English speakers. In addition, short videos support the learners' communicative competence in English.

3) To cultivate students' aesthetic values and ability to appreciate short videos in English. In this case, the short video is used not only to present information but also to make the students have aesthetic impressions of the video in their minds. It can also encourage deep thoughts and a critical review. Hence, learners can obtain a lot of benefits from short videos.

In addition, Harmer (2001) states that using short videos in EFL classrooms can elicit positive values to teaching and learning activities. In this case, teachers as facilitators in the class should prepare suitable learning sources and apply efficient methods when utilizing short videos in L2 classrooms. The employment of short videos in the language teaching field is essential to extend the development of students' language skills. That is to say, teachers need to use effective ways to engage learners during the teaching and learning activities. A recent study by AlOthaly (2022) revealed

that the use of short videos promotes interaction in L2 classrooms. There were different ways in which short videos promote interactions, including teachers' questioning strategies and feedback, tasks related to short videos, and random or purposeful grouping or pairing of students.

2.9 Summary

This Chapter covered the history and development of the TBLT approach, definitions of tasks, the difference between tasks and exercises, TBLT expansions, and the use of technology in L2 and FL classrooms. The following Chapter covers the interplay between TBLT and technology, frameworks for technology-mediated TBLT, and tasks in TBLT. In addition, it covers the recent developments in TBLT–technology research, such as the use of CALL, movies, and wikis in TBLT.

Chapter 3: The Interplay Between TBLT and Technology

This Chapter argues that the interplay between TBLT and technology facilitates L2 learning and teaching. Moreover, it provides a theoretical framework for TBLT and technology as well as some prominent aspects of technology that are practically used when implementing TBLT in classroom.

3.1 TBLT–Technology Research

Over the past three decades, TBLT has attracted increasing interest from academics. It has emerged as a key educational strategy due to the substantial and expanding body of research indicating the effectiveness of tasks in promoting and facilitating L2 growth and performance (e.g., Keck et al., 2006). Practically speaking, new tasks have been created by computers, online communication technologies, and other technical equipment. Rapid advancements in digital technology cause variations in how people learn and use languages. These changes necessitate new methods of language instruction, appropriate curricula, and teaching strategies that effectively integrate technology into tasks (González-Lloret, M. 2008). According to González-Lloret and Ortega (2014), incorporating technology in TBLT enables students to learn from resources in ways that interest them, for instance, Ellis (2003) stated that TBLT is psychologically motivating. Thus, teachers need to be knowledgeable about the technologies they introduce in their classes and collaborate with other teachers to handle their classes effectively. We must recognize that, with the introduction of new technologies, TBLT has evolved into technology-mediated TBLT, where tasks can be designed realistically and authentically, making learners feel motivated and engaged in the learning process.

3.2 Technology-Mediated TBLT Framework

Chapelle (2001) introduced the framework for technology-mediated TBLT, followed by González-Lloret and Ortega (2014a). Chapelle's framework (2001) is based on SLA perspectives. Her model includes three levels of analysis and six criteria to evaluate the suitability of CALL for a task. The first two levels of analysis focus on CALL software and teacher-planned CALL activities using subjective methods for

evaluation. The third level of analysis aims to "assess learners' performance during CALL activities" (p.53) using empirical methods for evaluation. The six criteria for this level of evaluation are the following: "language learning potential, learner fit, meaning focus, authenticity, positive impact, and practicality", Table 2 (p. 55). Chapelle stressed that when tasks utilize these characteristics, language acquisition becomes easier and is accelerated. Therefore, teachers and researchers need to understand the nature of technology-mediated tasks for language learning such that learners can be easily engaged when performing such tasks. In addition, it should be noted that language learning potential is the critical element among all these criteria (p. 58).

Table 2: Criteria for CALL Task Appropriateness (from Chapelle, 2001, p. 55)

Criteria	Explanation
Language learning potential	The degree of opportunities presents for beneficial focus on the form
Learner fit	The number of opportunities for engagement with language under appropriate conditions given the learner's characteristics
Meaning focus	The extent to which students pay attention toward the intended meaning of the language
Authenticity	The degree of correspondence between the CALL activity and activities of interest in the target language for learners outside the classroom
Positive impact	The positive effects of the CALL activity on those who participate in it
Practicality	The sufficiency of resources to support the use of the CALL activity

Moreover, Chapelle (2014a, 2014b) compared the framework that she developed in 2001 with the framework published by González-Lloretand Ortega in 2014a. González-Lloret and Ortega (2014b) developed Chapelle's framework and introduced the

term holism instead of authenticity. Here, the same meaning is maintained. Primary focus on meaning was used instead of meaning focus to denote the primary focus on meaning. Learner fit was changed to learner centeredness, where more dimensions were added to the needs analysis. Reflective learning replaced language learning potential, to incorporate conscious thought on programmatic learning outcomes and abandon the focus on language form. In addition, Chapelle's positive impact was modified to reflective learning to limit the scope of influence to reflecting on learning objectives and learning. González-Lloret and Ortega omitted practicality from Chapelle's framework, as it was unnecessary. In addition, they added a new element, goal orientation, because learners need to know the goal of the task that they are going to perform. Chapelle (2014a) summarized the abovementioned changes in the technology-mediated TBLT frameworks and illustrated them in Table 3.

Table 3: González-Lloret and Ortega's Changes in the Technology-Mediated TBLT Frameworks (from Chapelle, 2014a, p. 326)

Chapelle (2001)	González-Lloret and Ortega (2014)	Change
Authenticity	Holism	Maintain essentially the same meaning
Meaning focus	Primary focus on meaning	To denote primary focus on meaning
Learner fit	Learner-centeredness	Add dimensions to the needs analysis
Language focus on learning deliberate potential	Reflective learning	To omit language form and add reflections on programmatic learning gains
Positive impact	Reflective learning	Narrow the scope of impact to reflection on learning goals and learning
Practicality	-	Omitted
-	Goal orientation	Added

The technology-mediated TBLT frameworks mentioned above paved the way for the methodological conceptualization and creation of activities. For instance, González-Lloret and Ortega emphasize the importance of conducting needs analysis; this process should always come first in a TBLT curriculum. This concept is applicable to technology-mediated TBLT curricula as well because a well-designed needs analysis will help identify the tasks, the learners' digital literacy required in a particular context, and the problems of technology access and assistance. In addition, it may help determine the impact technology has on the tasks to be performed, which directly impact the syllabus and the learners' improvement. However, the effectiveness of the tasks and the assurance that they can practically develop learners' communicative competence are more important than theoretical knowledge of technology-mediated TBLT.

Many SLA experts and practitioners have recognized the relevance of TBLT as a paradigm to enable structuring technology systems for language learning and its supporting task-based language learning underpinnings (e.g., Long, M. H., and Doughty, C. (Eds.), 2009; Robinson, 2001; Skehan, 1998; Chapelle, 2003; Doughty & Long, 2003; Salaberry, 2000). Classroom tasks can be a very useful unit of study for CALL because, according to Chapelle (2003), it "directs methodologists to look toward how learners are predicted to learn through their interaction with materials and other learners" (p. 55).

The CALL research community has concentrated on two task-related difficulties. First are the obvious roles that tasks can play in synchronous (happening simultaneously) and asynchronous (happening one after the other) human interaction coordinated by computers for language learning (Appel & Gilabert, 2002; Levy & Kennedy, 2004; Rosell-Aguilar, 2005; Lamy, 2006; Kitade, 2008; Yilmaz & Granena, 2010; Collentine, 2009). Second is the significance of the task design and successful telecollaborations that facilitate intercultural learning (Hauck & Youngs, 2008; O'Dowd & Waire, 2009; Lamy & Goodfellow, 2010; Dooly, 2011). Moreover, many influential TBLT proponents have remarked on the benefits of incorporating technology in task-based instructional designs. For an early example of an empirical explanation of the theoretical coherence that may be proven by the two techniques (see Doughty and Long, 2003; González-Lloret., 2003; Skehan, 2003).

TBLT, a well-known method of teaching languages, has recognized the motivational impact of technology. For instance, González-Lloret, M. (2008) discusses ways of promoting TBLT curricula with technology in two collections of studies or volumes by Van den Branden (2006) and Van den Branden et al. (2009) that had a significant impact on the discourse regarding TBLT at the time. Thomas and Reinders' (2010) works that explore the relationships between tasks and technology are further contemporary works in this regard. Both works emphasize how CMC and tasks work together. Thomas, M. (2013) thoroughly analyzed the investigations in this field.

The prevalence of integrating computer and information technology into education is now widely acknowledged and driven by modern Internet-connected devices and digital technologies, which have become ingrained in the daily lives and educational processes of the new generation of students (Baron, 2004; Ito et al., 2009). As studies are increasingly documenting the use of various technological tools, such as word processors, presentation software, CMC applications, Web 2.0 applications, blogs, wikis, Google Docs, social networking, interactive whiteboards, smartphones, WhatsApp, and—more recently—digital games and augmented/virtual reality, in learning, the incorporation of technology into TBLT has come to be recognized and realized as a separate field. Despite the widespread incorporation and use of technology in language learning classrooms and its advantages for sociocultural development, researchers have found a necessity of a structured and theoretical approach to technology to "maximize its potential for language learning" and "design more pedagogically effective technology-based activities" (Lai & Ng, 2011; Ziegler, 2016, p. 137).

In response to this demand for a structured and theoretically grounded approach and the growth of TBLT and technology studies, researchers have begun to think about the possibility of combining these branches of research to spur their development (González-Lloret & Ortega, 2014). Ziegler (2016) presents the best justification for a combination of TBLT and technology:

> Tasks and technology are ideal partners in a reciprocal relationship, providing opportunities for researchers seeking to explore how the integration of technology can enhance or facilitate the benefits of task-

based language teaching (TBLT) as well as address how TBLT can serve as a framework in which to ground research conducted in technical contexts (p. 137).

In addition, there have been several changes in technology-mediated TBLT in recent years and a significant trend toward using technology in TBLT implementation. This is particularly true now that social networking, mobile technologies, and digital games have become widely used. Quantitative and qualitative research based on SLA theories have increased in popularity. Technology has undoubtedly been carefully considered for its potential to address some of the problems of TBLT such as the lack of opportunities for authentic communication in the classroom and EFL settings (Carless, 2012) and the challenge of motivating students to interact and participate in performing tasks, particularly those students who lack the drive to communicate with specific people using a specific platform.

The need for a new understanding of technology and task integration, based on the frameworks of Chapelle, Ortega, and González-Lloret, has become apparent by subsequent research. To be responsive to the TBLT approach in language teaching and the transformative nature of modern technologies, the following criteria must be considered:

A) The first prerequisite is to utilize technologies according to tasks rather than choosing them as simple extensions or translations of exercises and activities into computer platforms. CALL researchers have considered the following insights:

I) In CALL research, the general definition of tasks is a "classroom event that has coherence and unity, with a clear start and an end, in which learners take an active role" (Cameron, 1997, p. 346). Another popular definition is as a "goal-oriented communicative activity with a specific outcome, where the emphasis is on exchanging meaning, not producing specific language forms" (Willis, 1996, p. 36). These definitions indicate the perspectives that researchers have taken in investigating tasks in CALL.

II) A more holistic definition of tasks in CALL research is as "an activity in which a person engages to attain an objective, and which necessitates the use of language" (Van den Branden, K. 2006, p. 4). To effectively utilize tasks in CALL and TBLT, researchers must surpass the current explorations of task–technology blends and investigate tasks in innovative ways.

B) The second requirement when incorporating new technologies into educational settings is to acknowledge its significant impact on the structure of knowledge and language learning. It is important to be aware of the changes that technology can bring to the ways in how knowledge is acquired and retained, specifically on how it affects language learning. Integrating new technologies in people's lives is not a neutral concern as it affects them and their language, knowledge, and relationships (Crystal, 2008; Jenkins et al., 2009; Walther, 2012). When it comes to tasks, neutrality is indefensible. In other words, technology itself has created an integral set of real-world target tasks. The following are some activities that many readers might perform in their everyday lives:

(a) Using social networking sites, video/text chats, and emails to communicate with coworkers, friends, and family.

(b) Using wikis, blogs, fandom, and forums to engage in online writing.

(c) Interacting virtually with other people or playing massively multiplayer online games in immersive settings.

These examples highlight the various ways in which technology can be used to facilitate communication and collaboration and improve language learning with the aid of immersive environments and online games.

C) The third requirement pushes task-and-technology integration—or rather, programmatic thinking about both tasks and technologies as embedded in curricular contexts—to the forefront of the curriculum. This requirement is a call made by some supporters of TBLT (e.g., Norris, 2009; Van den Branden et al., 2009). Norris (2009) asserts that TBLT is not only about tasks or sequences of tasks but also how

tasks are carefully arranged. Tasks justifiably serve an overall educational purpose. In its strongest educational form, TBLT visualizes tasks as organized units that clarify the cycles of needs analysis, task choice and sequencing, materials and instruction development, teaching, assessment, and evaluation (p. 581). The relationship between technology and tasks in each setting should be clearly expressed when blending them in reciprocally integral ways that are suitable for language learning, especially when learning is understood as something that occurs over prolonged periods of time.

In summary, from needs analysis to learning outcomes for assessment and evaluation, technologies have evolved into a crucial component in the TBLT curriculum. Moreover, technology-mediated performance-based assessment is the most suitable method to evaluate students in a TBLT program that intends to merge technology and tasks.

3.3 Tasks in Technology-Enhanced TBLT

Tasks in technology-mediated TBLT are incorporated into the curriculum in accordance with learning-by-doing philosophies of language pedagogy, new language education needs, and digital technology realities. By incorporating technology into TBLT, more opportunities and resources are provided for the students to complete the activities, and assignments can be more flexible and unstructured. For instance, Lamy (2007) views a technology-mediated task as "less regimented, more inquiry-based, and that invites learners to exercise agency and enact identities" (p. 263). In addition, González-Lloret and Ortega (2014) suggest the following specific set of criteria for technology-mediated tasks:

1) The major focus is on meaning, where learners focus on the content, such as semantic and pragmatic meaning, rather than the form.

2) Goal orientation is substantial. Tasks should have a communicative purpose, prompted by learners' need to grasp information, solve a problem, or express an opinion, in addition to their communicative or non-communicative outcomes. In other

words, the learners' use of language is vital to attaining the desired outcome and is not necessarily the goal itself.

3) Tasks must be learner-centered, relying on students' language and nonlinguistic resources in addition to their technological know-how.

4) Tasks must be authentic and based on real-world language processes and incorporate both form and function.

5) Tasks should provide opportunities for reflective learning. This enables learners not only to learn by doing but also to consider the process and outcome, stimulating cyclical and reflective learning.

Although several researchers have emphasized the importance of rethinking task design and task-based learning and teaching due to the features of computer-mediated tasks (e.g., Chapelle, 1998; Doughty & Long, 2003; Rosell-Aguilar, 2005; Skehan, 2003), the criteria proposed by González-Lloret and Ortega (2014) seek to assess how researchers and educators can effectively use the approach. The increasing use of technology in ESL and EFL classrooms indicates the importance of broadening the definition of a task beyond the traditional classroom setting. Due to the widespread availability of technology, learners have access to a variety of devices and platforms for language learning, such as digital game-based learning, MALL, and place-based learning. This necessitates educators to design tasks that are suitable for these technologies and consider the unique features and capabilities of each platform, including considering the ways in which learners interact with technology and how they can be leveraged to improve language learning. For instance, to help contain the COVID-19 pandemic, most schools, colleges, and universities have resorted to using available technological devices to maintain students' learning. The most widely used telecommunication apps are Microsoft Teams and Zoom. Technology is the solution to the mandatory and indefinite closure of most educational institutions around the world due to the pandemic. To fully utilize technology in TBLT, tasks should be redesigned to focus on promoting learners' ability to exchange information and interact with each other. This will provide learners with diverse opportunities for language development

and further improve their digital and technological literacy and proficiency. Tasks should be designed that promote collaboration, communication, and critical thinking. In addition, the task design should consider the specific features and capabilities of the specific platform, to align with the learners' digital and technological literacy and proficiency. This will allow learners to effectively engage with the task and achieve the desired outcomes. (González-Lloret & Ortega, 2014).

The effect of technology on task performance and learning outcomes has been studied in other fields of research. For instance, it has been discovered that text-based CMC fosters equitable participation during task performance owing to the lack of social cues and restrictions associated with conversations, such as interruptions, transfer of speaking, and pronunciation monitoring (Ortega, 1997, p.84). This suggests that technology can level the playing field for learners with different language proficiencies and communication styles, potentially leading to effective language learning outcomes. Therefore, researchers found that students who were engaged in text-based discussion throughout the tasks exhibit balanced participation (Sullivan & Pratt, 1996; Warschauer, 1996). In addition, students who were quiet and unmotivated tended to take more part in the activity than they would have in conventional settings (Beauvois, et al., 1995; Kelm, 1992). Moreover, multimodal communicative environments were found to contribute to achieving learners' autonomy. Kress (2000) states that increasing learners' awareness and developing their ability to change the resources according to their personal, social, cognitive, and affective needs and interests, task demand, and institutional circumstances helped them become competent users of multimodal environments. Consequently, they become more autonomous learners.

In addition, encouraging findings were found in research on the prevalence of negotiated engagement among students when working on technology-mediated tasks. For instance, Ortega (2009) thoroughly reviewed the literature on text-based CMC interactions and concluded that the task design largely impacts the interactions during technology-mediated tasks. The examples of negotiated contacts were attributed to well-planned projects or activities that were cultivated with important linguistic constructions (e.g., Kötter, 2003, p. 29; Pellettieri, 2000, p. 46; Smith, 2003, p. 57; Toyoda &

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Harrison, 2002, p. 63). The level of online engagement is ambiguous; hence, learners had to work harder to make it apparent to their interlocutors what they were trying to discuss together. Kitade (2006) discovered that native and nonnative speaker partners demonstrated precise, formal, sophisticated, and explicit signals as well as exceptional answers during task-based email conversations. In addition, it has been discovered that using technology to facilitate the tasks increased learners' participation with the cognitive concept of recognizing feedback from interlocutors, which is essential for language development (Lai & Zhao, 2006; Pellettieri, 2000). Numerous studies have also found that exposing students to technology-mediated communication scenarios aids in the construction of positive L2 identities, which promotes the ownership and agency necessary for language acquisition. Black's (2006) ethnographic study, which was conducted for a year, examined the interactions of adolescent English language learners on http://www.fanfiction.net, a website that allows users to share and critique works of popular fiction. Black (2006) described how the learners cultivated their literacy and strengthened their identities as writers in the target languages by utilizing the social, literary, and technological elements of this community. Consequently, students are inspired to invest more time and effort in their language learning while establishing a positive L2 identity.

3.4 Recent Expansions of TBLT–Technology Research

The demand for an expansion of the definition of tasks to cover circumstances where students may engage in task-based learning outside of the classroom is highlighted by the drastically increasing use of technology in ESL and EFL learning settings. Nowadays, many students have access to a variety of technological tools such as location-based learning, mobile-assisted language learning (MALL), and digital game-based learning. Thus, during the past 20 years, the number and variety of learning settings and resources have dramatically increased. Tasks must be created in such a way that considers learners' digital and technological literacy and proficiency and encourages them to exchange information often (González-Lloret & Ortega, 2014). This will allow technology-mediated TBLT to reach its full potential. Digital technologies and multimodal communication can help L2 teachers create an optimal TBLT approach that is interactive, contextualized, and authentic. In addition, TBLT maintains its

considerable potential to boost self-directed learning by purposefully involving learners in the learning process. Through TBLT, learners use the L2 while performing communicative tasks in real-world contexts (Edwards & Willis, 2005).

With the increased access to technology, there are several ways to incorporate technology-based activities and tasks into language curricula and methodologies to improve learners' language learning. There are many technological and web-based language tools and platforms that can be used to design and perform tasks. These tools and platforms are reviewed below.

3.4.1 CALL and TBLT

Numerous SLA academics have recognized the value of TBLT and its important task-based language learning underpinnings, as well as the possibility that it helps shape technological systems for effective language acquisition (e.g., Chapelle, 2003; Doughty & Long, 2003; Long, 2014; Robinson, 2001; Skehan, 1998; Salaberry, 2000). According to Chapelle (2003), the classroom task can be a useful analytical tool for CALL because it "directs methodologists to look at how learners are expected to learn through their interactions with the materials and other learners" (p. 55). Moreover, González-Lloret (2017) states that of all the language teaching approaches currently used, TBLT is the most suitable approach to educate students about and the potential of technology in the field of language acquisition. The CALL research community has increasingly focused on two task-related concerns. The first is the explicit function that tasks can be performed in computer-mediated synchronous and asynchronous human interactions for language learning (Appel & Gilabert, 2002; Collentine, 2009, 2011; Kitade, 2008; Lamy, 2006; Levy & Kennedy, 2004; Rosell-Aguilar, 2005; Yilmaz & Granena, 2010). The second is the importance of task design in effective telecollaboration for intercultural learning (Hauck & Youngs, 2008; O'Dowd & Ware, 2009; Lamy & Goodfellow, 2010; Dooly, 2011). González-Lloret (2003) offered an early experimental example of the theoretical relationship between these perspectives. The main proponents of TBLT have also discussed the advantages of incorporating technology in these methods (Doughty & Long, 2003; Skehan, 2003).

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Tavakoli et al. (2019) conducted an empirical study on the impact of CALL-mediated TBLT on motivation for L2 reading in Iran. They discovered that there was a noticeable improvement in the learners' reading ability and their enthusiasm to learn the target language. Hence, they expressed that TBLT, a constructivist teaching strategy, when used in conjunction with CALL, can significantly increase students' motivation to learn the target language.

Aleissa (2017) focused on the efficacy of CALL-mediated TBLT on Saudi female learners of English at the college level, highlighting the role of their motivation and positive attitude toward learning a FL. The study's objective was to analyze how CALL-mediated TBLT affected the participants who lacked the motivation to learn English. The findings demonstrated that within and outside of the classroom, technology may be used as a tool to inspire students to learn English, enhance their learning abilities, and expose them to real-world encounters with the target language. Moreover, Vafaeepour (2017) evaluated how students responded to textbooks compared to Internet-based information in terms of their attitudes, motivation, and engagement. The study's conclusions indicated that Internet-sourced materials can better prepare students for real-world scenarios compared to textbooks. Nejati et al. (2018) investigated the impact of CALL-mediated TBLT on Iranian EFL learners' vocabulary learning. The experimental group of students received the CALL-mediated TBLT interventions for eight sessions, including computer-assisted instruction of wordlists taken from their textbooks. The experimental group was taught these words using Vocaboly, an online vocabulary builder, whereas the control group was taught using the conventional approach. The experimental group outperformed the control group on the posttests according to the t-test comparison of the mean scores. The authors concluded that TBLT facilitated by CALL greatly improves motivation and learning efficiency.

3.4.2 Videos and TBLT

The idea of using TBLT with video-based tasks is based on the conception that "with video, the learner can not only hear the speakers, but he can also see the speakers, the background situational cues, the paralinguistic features, and the non-verbal communication of the exchange" (Wilkinson, 1984, p. 1). Wilkinson began using videos,

with the aim of performing activities that define the "pedagogical and technical features of video and involve students in interactive viewing situations that develop both receptive and productive skills" (p. 83). In this study, he utilized learning activities that were increasingly communicative, such as video forwarding, where learners contributed actively while watching the video, rather than after watching it. These activities were regarded as information-retrieval activities (introducing characters), discussion/consensus activities (powers of observation), view-and-speculate activities (possible motives), jigsaw-viewing activities (who's guilty?), and report-and-debate activities (the accusation).

Integrating videos into TBLT can be more motivating than all, if not most, other forms of authentic materials. Bajrami, & Ismaili, (2016) supported this account, arguing that videos can be entertaining for learners while helping them understand the tasks. Moreover, videos can provide a variety of topics and ideas for learners to discuss. When choosing video materials, the learners' interests and level of English proficiency and the prevailing cultural features of the video should be considered. Nunan (2003) specified that the design of listening cycles is a significant consideration, which involves choosing the video and dividing it into Sections to be presented in stages. Teachers can design cycles of activities for learners to actively participate in. Moreover, teachers need to be reflective observers ensuring that they do not divert the learners' attention from the video. Therefore, it would be beneficial for teachers to choose video materials that are conducive to language learning. Learners are motivated to engage with the lessons when they are given the chance to study with the use of video materials.

Thanajaro (2000) conducted a study regarding the use of authentic video materials to develop listening comprehension in ESL classrooms by analyzing teachers' class observations and interviewing students. The results of the study showed that the use of authentic video materials in ESL classrooms has a positive impact on learners' motivation to learn the target language. Moreover, Maneekul (2002) conducted a study using authentic video materials and tasks to improve the listening skills of undergraduate students majoring in English. The results showed that the learners' listening skills

improved greatly when using authentic video materials and tasks, that is, after watching videos of native speakers of the target language.

Moreover, Aulia, D. (2019) conducted a theoretical study to evaluate the use of videos in testing listening skills. He argues that it is inevitable because it was introduced in language testing and assessment; however, the use of videos in listening comprehension has its advantages and disadvantages. Some advantages are the use of videos in pedagogy and their potential to bring pragmatic competence and paralinguistic features to the fore. The disadvantages, on the contrary, are the distractions that may occur and the possibility of ambiguity in interpretation. Wagner (2004) conducted a video listening test and mentioned that "the results seem to provide some evidence for the validation of a two-factor model of listening based on the ability to understand explicitly stated information as well as the ability to understand implicit information in aural texts" (p.1). Consequently, it can be asserted that videos play an important role in improving learners' oral comprehension, stimulating their interaction and communication with their classmates, increasing cross-cultural awareness, and are adaptable with learners of English in any proficiency level.

Maitland et al. (2018) believe that teachers can use videos to help engage students with the lesson in multiple classroom activities, such as sharing ideas and solving problems. In addition, several studies were conducted to explore the effects of using videos on learners' language acquisition in EFL classrooms. For instance, Li et al. (2016), who conducted a study in China, concluded that the use of videos in EFL classrooms increases learners' motivation and promotes positive attitudes toward L2 learning.

3.4.3 Wikis and TBLT

Wiki is a Web 2.0 tool that is frequently utilized in EFL classrooms (Kurt, 2017). In distant learning (Godwin-Jones, 2003) wikis provide students with a collaborative environment (Augar et al., 2004) and allow them to interact, communicate, collaborate, and socialize as they work on various tasks using the TBLT approach (Beldarrain, 2006). The developers of the wiki, Leuf and Cunningham (2001, p. 14), define it as follows:

> … a freely expandable collection of interlinked web pages, a hypertext system for storing and modifying information—a database—where each page is easily edited by any user with a forms-capable Web browser client.

Wikispaces and other educational wikis provide a platform for mixed and online learning. Schwartz et al., (2004) mention the benefits of wiki-based writing activities within the TBLT approach, namely, enable learners to communicate using the target language, share ideas, work collaboratively, improve their writing skills, and be more actively engaged in the learning process. Moreover, wiki technology improves learners' autonomy, which is the optimal goal of language learning. McLoughlin and Lee (2008) and Waycott and Kennedy (2009), as summarized by Shih (2011), argued that the use of wikis in EFL classrooms can support the learning processes and outcomes.

As TBLT emphasizes the use of language for communication and meaning negotiation, the need for progressively flexible communication tools that foster teacher–student and student–student collaboration is urgent and critical. Wikis are second-generation online collaborative environments (Godwin-Jones, 2003), which are freely expandable collection of interlinked webpages (Leuf & Cunningham, 2001) created with texts, images, sound, and similar media objects, as well as hyperlinks to internal and external resources (Kolbitsch & Maurer, 2006).

Wikis are unquestionably regarded as an efficient and dynamic platform for collaborative pair and group works and projects because students may identify concerns, offer their opinions, and discuss them in forums (Godwin-Jones, 2003). According to Godwin-Jones (2003), discussion boards are the main method teachers use to improve students' written exchanges. Therefore, they provide a forum for learners to discuss topics and obtain information related to the courses, extracurricular activities, and associations in their domains of interest. Personal home pages and discussion forums humanize the learning experience and provide students with a form of social interaction. Moreover, when students engage in discussions, they typically write more and can interact in real-world settings, which is why L2 teachers find these to be quite beneficial.

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Moreover, Ahern (2008) views wikis as tools that can be used to foster authentic experiences for learners to cognitively engage with the content by actively attempting to make sense of and incorporate the experience in their learning. As wikis provide a collaborative environment, Ahern states that learners can integrate content into their cognitive repertoire. Moreover, Finkbeiner and Knierim (2008) used a wiki for peer editing and feedback in developing strategic competence following ABC's Model of Intercultural Understanding and Communication and found it effective owing to its simplicity and reliability. Finally, it is important to utilize a wiki as an authoring environment for focus-on-form TBLT because it can improve learners' willingness to write in a foreign language.

The potential of technology to help task-based language teaching is covered by González-Lloret and Ortega (2014) in their study "Towards technology-mediated TBLT". They contend that technology can be utilized to customize learning, encourage collaboration among students, give feedback on their work, and give learners access to real information. The authors start out by giving a quick summary of TBLT. TBLT is described as a "language teaching approach that focuses on the development of communicative competence through the completion of meaningful tasks" on page 2 of the study. The potential of technology to support TBLT is then discussed. Giving students access to real resources is one way that technology may aid TBLT. Along with the points made by González-Lloret and Ortega (2014), it is important to note that technology can be used to support TBLT in a number of other ways, such as creating virtual learning environments, providing gamification, and tracking learner progress.

The use of technology-based TBLT, on the other hand, has been shown to be a successful method of enhancing language competency in a variety of domains, including listening, speaking, reading, and writing. For instance, 16 technology-mediated TBLT studies published between 2002 and 2017 were analyzed qualitatively by Chong and Reinders (2020). They discovered that technology may be utilized to enhance TBLT in a number of ways, including facilitating student cooperation, facilitating access to authentic materials, offering students feedback that can help them improve their accuracy and fluency, and customizing learning. Using technology to personalize

learning allows students to move at their own pace and concentrate on the areas they need the most to improve. The researchers also discovered that the quality of the technology used in the classroom, the teacher's expertise (the teacher should be familiar with TBLT and be able to use technology effectively to support the learning process), and the learner's motivation (learners should be motivated to learn and should be willing to use technology to support their learning) all play a role in how effective technology-mediated TBLT is. Chong and Reinders (2020) came to the general conclusion that technology can be a useful tool for assisting TBLT. However, they also emphasized that a variety of factors, such as the quality of technology, the teacher's expertise, and the learner's motivation affect how efficient technology-mediated TBLT is.

Mulyadi et al. (2021) investigated how technology TBLT affected students' speaking and listening skills as well as their general L2 performance. At a university in Indonesia, the study involved 120 undergraduate students. The students were split into two groups at random: a standard TBLT group and a technology-enhanced TBLT group. The technology-enhanced TBLT group implemented a mixed learning strategy that combined in-person instruction with online study. To complete tasks and communicate with one another, the students in this group used a range of technology-based resources, including online forums, video conferencing, and interactive learning modules. The conventional TBLT group was instructed in a conventional face-to-face manner. This set of students did not employ any tech-based tools. The study discovered that compared to the conventional TBLT group, the technology-enhanced TBLT group made noticeably better progress in speaking and listening skills. The study's authors concluded that using technology to enhance TBLT can help students become more proficient speakers and listeners. Some of the study's main conclusions are as follows:

- TBLT with technological enhancements can help students' listening comprehension.

- The study discovered that compared to the conventional TBLT group, the technology-enhanced TBLT group showed noticeably better development in listening comprehension. This is probably because the students in the technology-enhanced TBLT group were able to interact with real listening materials and get

feedback on their listening comprehension thanks to the technology-based tools they were using.

- TBLT with technological enhancements can help students speak more effectively.

- The technology-enhanced TBLT group greatly outperformed the conventional TBLT group in speaking performance, according to the study's findings. This is probably due to the fact that the students in the technology-enhanced TBLT group were able to practice speaking in a secure and encouraging atmosphere and receive feedback on how they came across.

Overall, the research by Mulyadi et al. (2021) shows that technology-enhanced TBLT can be a successful method for improving not only students' speaking and listening skills but also their general L2 performance.

To conclude, it is obvious that TBLT and technology research has advanced substantially and rapidly in the last two decades, as has been shown in the above review. Indeed, wikis and TBLT are areas of current interest among researchers and scholars. Several researchers stated that utilizing a wiki-enhanced TBLT approach can effectively promote L2 acquisition. The researcher reviewed several previous studies regarding how a wiki-enhanced TBLT approach was used at the course structure level, taking into consideration the varied learning environments, and investigated the interaction between wikis and TBLT in various circumstances. This Section discussed how wikis are viewed in the study conducted in this area. In addition, it highlighted various facets of the design, such as how wikis can be utilized to expand students' learning outside the classroom and enhance their general L2 performance. The wiki-enhanced TBLT technique is projected to dramatically improve students' language competency, fluency, accuracy, and speed when used in conjunction with the TBLT syllabus.

3.5 Overall Summary and Conclusion

This Chapter presented the interface between TBLT and technology, emphasizing the potential developmental and performance advantages when using technology in task-based contexts, such as facilitating L2 acquisition, improving learners' fluency and

accuracy, and motivating them to learn. The growing adoption of technology in ESL and EFL classrooms highlights the demand for methodologically sound, solidly founded, and pertinent research that can genuinely guide pedagogical practice.

Nowadays, learning extends beyond the physical walls of classrooms and the traditional curriculum because of the impact of technology on the education system. The curriculum and methodology that incorporate mobile, web-based, and socially mediated technologies are attracting the attention of learners and simultaneously offering language tools for effective language learning. This phenomenon, combined with the increasing vogue of language learning through TBLT, makes technology-integrated TBLT an interesting and productive research area. Thus, carefully designed technology-integrated tasks combined with the suitable consideration of the limitations and scope of the educational programs would surely improve language learning in ESL/EFL settings.

In addition, owing to their similar theoretical and practical affinities, we may imagine TBLT and technology becoming intertwined as language teachers gradually adopt TBLT and technology-mediated language learning (Ortega, 2009a). There is substantial groundwork in the literature addressing the design of specific online tasks. The creation of a thorough guiding framework for technology-mediated TBLT or the wiki-enhanced TBLT method and the analysis of its various pedagogical uses are two new developments that must be given additional attention if the discipline is to be widely implemented. The investigation of new trends, such as learner and teacher preparation, is necessary because they are crucial to the implementation of technology-mediated TBLT but are frequently ignored. To improve this field, academics and practitioners must build on existing research and devote more time and resources to the critical areas outlined above. In addition, the research efforts must be ethically responsible (Ortega & Zyzik, 2008, p. 334), and researchers must adopt a more circumspect attitude while keeping an open mind to understand the benefits of technology-mediated tasks for learners with different backgrounds and cultural capital.

Chapter 4: Previous Studies on Wiki-Enhanced TBLT

4.1 Introduction

This Chapter reviews the key studies that have primarily examined the usage of wikis in the context of the TBLT approach. The goal is to examine how wikis are viewed in this context-specific research. In addition, this Chapter presents a detailed review of earlier studies to learn from their methods, equipment, and outcomes. Wikis have emerged in contrast to previous methods to L2 learning and teaching. One of their primary differentiating characteristics is placing emphasis on communication, collaboration, and interaction among learners using real-world language as effective techniques to master the target language, as explained in Section 3.5.3. TBLT, which emphasizes the use of authentic language and giving students meaningful tasks that aid in the effective grasp of the target language, and wikis are efficient technological learning and teaching tools. Moreover, TBLT has been the subject of extensive research in the last 10–15 years along with the construction of wikis. Wikis can be a significant factor in TBLT scenarios; hence, this Chapter presents the analyses of wiki-related research in a real classroom. By examining some of the key studies in diverse contexts, the researcher analyzed how TBLT, and wikis are being studied and used in various international and regional settings. For each study, the researcher will provide a synopsis of its objectives, research methodology, and key findings. In addition, the researcher will review and evaluate the said studies that were conducted on an international and regional scale. The concluding remarks present the research questions that will direct the current investigation.

4.2 Previous Studies on TBLT and Wikis in International Settings

Several studies have investigated the potential of wikis in implementing TBLT in international language learning contexts. These studies highlight the benefits of this combination for enhancing learners' language skills and intercultural competence. These studies include some of the ones below.

Coniam et al. (2008) aimed to ascertain how wikis may be included in cooperative English writing projects and group writing exercises when more than one learner

contributes to the construction of a text. A postsecondary university in Hong Kong used this case study to a group of students over the course of a month and created a report based on the observed survey data. The sample for the study consisted of 29 applicants for the foundation diploma. Overall, the study concluded that students preferred using computers in doing their tasks over paper and pen. In addition, tasks need to be appropriate for students' interests and level of language skill and must be authentic. Even though wikis were employed in this study with English as a second language, the researchers noted in their conclusion that the potential of wikis was not in any way restricted only to English. For instance, wikis have the capacity to create articles in Chinese. Hence, the general ideas of relevance and authenticity could be applied to a Chinese-language context with ease. This study is important because it offers crucial evidence that, for tasks to be applicable and valuable, they must be produced in a consistent manner with the suggested technical medium, the wiki. Moreover, it needs to be emphasized that tasks must be suitable for students' abilities and needs, or they would not learn anything from them.

Kessler (2009) conducted research to determine how much nonnative speaker EFL instructors tried to correct their and other's grammatical mistakes over the course of a lengthy collaborative work. The study also examined the level of accuracy achieved and the degree to which they prioritized grammar correction over content change. Moreover, the study examined how pre-service nonnative speaker English teachers create student-initiated collaboration during a wiki-based writing activity. This study was conducted over a 15-week-long semester in an online content-based instruction course for nonnative speaker pre-service English teachers. The course title was Cultures of the English-Speaking World. The course was provided via a Moodle-based course management system with Adobe Acrobat Connect and Gong voice boards for synchronous and asynchronous virtual interaction. Students were asked to take part three times a week to stay on top of the required tasks such as weekly discussion forum exchanges, access to static and dynamic web-based content, live video lectures, student video presentations, and continuous collaboration on wiki-based tasks. The wiki, which was used to serve as a final product of the class, allowed students to collectively define

the rather abstract term culture throughout the 15-week-long course. While there may be several advantages to this kind of collaboration,

The findings of this study showed that students could meet the knowledge and skill subcomponents of ability of Littlewood's (1996) autonomy framework, but they lacked the motivation and/or confidence subcomponents of willingness. When considering the high frequency of peer edits, the students were confident in their collaborations. In addition, the results revealed that the students were not reluctant to critique each other. However, they lacked the willingness to care for form issues that they were quite capable of correcting. It appeared that there was a contextualized willingness and an associated continuum of tolerance regarding form. The students simply did not address issues of form that did not hinder meaning. In addition, the participants in the study were willing to contribute to the wiki-enhanced collaborative writing task in the form of peer- and self-editing. Self-editing primarily concentrated on revisions unrelated to form, while peer-editing tended to address form more often. Moreover, the students showed an ability to perform autonomously; however, they did not show a similar willingness to follow perfect grammatical accuracy. The results demonstrated that an acceptable level of tolerance for errors may play a significant role in developing autonomy among students. The significance of this study is that it reveals that wiki-based tasks and autonomous environments may prompt participation, improve collaborative skills, and enhance students' autonomy.

Hulbert-Williams (2010) conducted a study to explore the implementation of wikis within a module and evaluate students' contributions and participations to the tasks. Seventeen students participated in a week-long online group-based wiki task as a standard part of their course. The use of wiki technology to develop an innovative research idea was evaluated by analysis of output (tracking of engagement with the intervention) and a self-report questionnaire (evaluation of the intervention) collected from a subsample of 14 students. The results of this study indicate that the students enjoyed the task and gained educational benefits. However, the instructions for the wiki-enhanced tasks may have been unclear because the students were unsure of the nature and purpose of a wiki. The students needed more training on using this technology and a

clearer explanation of the expected output before beginning the tasks. This study is significant as it provides further evidence that students may benefit from and enjoy blended learning approaches and that wikis are beneficial tools that integrate blended and collaborative learning principles.

Similar to the goals of the other studies, Elola and Oskoz (2010) investigated the improvement of learners' writing when using wikis. Through the analysis of students' independent and collaborative writing, this study investigated their collaborative synchronous interactions when discussing a topic, and the structures and other characteristics of the writing task. In addition, it discussed how students felt about individual and group writing and about the usage of social tools in the FL writing class. This study was conducted at a mid-sized, commuter-friendly university in the East Coast of the United States. The study's sample consisted of eight Spanish students aged 19–21 who were native speakers of American English. Although significant differences in terms of fluency, accuracy, and complexity were not found between the individual and collaborative assignments, the study's findings indicated some observable patterns that help comprehend how students approach the task differently when working alone compared with when part of groups. In addition, wikis gave students the opportunity to concentrate on writing elements in a unique, albeit complementary, manner, depending on whether they used chats or wikis for communication while using social technologies for collaborative writing.

Dufrene (2010) conducted a study to determine how using web-based wiki technology affected the English writing skills of high school students. The study involved 15 students who were enrolled in a public English IV course in Louisiana. They were at least 15 years old and were graduating seniors. In addition to observations, data were acquired from student interviews, two essays, and two surveys. The results of the study showed that students' essay-writing processes can be influenced by wiki-based technology. Wiki process tactics may motivate learners to improve as contributors when they realize that others are depending on them. The outcomes of this research indicate that continuing to incorporate modern technologies in the classroom is essential. The students were happy to use the wiki method and made comments about how it

encouraged peer interaction, permitted online group work, and improved their writing. The students and their teacher believed that exchanging comments on the wiki platform promoted their collaboration and aided in the production of their group writing. More research, according to the researcher, may shed light on how peer criticism encourages innovative thinking and, ultimately, results in beneficial alterations or fresh creative concepts.

Hamid and Mansor (2012) conducted a study to investigate the potential of a wiki-based website in a collaborative story writing context among part-time postgraduate students who were also schoolteachers. The study investigated how the students interacted with the wiki-based site and concentrated on the collaborative elements of story writing assignments. The participants were 15 TESL postgraduate students (teachers) at the Universiti Teknologi Malaysia who were enrolled in a CALL program. The participants had to learn how to use the Internet and computers effectively in their classroom pedagogy. The wiki-based website called Wetpaint (http://www.wetpaint.com) was selected to be utilized by the students throughout this study. In addition, the main function of the wiki was to provide users with a basic text function that could also be found in word-processing software such as Microsoft Word. Users had the option to spell check, add margins, add bullets, and choose their preferred font, font size, and font color. In contrast to Microsoft Word, Wetpaint allowed users to communicate via a forum box, where they were encouraged to collaborate on their activities.

The user interface of the website was created with technology in mind and was entirely in English. Reflective diary entries created in Wetpaint Central made this program a learning tool. Throughout the collaborative story writing task, the participants were instructed to keep a reflective journal that could contain up to 120 words every week for five weeks. The reflective diaries were written within the wiki site using the "post a topic" feature in Wetpaint. This feature promoted collaborative writing tasks and allowed students to discuss the challenges and opportunities they encountered.

The students' attitude on the idea of using a wiki as a tool for collaborative writing in future group projects was evident from their reflective journals. Three key elements were obtained from the study's findings:

1) Introduction to using a wiki for collaborative writing (Wetpaint Central): Participants initially had trouble navigating the website during the introduction, but later discovered that it was simpler than they had first believed. Many of them claimed that the experience encouraged them to take part in the group activity in the following days.

2) Putting wiki into practice: Most of the study participants were teachers from reputable schools across the state; their practical experience working together via the wiki with peers made them aware of the wiki's potential use for teaching their students. They were excited to share their experience with their classes and use it in their academic courses.

3) Wetpaint Central was the only tool allowed during the five-week challenge, requiring the participants to collaborate on writing a story solely utilizing the wiki site. The participants were encouraged to make full use of the wiki and offer their own comments regarding the writing process. The use of a wiki to promote a successful collaboration yielded both encouraging and disappointing results. According to the findings, the teachers believed that a creative assignment of group story writing on a wiki may improve the teaching and learning of writing for students while incorporating ICT into the classroom.

This study is important because the researchers found evidence that wikis could play a positive role in encouraging learners to perform tasks and produce better writing results. For instance, the researchers discovered that the students' word length increased with time and that they added more to their wiki site each time they visited. Wikis seem to stand out as a platform for collaborative writing that reel people in its technological and interactive features as well as its capacity to offer space for peer-editing and co-working environment, which later aided in improving language acquisition and writing.

Caruso (2014) conducted a study to explore the impact of a series of wiki-based collaborative writing tasks on the individual writing development of intermediate- to advanced-proficiency English L2 learners. A secondary aim was to determine those students' perceptions of collaborative writing via wiki technology and elicit feedback regarding the tool and its affordances. This study followed a pretest–posttest repeated measures design. It involved 12 university students enrolled in a TOEFL preparation course at a large university in Bogotá, Colombia. Students were divided into two groups: the experimental group (n = 8), who engaged in a series of wiki-based collaborative writing tasks and focused practice between pre- and posttests, and the control group (n = 4), who were not given the same regimen. Two individual writing samples (pre- and posttest) designed by each participant under timed conditions were quantitatively analyzed using the three linguistic developmental measures: complexity, accuracy, and fluency. According to the results of this study, statistically significant differences were not obvious for measures of fluency or accuracy, whereas descriptive statistics revealed an overall positive impact of collaborative writing on individual learners' written fluency. An analysis of complexity measures demonstrated mixed results regarding learning gains. Indeed, further analysis of perception data reported by students in an exit survey revealed their positive attitudes toward perceived linguistic benefits of the wiki-based collaborative writing tasks.

Heidrich, Kása, Shu, and Chandler (2015) conducted a study that examined the relationship between wikis and contemporary Web 2.0-based collaboration tools (decision quality and productivity). In addition, it sought to determine whether such collaborative technologies were more appropriate for activities requiring intensive asynchronous cooperation in classrooms. This study amended the task–technology fit model using the experimental design and methodology provided by Shu and Chuang (2011, 2012). Wiki and non-wiki collaboration technologies were categorized into collaborative tasks (intellectual and personal preferences). The levels of task–technology fit were then assessed to forecast team performance (decision quality and productivity). The foundation of this methodology was the division of collaborative work into intellectual- and preference-type tasks on the one hand and traditional (FTF meetings)

and wiki Web 2.0-based technology on the other. The purpose was to evaluate team performance and the fit between the two dimensions (tasks and technology).

Between 2012 and 2014, part-time master's students in finance and accounting participated in this study at the Budapest Business School's Faculty of Finance and Accountancy (one experiment per year). Before the trial, the participants were asked a series of questions related to demographics to determine their opinions toward collaboration and wiki usage. Each participant's usage of wiki platforms was assessed, and dichotomous variables were created to categorize each person as a wiki user or nonuser. In addition, teamwork habits were assessed by asking participants how frequently they worked in teams. Further, dichotomous variables were defined to categorize whether participants were team players. Four-person teams were created with particular consideration for each participant's general attitude toward IT and Web 2.0 tools. Afterward, pre-experiment surveys were used to gauge the teams' views about collaboration in different fronts (general aspects of TTF, decision quality, and productivity). In addition, perceptual and introspective questions were used to gauge TTF and performance (productivity and data quality). Depending on how experienced the participants were with wiki technologies and how well they worked together, the teams were randomly split into two groups. There were 48 experimental teams with 190 (49.4%) participants (including two groups with three members) and 49 control teams with 195 (50.6%) participants (including one group of three members). A 60-minute training session on the current Web 2.0-based apps for online cooperation and mass collaboration was conducted for the teams in the experimental group and certain freeware programs were shown to them. The aim of utilizing these technologies online without FTF conversations was to encourage commitment to completing teamwork duties.

The results demonstrated that regarding solving intellectual problems in groups, wiki approaches produced higher-quality decisions than FTF technology. In group cooperation for preference tasks, FTF technologies outperformed wiki techniques in terms of decision quality. Thus, it can be stated that cooperation based on FTF interaction produces better results for preference activities, whereas wiki technology

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offers higher decision quality in intellectual tasks. This study is significant because it emphasizes the issues raised by Ramanau and Geng (2009), who suggested that when designing tasks that utilize collaborative technologies, it is important to consider students' varied experiences with IT and learning preferences because these factors may affect how they manage their group learning.

Alghammas (2016) aimed to investigate how intermediate-level international ESL students at an urban Mid-South university in the United States interacted using wiki-based collaborative writing tasks. In addition, the study sought to understand students' perceptions on the use of wikis in writing assignments and the rationale for their use. The researcher used a triangulation mixed-methods approach. Eighteen students in small groups of three were asked to collaboratively write three paragraphs. The data was collected over eight weeks. Pre- and post-survey questionnaires were administered via an online survey to obtain the students' opinions. A password-protected class wiki was created to help students collaborate on writing prompts. As not all participants had used wikis beforehand, the researcher conducted a training session and asked students to do a mock writing activity. For simplicity and a friendly-user interface, PBWorks was selected from several free wiki sites. Following the course syllabus design, the writing instructor chose the prompts and asked the researcher to post them online.

The key findings of the study showed that students often participated in and revised the class wiki pages. This finding agreed with Kim et al. (2005), who argued that wiki-based writing tasks promote participation. The study indicated that regardless of the writing tasks, students focused on adding information far more than on deleting it. By editing wiki pages, students began to consider writing as a process and not as a finished product (Parker & Chao, 2007). Another interesting finding was that the students' attention to form-related or meaning-related changes effectively improved during the study. Moreover, the findings of the study showed that most students had positive attitudes toward wiki-based collaborative writing tasks, even the first-time users. The reason for these positive attitudes can be attributed to the fact that students helped and scaffolded each other to develop a well-written product and the opportunity to collaborate at any time or place on the wiki. Another interesting finding indicated that

students' attention to form (i.e., grammatical surface structure) and meaning (i.e., content) greatly improved. This study is significant because it offers evidence that using wiki-based tasks can help students develop their L2 learning in two productive skills—speaking and writing. In addition, it proves that collaboration and interaction are active techniques for language learning.

Elabdali (2016) investigated whether collaboration affects the quality of the finished output by investigating the dynamics and perceptions of groups of ESL students who utilized wikis to complete specific writing assignments, such as creating collaborative short stories. The study compared the creativity, correctness, and complexity of the pretest short stories with those developed after the study. The participants were nine students enrolled in a creative writing course at a major American institution as part of an English program. The students were separated into three pairs and one trio. Four case studies were used as the course design. The teams participated in a series of wiki-based and creative writing exercises for three weeks, producing four collaborative short stories. In addition, they utilized a similar writing topic to the one used in the collaborative task to create nine individual short stories over the course of the following three weeks. To determine if collaboration affected the quality of the final product, the collaborative and individual writing samples for each student were compared with respect to creativity, accuracy, and complexity. Moreover, the dynamics of collaboration were investigated by looking at each group's discussions and revision histories on the wiki. Furthermore, individual interviews and self-evaluation questionnaires were used to gather information on how the students felt about the assignment.

While collaboration had no obvious impact on the originality and correctness of the short stories, most participants' stories were slightly more complicated. In addition, the study revealed that ESL students had trouble writing in a genre without a rigid, pre-established outline. The data analysis on the wiki conversations and revision history revealed patterns in the group dynamics in the four case studies. In addition, most participants had poor opinions of the collaborative assignment; however, they expressed positive attitudes about the individual creative writing exercise, according to further

analysis of the perception data. These varied opinions between collaborative and individual creative writing tasks may be attributed to the fact that the tasks may have been overly complicated given that they introduced new genres and styles of collaboration. In addition, the collaborative work in this study was entrusted to the students to negotiate and was not structured. The students' lack of direction may have frustrated them causing them to give the group project a poor review. In essence, it appears that the wiki platforms emphasize various sorts of collaboration. This study is significant because it shows how crucial task design is to ensuring good teamwork. Moreover, it provides helpful ideas for wiki-based collaborative creative writing in ESL classrooms.

Pinto-Llorente et al. (2016) conducted a study investigating university students' perspectives of wiki-based activities and forums as learning tools to improve collaborative autonomy and writing abilities. The researchers employed quantitative research and an expostfacto non-experimental design. The participants were 358 third-year students of a degree in primary education, specifically, English. They attended the Faculty of Education at the Pontifical University of Salamanca and were enrolled in English I. A Pretest and posttest were used to operationalize the variables and collect the data for the study. These tests were uploaded to the virtual platform Moodle; hence, all the participants were required to have a username and password to access and complete the tasks. Data were collected at the beginning and end of the academic year and were then coded into the Statistical Package for the Social Sciences version 24. Different statistical analyses were conducted such as descriptive statistics (frequencies), inferential (paired sample t-tests), and analysis of variance (ANOVA) considering the nature of the variables.

The findings of the study showed that there was improvement in the participants' level of grammar and discourse competencies, their confidence in the second language and vocabulary, and their knowledge of English culture. The findings of the study shed light on the effectiveness of wiki-based tasks and forums to support autonomous and cooperative learning. In addition, the results suggest that the participants were actively involved in the wiki-based tasks. They took decisions and assumed individual

responsibilities and roles. Furthermore, they shared their knowledge in the democratic learning community of collaboration.

Two groups of ESL students had to complete two writing tasks on a wiki site: a research proposal (task 1) and an annotated bibliography (task 2). Li, M., and Zhu, W. (2016) conducted a case study to explore the dynamic patterns of interaction demonstrated by the groups during the second task. The study used a multiple-case methodology and analyzed students' wiki creations in an English for Academic Purposes course at a research university in the southeast of the United States. Small groups were involved in collaborative writing on wikis. The goal of this course was to help students develop their academic abilities, which are necessary for a seamless entry into a master's degree program. Most of the students enrolled in this course were intermediate or advanced English speakers. The course emphasized conducting academic research and generating papers and presentations in various academic genres. Twelve of the students took part in the four focal cases for the bigger investigation. All enrolled students had to complete wiki writing assignments, which were a crucial component of the course. Small groups worked together to complete two wiki writing assignments for the activity—a research proposal and an annotated bibliography. These assignments were part of a team research project where students collaborated to create a research writing project and an academic presentation.

The study's findings suggest a connection between interaction styles and objectives, agency, and emotions. For instance, convergent aims, cooperative agency, and positive emotions were associated with the collective pattern. Meanwhile, the conflicting objectives, personal agency, and unpleasant emotions were associated with the dominant or defensive pattern. The study confirmed that students behave very differently based on their goals and agency and that the learning tasks were only blueprints. The participants in this study collaborated on two wiki writing assignments:

While the second task (an annotated bibliography), despite being a common writing product, required each member to contribute three annotations, the first task (a research proposal) required the members to co-construct a research proposal utilizing wikis throughout the writing process. Due to the collaborative nature of the research

proposal and the cooperative nature of the annotated bibliography, it would be logical to anticipate that students showed more collaboration in the first task compared to the second. However, the second group showed a more collaborative stance in the second task. This showed that writing assignments interact with socio-cultural elements such as learner agency and emotions to mediate student involvement during wiki writing. This study is notable because it reinforces the function of socio-cultural theory in analyzing and explaining peer relationships within the framework of an online writing task.

Jolanta Hudson (2018) investigated how English language learners, who were enrolled in a two-week online course to improve their English for work-related goals, can improve their L2 writing skills. The study covered the use of wikis for L2 learning, focusing on writing instruction through group projects. The researcher used a mixed-methods research design to conduct the research. He utilized a questionnaire to gather quantitative data. The purpose of the online survey was to ascertain how students felt about using wikis for writing. Moreover, quantitative data on the participants' backgrounds were gathered. Hudson interviewed six people to collect qualitative data and participant perspectives and then analyzed the data. The sessions were subsequently recorded, written, and interpreted by the researcher.

This study used Wikispaces, an educational wiki, to engage L2 students and a teacher in a task. Thirteen overseas ESL or EFL students aged 17–54 participated in the study. They had a variety of educational backgrounds and came from different nations. The participants' English language proficiency ranged from lower intermediate to lower advanced. A questionnaire, a teacher's journal, and semi-structured interviews were used to gather the data. According to this study, wikis could be a valuable tool to help students improve their L2 writing and promote collaboration on writing activities or other tasks. However, because wikis were still relatively new in language courses, it was predicted that not all students would be pleased with the technology and its features. Regardless, the study's findings revealed that students considered wikis to be useful in their writing tasks. The main advantage of using wikis is that it promotes collaboration among students. In addition, the outcomes indicate the significance of the teacher's role, and 77% of participants required their teacher's assistance to complete the tasks. One

student stated that he used the wiki to understand terms linked to the workplace and apply for jobs. Another student discovered that the wiki assisted them in learning specific letter-writing techniques. Therefore, the wiki-based activity motivated the students to take part in online discussions and produce a particular style of text. These results support the idea that a teacher's active participation in online learning is crucial. This study is significant because it demonstrates the critical importance of wiki-based assignments because they encourage collaboration among students, allowing them to communicate and build knowledge together, promoting the internalization of language.

Hsu and Lo (2018) conducted a study to explore the nature of students' collaborative dialogue occurring during wiki collaborative writing tasks and the potential association between wiki collaboration and individual L2 writing development. The students, who were working in self-selected groups, collaboratively completed a writing task with two drafts via wikis. Wiki pages created by the students, including the comments, discussions, and history modules, were analyzed for content-, organization-, and language-related episodes. The total number, focus, and resolution of the episodes were tallied and analyzed. The findings of the quantitative and qualitative analyses showed that students produced significantly more language-related episodes than content- or organization-related ones. Moreover, the findings revealed that organization-related episodes occurred least frequently. In addition, the students were able to resolve most of the content-, organization-, and language-related issues successfully. Finally, the students demonstrated a preference to work with grammar over lexicon during the wiki-mediated collaborative writing process. This study is significant because it is the first of its kind to explore the nature of the students' collaborative dialogue transpiring during wiki collaborative writing tasks and the link between wiki collaboration and individual L2 writing development.

Zhang (2019) conducted a study to assess the efficacy of a wiki-enhanced TBLT technique for enhancing the language competency of Chinese as a foreign language (CFL), particularly their speaking skills. At the syllabus level, this study considered numerous learning scenarios. The use of the wiki to extend students' learning outside the classroom, how the topics of the tasks were chosen and arranged, and the strategies

teachers used to encourage students to interact with their co-learners and native speakers were some of the design elements discussed to give practitioners a thorough understanding of the use of TBLT. In the study, a quasi-experimental methodology was used to evaluate the efficacy of employing the wiki-enhanced TBLT curriculum to teach low-intermediate CFL students. The study participants were 23 low-intermediate level CFL students in their third semester from two classes. They were taking Chinese language classes at a sizable mid-western university. The experimental group consisted of 11 students, whereas the control group consisted of 12 students.

The students in the experimental group received training using the wiki-enhanced TBLT method while those in the control group received training by traditional means. The participants came from different academic years and were studying for different majors. They were informed of the goals of the study and volunteered to participate. In addition, each participant completed a consent form prior to the data collection. The control group's curriculum consisted of reading texts, grammar and vocabulary activities, pair and group activities using a range of questions and scenarios provided by the teacher, and unit tests. The students in the control group completed four interview assignments outside the class. In addition, they participated in four interviews with Chinese native speakers throughout the course of the semester, each covering a different topic. After each interview, they created a brief interview report in Chinese. Correctness, fluency, and speed were measured when assessing the students' speaking abilities. Fluency refers to speaking accurately and naturally, while correctness is speaking flawlessly. The two factors most frequently used to assess speaking are (Housen & Kuiken 2009). Another component examined in the study was speech rate (i.e., speaking speed). There is proof that experience, linguistic skills, and speaking rate are all positively associated (Guillén, G. (2014). Even though there were individual variations in speech tempo owing to personal habits and preferences, a comparison of the scores that focused on changes in speed would miss the impact of the individual differences on the assessment.

The findings of Zhang's study indicate that the language proficiency of low-intermediate CFL learners using a syllabus that included wikis and the TBLT method

improved the speed, accuracy, and fluency of the learners' narrative speaking as well as their fluency in conversational problem-solving speaking. In addition, the two main assignments—presenting in class and writing and commenting on wiki essays—were the most successful and significant tasks for improving student learning. A further factor in the success of the implementation was the overall execution of the TBLT approach. It was especially important to implement the technique at the syllabus level since it gave students several chances to organize the core activities, perform the core tasks, and evaluate their learning. Each component of the TBLT method works well together; thus, using it in a single class or one unit might not yield the same outcomes as in the study. This work is crucial since there has not been any research on incorporating technology into task-based learning at the level of the CFL curriculum. This study highlights the importance of including context in framework for educational engineering and giving students chances to interact with their co-learners both inside and outside the classroom.

In a separate study, Zhang (2019) sought to describe how language learners, particularly CFL learners, perceive a strategy for enhancing their speaking abilities. The students' desire to perform well in all four language skills, particularly speaking, was the driving force for the use of TBLT. This investigation was conducted at a large, midwestern research university involving 11 intermediate-level CFL students in their third semester. One was a high school student, and the remaining ten students came from various colleges at the university. Two of the eleven students were native speakers of (add language)? One of the heritage speakers grew up in a Cantonese-speaking but non-Mandarin-speaking family, and the other one had a basic understanding of Mandarin Chinese. Only one of the other nine non-heritage speakers has previously visited China for a brief period.

The wiki-enhanced TBLT approach was developed at the curriculum level, taking into account multiple learning settings, based on the distributed design paradigm. The strategy was put into practice and then assessed. The communicative method to language education served as the foundation of the defined curriculum for all university-level Chinese courses. The classes convened for five days a week, 50 minutes each. The course had eight units, and there were three phases for each unit: the pre-task, core-task,

and post-task. It took nine days to complete each unit. The maximum percentage of the final grade that the students might receive upon successfully completing each unit was 10%. Up to 20% of the final grade was determined by attendance and the final exam. Based on this context, the curriculum was created. The data were gathered via a questionnaire, reflection papers, and unstructured interviews. Afterward, the data were examined via a descriptive data analysis. The grounded theory, which was taken from anthropology, was used to analyze the reflections written by the students (Corbin & Strauss, 1990). The reflection papers were carefully read to identify various themes. In addition, a comparative analysis was conducted to find concepts that were comparable enough to be put into one category. A more thorough understanding of the students' impression might be attained by triangulating the three sources of data. The researcher and the teacher conducted this analysis.

The results of the survey indicate that the participants used various strategies, such as listening to recordings, reading texts aloud, talking with native-speaker friends, and completing homework. These strategies could help, but they may work better if a meaningful practice is integrated along with those strategies. TBLT has been proven to be effective in improving students' language proficiency and speaking ability (Robinson, 2001) when used in meaningful contexts. TBLT was thus considered a useful pedagogical strategy to improve students' language proficiency in the four skills, especially speaking. Moreover, the findings demonstrated that most of the various pre-task, core-task (interviews with native speakers, wiki-writing, and in-class presentations), and post-task activities were viewed favorably by the students. Each student appreciated this design and enjoyed the class, which can be attributed to the following reasons:

(1) The chance to talk with native speakers outside the classroom was highly treasured by the students.

(2) They had the chance to showcase their personality during in-class presentations.

(3) They appreciated the connection between the wiki essay writing and the in-class presentation because it allowed them to better plan the information they would offer.

In addition, it improved their speaking and writing skills on a particular subject, helping them improve considerably in that subject.

(4) They appreciated the uniform structure and the procedural similarity among the eight units. Regarding a few elements of the pre-task and post-task exercises, the students' perspectives varied.

This study is significant because it shows how the wiki-enhanced TBLT approach is designed to give students exposure to the target language through a variety of channels, inside and outside of the traditional classroom setting. Moreover, this study advanced the students' learning in the subject by offering a syllabus-level strategy that provided them with opportunities to learn grammar and apply it in real-world situations. In addition, by effectively utilizing the wiki tool and the interactions with native speakers, students' learning could be extended beyond the classroom environment.

Finally, Hosseini et al. (2020) conducted a triangulated mixed-methods study. Their objectives were to determine whether utilizing wikis as a collaborative tool had an impact on the writing fluency of EFL students and investigate the students' attitudes toward the use of wikis. Convenience sampling was used to choose a sample of 72 EFL students from a language school in Gachsaran, Iran. They were then randomly divided into two groups—conventional and wiki. The wiki group uploaded their writing projects onto the teacher-created wiki site, where the students revised and corrected their compositions and occasionally discussed the writing subjects. The conventional group handed in their writing assignments to the teacher for feedback in class. The researchers used a post-task attitude questionnaire with 18 items on a 5-point Likert scale and four open-ended questions to examine the participants' opinions toward the use of wiki-based writing.

For data triangulation, observational notes were considered. According to the results of the statistical analysis, the wiki group greatly outperformed the conventional group in terms of writing fluency. The qualitative aspect of the study, which involved thematic analysis of field notes and responses to the open-ended questions, confirmed the quantitative findings by showing the students' favorable opinions regarding the use

of wikis. This study is significant because it proves that wiki-based collaborative writing can improve students' writing fluency and L2 general performance in EFL classrooms.

4.3 Previous Studies on TBLT and Wikis in the Gulf Region

There are comparatively less studies on TBLT and wikis in the Gulf region compared to those conducted in international settings. Only two studies that investigated the use of TBLT and wikis were really found by the researcher in the Gulf area. The following studies are these two.

In a pilot study, Alghasab (2014) investigated how EFL teachers and students interacted online during wiki-based collaborative writing exercises. In addition, this study intended to determine the extent to which teacher assistance fosters student collaboration by analyzing students' cooperative behaviors. The participants were two 12th-grade secondary school teachers and 18 of their Kuwaiti EFL campers. Five weeks was the allotted time for the study. During the first week, the instructors and students received training on how to use a wiki approach in a computer lab. The next task was to create a poster about Kuwait as part of an outside-of-class wiki collaborative writing activity. This exercise was modified from the textbook for the students. During this activity, the teachers were expected to interact with the students. Each class had a separate, personal PBwiki, a real-time collaborative editing system. The wiki platform (i.e., the discussion and history pages) served as the main source of data collection, which was then triangulated using stimulated recall interviews with the teachers and semi-structured interviews with the students.

The study's conclusions demonstrated that while the teacher's presence promoted engagement, it did not always foster teamwork. Because a teacher is present, students could be more inclined to participate, but that does not guarantee that they will converse with each other. Furthermore, teachers may hinder collaboration when moving the traditional FTF classroom procedures to the wiki. This may make students more reliant on their teachers and lead to more student–teacher interaction rather than student–student interactions. The results of this study highlight the importance of teachers' ability to facilitate their students' online wiki participation. However, the study stressed the significance of teachers' active support in engagement among students and the alignment

of their practices to the wiki approach. From a socio-cultural view, teachers should be aware of the level of support that students require and utilize the lesson in a way that will motivate the students to take on more responsibility for online wiki learning.

Saaty (2018) conducted a study to explore how female Saudi TESOL graduate students performed in a wiki-based collaborative writing task and how they interacted with each other throughout its completion. In addition, it investigated the students' perceptions toward their use of wiki-based collaborative writing when working on the writing task. The researcher employed a mixed-methods inquiry approach to explore a wiki-based collaborative writing task in its naturally occurring context. In addition, this approach helped in understanding the complexity of utilizing wikis in TESOL settings. This study drew on multiple data sources: a pre-task questionnaire, the wiki records of the history and discussion modules, post-task semi structured interviews, and reflection letters. Its pre-task survey established the preparedness for collaboration of its participants, the nine Saudi female TESOL graduate students separated into three groups. Furthermore, the mock writing task collected data on the design of the task, an asynchronous collaborative essay to be written within the Wikispaces (www.wikispaces.com) wiki, and the management of the wiki reply protocol from multiple-threaded to linear.

The findings of this study indicate that the collaboration requirements successfully met the participants' selection, task design, and wiki application. Another result of this study was the establishing of a link between the findings from the content and discourse analyses of the discussion notes and the process and progress of the co creation of the participants' collaborative essays. Therefore, it provided a departure from separate and unrelated investigations of these two wiki affordances as reported in the literature. This study is important because it affirms the vital role of wikis in facilitating collaboration among students when performing tasks. Indeed, this word processor (wiki) has helped redefine the process of teaching language skills, specifically writing, within the TBLT framework. The results of the study indicate that the task-based writing instruction during the study favorably influenced the respondents' attitudes toward wiki-mediated collaborative learning.

4.4 Summary, Synthesis and Evaluation of Previous Studies

This Chapter reviewed past studies on the wiki-enhanced TBLT approach. Past studies reported the effectiveness of wikis in a TBLT-based classroom in various educational settings. Most of the above-mentioned studies were conducted in both ESL contexts such as Hong Kong and the USA and EFL contexts such as Taiwan, Malaysia, Mexico, Spain, and Kuwait. Most participants were undergraduate learners (Coniam & Wai Kit, 2008; Caruso, 2014; Elabdali, 2016; Hamid & Mansor, 2012) and only in one case, they were primary school learners (e.g., Pinto-Llorenete et al., 2016) or low to intermediate level (Hudson, 2018). The quasi-experimental design with pre-and post-tests, surveys, questionnaires, interviews, and observations were the most frequently used methodologies.

As can be seen, the review reveals that some studies focused on investigating the application of the TBLT approach enhanced with wikis and how it can promote learners' proficiency, accuracy, oral performance and writing skills development as well as learners' views and perceptions toward the use of TBLT and wikis For instance, Alghammas (2016), Elabdali (2016) and Zhang (2019) explored participants' perceptions regarding the integration of wikis with writing tasks, the effectiveness of the wiki-enhanced TBLT approach in improving the quality of final product as well as the students' proficiency, accuracy and writing. The participants mentioned that the integration of wikis with tasks played a vital role in improving their L2 learning.

The most significant issue that the present researcher has benefited from the previous studies is the different findings that the past studies revealed. For instance, these studies distinctly demonstrate that wiki-based learning tasks are effective in teaching and learning the target language on the assumption that well-designed teaching methods such as TBLT are to be equipped. Moreover, the above studies confirmed that the issue of collaboration among students while performing the assigned tasks was the most effective factor in achieving those tasks successfully. Additionally, teachers and learners expressed positive views and perceptions toward wiki-based tasks that were very effective in the process of L2 learning. These studies proved that the wiki strategy was suitable, and it is highly recommended for implementation in the classroom. The

findings of these studies have confirmed wiki as an effective strategy in sustaining students' positive views and perceptions about the effectiveness of the wiki-enhanced TBLT approach in improving students' writing skills. For example, Elola and Askoz (2010), Dufrene (2010), Caruso (2014), Pinto-Llorente et.al. (2016) and Hudson (2018) focused on exploring the impact of wiki-based collaborative tasks on developing and enhancing students' L2 writing skills. These researchers pointed to the positive gains of the wiki-enhanced TBLT approach on students' writing skills. In addition, their results showed that tasks within a TBLT framework were both motivating and engaging. Further, it is evident that the above studies are inconsistent with each other regarding their findings where some of them found supportive and positive results for the wiki-enhanced TBLT approach, while others did not find that. Therefore, there is a need for more research to add to the literature and this is what the researcher is intending to do in this study.

Undoubtedly, these studies have contributed considerably to our knowledge and understanding of wikis, TBLT and writing in a second language context. They further advanced our understanding of wikis and TBLT in the L2 classroom in multiple ways. For examples, we can understand from the study of Zhang (2019) that the use of a syllabus that incorporate wikis and the TBLT approach based on the learning context is influential in improving low-intermediate CFL learners' language proficiency and the speed, accuracy and fluency of their narrative speaking as well as the fluency of the learners' conversational problem-solving speaking.

Furthermore, we can learn from the study by Coniam and Wai Kit (2008) that tasks to be applicable and useful, they need to be designed in a way that suits the suggested technological tool, wiki. Moreover, tasks should meet students' needs as well as their level; otherwise, they might not be beneficial for learners. We understand from the study by Kessler (2009) that an acceptable level of tolerance for errors might play a significant role in developing students' autonomy through autonomous tasks and this is critical for L2 learning. Hsu's (2019) study demonstrates the nature of students' collaborative dialogue that occurs during wiki collaborative writing tasks as well as the link between wiki collaboration and development in individual L2 writing and this is

very beneficial for teachers and practitioners to realize while they are teaching their students. Therefore, it is apparent that past studies have laid a strong foundation for our understanding of wikis and TBLT in different educational contexts.

Despite all these contributions of past studies, however, only two studies were conducted in the Gulf region, in Kuwait (Alghasab, 2014) and in the Kingdom of Saudi Arabia (KSA) (Sataty 2018). Thus, the wiki-enhanced TBLT approach is still in its infancy in the Gulf region. As well, none of these studies were conducted in the UAE educational context. Indeed, much more work is needed to encourage the implementation of the wiki-enhanced TBLT approach in the UAE EFL setting in order to enable learners to use the target language effectively and authentically inside and outside the classroom. So far, the wiki-enhanced TBLT approach research in the UAE has not received any attention.

It is obvious that the above studies on wikis and TBLT were conducted pre-COVID-19 pandemic. The COVID-19 pandemic has had a high impact worldwide. The health crisis has not only influenced people's own health and health systems but has also affected other areas. For example, in the educational context, the lockdown measures implemented by several governments have challenged the learning system. Nowadays, with the one hundred percent move toward online learning and teaching, there has been a very heavy use of wikis. Moreover, even post COVID-19, many institutions in the world such as universities, colleges and even schools are contemplating providing online and blended teaching delivery. Nowadays, people state that there is no return to face-to-face learning and teaching like the case which was pre-COVID-19. Therefore, there is an urgent need to reconsider using the wiki-enhanced TBLT approach and to look at that in a more serious manner. Thus, the researcher feels that the current study is important to expand our knowledge of wikis and TBLT and to advance our understanding of the use of wiki-enhanced TBLT approach which might prove to be very effective and needed as an L2 teaching strategy with the spread of COVID-19 pandemic worldwide. Furthermore, the results of many previous studies revealed the existence of a general weakness in the writing skills of L2 students in almost all levels which support the need for this study. In addition, all the previous studies indicated that there is a strong

relationship between wikis and their positive effect on the students' views and perceptions toward EFL. These studies suggest that language skills, especially the skill of writing can be improved through an effective implementation of the wiki strategy. What is more, the recommendations of these studies highlight the significance of considering the wiki strategy in improving the students' achievements and their attitudes toward EFL skills. Given this, the current study will be significant for pedagogy as well as research. Further, the findings of the study can benefit teachers and course designers.

In short, to fill in the gap in research, this study has several goals to be achieved. First, it aims to investigate the significance of using the wiki-enhanced TBLT approach during and post COVID-19 and its effects on students' writing in the UAE EFL context. Added to that, it intends to add to the literature on the wiki-enhanced TBLT approach research in the Gulf region. The study also aims to explore the students' and teacher's views and perceptions toward the use of the wiki-enhanced TBLT approach to improve learners' L2 writing skills. From the above review, it is clearly shown that most of the previous studies have been conducted in international contexts except for only two studies that have been conducted in the region, in Kuwait and Saudi Arabia. This shows the need for more studies to be carried out in the region to substantiate this important topic.

4.5 Research Questions

Based on the purpose of this study and the literature reviewed above, the following research questions and sub-questions were formulated for this investigation:

1. Does the use of the wiki-enhanced TBLT approach have any impact on the quality of EFL students' writing skill in the UAE educational setting? Specifically:

   a) Does the wiki-enhanced TBLT approach have an impact on the syntactic complexity of students' writing skill?

   b) Does the wiki-enhanced TBLT approach have an impact on the grammatical accuracy of students' writing skill?

   c) Does the wiki-enhanced TBLT approach have an impact on the fluency of students' writing skill?

d) Does the wiki-enhanced TBLT approach have an impact on the lexical complexity of students' writing skill?

2. What are the students' views and perceptions toward using the wiki-enhanced TBLT approach to improve their L2 performance?

3. What are the teachers' views and perceptions toward using the wiki-enhanced TBLT approach to improve students' L2 performance?

To conclude, this Chapter discussed previous research on wikis and TBLT under the condition that well-designed teaching techniques such as TBLT are offered, wiki-based learning assignments are effective in teaching and learning the target language. Moreover, the research concluded that both teachers and students had favorable attitudes regarding the wiki-enhanced TBLT approach and activities.

Chapter 5: Methodology

This study aimed to investigate the impact of using the wiki-enhanced TBLT approach on EFL students' writing skills. It sought to examine its impact on the syntactic complexity, grammatical accuracy, fluency, and lexical complexity, including lexical richness and lexical accuracy of students' writing skills. Moreover, it explored the students' and teacher's views and perceptions toward the use of the wiki-enhanced TBLT approach to improve students' writing skills and their general performance in the target language. This Chapter describes the methodology employed by this study, providing integral information about the context of the study, the research design, the participants, the researcher's role, the research instruments, the data collection methods, and the data analysis procedures.

To accomplish the goals of this study and to answer its questions, a quasi-experimental study was conducted for ten weeks. The main data collection tools used were pre- and post-tests of the writing skills, a survey for the students, and a semi structured interview for the participating teacher. The dataset contained individual lesson plans and teaching resources for a total of two units taught by a single English language teacher involving two topics: sport and food at home and around the world. The researcher selected two learning outcomes from the list provided by the MoE for the third trimester to ensure that the participating teacher was instructing the same concepts. This is because learning outcomes are the main focus in schools in the UAE and the teacher can use any other resources in addition to the textbook to achieve the desired learning outcomes. Speaking, listening, reading, and writing are the four skills of English-language proficiency from which the two learning outcomes were selected. In addition, the pre- and post-test data indicate the participants' responses, which can be used to create the participants' profiles that could assist in the data analysis and discussion. The data in those records were analyzed, transcribed, and then compared to find any changes in students' writing skills, before and after the treatment course. In addition, the students' survey data were collected, analyzed, and then documented accordingly. Moreover, interview data were audio-recorded, transcribed, and then analyzed to generate results. Once the results were collected, they were clustered,

themed, sub-themed, analyzed, and explained quantitatively and qualitatively. Finally, the findings were discussed concerning the research questions.

To analyze the qualitative data, the researcher will use a qualitative data analysis method. He is going to do a thematic analysis. The qualitative data analysis technique that is called thematic analysis includes reading over a data set (such as the transcripts of in-depth surveys or interviews) and looking for patterns in meaning to glean themes. The following are the steps in thematic analysis:

- Data familiarization: Learning about the data is the first step. This requires reviewing the information several times and making notes on any main themes that emerge.
- Coding: The data needs to be coded. To do this, codes should be assigned to the several themes that have been gleaned.
- The next step, after the data has been coded, is to develop the themes. This necessitates combining the codes into bigger themes.
- Verifying the themes is the last step before moving on. To make sure that the themes are correct and indicative of the data, this entails comparing the themes with the data.

The qualitative information from the students' survey and the teacher's interview will be analyzed using thematic analysis.

Finally, this Chapter is divided into two Sections: context of the study and study design. The first Section introduces the location of the study, the context of education, the educational system, the status of English-language teaching, the curriculum used, the teachers, and the English teaching approach. The second Section presents a description of the research design, such as the participants, the data collection tools, procedures, and the timing of the study.

5.1 Context of the Study

5.1.1 Introduction

In this Section, the researcher will provide an overview of education in the UAE, the educational system, English language teaching and learning, textbooks, teachers, and the teaching approach that focuses on creating autonomous learners to describe the

environment where the study was conducted. This Section's primary goal is to set the stage for the study's targeted sample, which is a group of male public school students in cycle 3, grade 10. Education is a national priority in the UAE. The MoE developed the Education 2020 Strategy, which is a series of ambitious five-year plans designed to qualitatively improve the education system, especially the manner of how teachers teach, and students learn. Smart learning programs, new teacher codes, licensing and evaluation systems, curriculum revision, and English language teaching are all parts of the strategy. A key area of focus is to transform K-12 programs to ensure that students are fully prepared to attend universities around the world and compete in the global marketplace.

5.1.2 Education in the UAE

The UAE government has always considered education as a top priority. It has effectively used its financial resources to increase educational attainment rates and establish a high-quality educational system. The late Sheikh Zayed Bin Sultan Al Nahyan, the first president, considered education a key element of economic modernization, noting that the "greatest use that can be made of wealth is to invest it in creating generations of educated and trained people. The prosperity and success of the people are measured by the standard of their education."

5.1.3 The Educational System in the UAE

The MoE oversees the management of the UAE's educational system. Public and private schools in the UAE are under the supervision of the MoE. Public schools implement a syllabus chosen by the MoE; meanwhile, private schools can choose any syllabus, whether it is the standard American, British, or any other curriculum. The MoE uses a learning approach focused on creating capable instructors and learners, with a focus on the role of the teacher in cycle 3; textbooks and their design, content, and methodology; the assessment framework; and teachers and their teaching style. Particularly in the previous three decades, the UAE's educational system has undergone significant development. There are four levels in the system: kindergarten (ages 4–5), primary (ages 6–10), intermediate (ages 11–14), and secondary (ages 15–18). Schools in the UAE continue to use textbooks and curricula imported from other nations and modified for the context of the UAE (Farah & Ridge, 2009).

5.1.4 English-Language Teaching in the UAE

In the last two decades, English-language instruction has considerably developed in the UAE. For instance, according to the MoE, English language instruction is based on the learning objectives that students must achieve at the end of each semester. Consequently, the MoE offers teachers guides that provide the standards, learning objectives, and abilities students must develop in four skill areas—speaking, listening, reading, and writing. The MoE oversees enhancing students' English language proficiency to meet their academic goals, prepare them to become part of the workforce, and enable them to utilize English fluently, precisely, and effectively in a variety of contexts. In addition, students take six English classes each week; each period lasts for 45 min. The MoE has a flexible educational policy that allows schools to use any teaching methodology they see fit to achieve the desired learning outcomes. The TBLT approach is one of the common choices for several institutions.

The English language curriculum in cycle 3, where this study was conducted, builds on the knowledge students already garnered from cycle 2 and further works to:

• Develop students' various language skills.
•Develop students' communication, collaboration, innovation, problem-solving, and
  critical thinking skills.
• Create and reply to a variety of texts in English.
• Convey ideas and feelings with ease.

Simultaneously, the English-language curriculum is designed in a way that contributes to enhance commitment to the Emirati culture and heritage (MoE, National Unified K–12 Learning Standards Framework, 2014).

The MoE proposes a learner-centered approach as the teaching methodology in the UAE. The Vision 2021 manifesto, for example, asserts that by 2021, "a progressive national curriculum will extend beyond rote learning to encompass critical thinking and practical abilities" (Vision 2021, 2010, p. 10). The Policies and Procedures document of the foundation program at the institution notifies teachers that they "are expected to adopt a communicative, student-centered approach so that during every lesson all

students are actively engaged with the target language." Teachers are encouraged to engage students in conversations, communications, and interactions to practice the target language as much as possible. Therefore, teachers are instructed to "use elicitation in their lessons as much as possible" and "incorporate directed questioning, cross-checking, concept checking, recycling, modeling, etc." in their lessons. In another document titled Best Teaching Practices: A Self-Audit Check List for Instructors, which teachers are advised to complete following lesson observation, instructors are asked: "Did you have a range of learner-centered activities or tasks?"

To realize the vision of the MoE of providing students with world-class and high-quality learning, teachers have key roles as role models, knowledgeable instructors, creative educators, attentive counselors, and trained professionals. The MoE generally employs licensed teachers, equally male and female, with a bachelor's or master's degree. These teachers may be native English speakers (NSs) from the USA, the UK, Canada, and South Africa or nonnative speakers from countries such as India, Tunisia, Jordan, Syria and Egypt. To ensure the development and use of best practices when teaching English in schools, there is an Academic Quality Improvement Officer department in each educational office in charge of overseeing English teachers in each school. The MoE provides a guide to the teachers in cycle 3 detailing the goals of L2 learning and teaching in the UAE, how to satisfy the learning needs of students, the expected learning outcomes, and a summary of what is expected of teachers in terms of planning, teaching, and assessment. Along with information on the development of the English language, trimester themes, text kinds, genres, core theme vocabulary, templates for the trimester plan, a teaching and learning map, and lesson plans, the Section on English pedagogy provides examples of the pedagogical techniques of cycle 3. Moreover, learning and teaching platforms such as Alef and learning management systems are provided, which support educational resources for teachers and students.

5.1.5 UAE's English-Language Curriculum (The Bridge to Success Textbook)

The MoE has collaborated with Cambridge English to develop the UAE's English-language curriculum, aligned with the Common European Framework of Reference for Languages as stated by Vision 2021 (2010, pp. 10–20). This is a national

curriculum that has clear learning outcomes that identify the different levels of English-language learning and their relationships with international benchmarks. The 12th-grade Bridge to Success curriculum is designed for L2 students. The 12th grade spans from the start of cycle 1 to the end of cycle 3. Twelve study themes are divided into three books in the Bridge to Success textbook. Four units are included in each book, which are taught in a different trimester. These modules span three terms and involve a variety of tasks, texts, and goals.

In the UAE, the Bridge to Success textbook was created especially for young students. Themes, scenarios, and literature in the Bridge to Success curriculum reflect the Emirati context while encouraging students to broaden their horizons. Consequently, there is a greater appreciation of and respect for diverse cultures, which improves global citizenship. In addition, the Bridge to Success encourages young students to be creative and active learners. As students engage in a variety of curriculum-based assignments and activities, they gain knowledge, hone their critical thinking abilities, and exercise their English and literacy skills. Moreover, children must be proficient in academic and conversational English if they are to meet the demands of the future. Bridge to Success begins by addressing both competencies and provides students with real-world writing assignments, listening and reading passages, and end-of-unit projects that they may encounter in English-medium and foreign schools. The four abilities that students must possess to be persuasive and successful while using real English-language instructional materials are emphasized in the Bridge to Success. In addition, the Bridge to Success is built in a way that supports developing a sizable vocabulary, which is essential to be accomplished in academic and conversational English. Moreover, it does introduce students to a variety of words. The activities and lesson plans provide several chances to revise these terms and use them in unique, meaningful ways.

Regarding evaluation, teachers explicitly evaluate their students' language and conceptual comprehension throughout the course. A review that serves to check the progress made on learners' comprehension of important ESL and early literacy skills is conducted at the end of each lesson. In addition, as students collaborate in groups to develop and perform a project or task, they can use their newly gained abilities and

information. In return, this provides teachers with a useful opportunity to evaluate their work.

5.1.6 Curriculum Aims

English plays a central role in the UAE's knowledge-based economy. The English-language curriculum, according to Vision 2021 (2010, pp. 10–20), aims to provide students with a high level of English language proficiency by:

- developing English-language literacy skills,
- equipping learners with the English-language competencies they need to participate effectively in further education, the workplace, and the community,
- preparing learners to compete successfully in international exams, and
- shaping global citizens while promoting Emirati cultural values

5.1.7 The Bridge to Success Textbook Components

The Bridge to Success consists of a teacher's book, a course book, and a student's workbook. The course book, which has 12 thematic units of study, is the primary source of information for the class. Every unit is built around a common topic. Between 10 and 12 sessions focus on reading, writing, listening, and speaking, developing a linguistic theme or grammar. In addition, the materials include assignments that strengthen students' listening skills and training with a significant vocabulary-building component. The curriculum materials intend to include all the activities that students perform in the classroom. Moreover, for the purpose of developing their abilities to evaluate, interpret, and respond correctly, students are exposed to a variety of textual themes, real and fictional, and styles.

The course materials come with audio CDs, which contain listening materials required for the course book. The course book is supported by these audio materials for pronunciation and listening purposes. Students can practice the songs and stories on the audio CDs at home while demonstrating their knowledge to their parents. In addition to lead-in tasks, the workbook provides production, reinforcement, and consolidation activities to supplement the course book. A teacher's book explains how the course book, workbooks, and audio can be utilized in the classroom and provides lesson ideas

for every topic. Photocopiable activities, which are cross-referenced in the lesson plans and are located at the conclusion of the teacher's guide, offer additional support in particular topics.

5.1.8 Unit Structure (The Bridge to Success)

Twelve units, divided across three terms, make up the Bridge to Success. The format of each unit is as follows:

• Over the course of 17 or 18 lessons, a main idea or theme is established.

• The workbook is used in each core session for students to gain language skills and explore and expand their subject–matter knowledge.

• Practice and preparation lessons are included for vocabulary, skill recycling, and consolidation. These lessons can be applied to resolve misconceptions, gauge student progress, and provide guidance for future instruction.

• A review lesson serves as a unit-ending evaluation on the learning, offering the instructor a clear and regular assessment of students' improvement.

• Two project lessons that focus on integrated skills are included at the end of each subject. Learners are given a task in the first lesson, which they must complete to move on to the second lesson. In the second project lesson, students present their work while being encouraged to recall what they have learned.

5.1.9 Before and While Using the Course book

Teachers are encouraged to conduct warm-up activities, vocabulary games, and discussions.

• They need to pre-teach and practice key languages that learners will encounter in the course book and audio CDs. Teachers need to make learning experiences concrete, interactive, and motivating. According to Vision 2021 (2010, pp. 10–20), while using the course book, teachers should do the following:

• Keep learners actively engaged.

• Use the illustrations as a springboard for discussion, for example, having students debate what they believe the illustration depicts.

- Change the group dynamics in the class by switching between whole-group and individual responses and pair work.
- Offer students the chance to ask and respond to questions.
- Encourage students to ask questions to clarify their misunderstandings and errors.
- Encourage students to discuss their thoughts, opinions, and experiences using language structures and vocabulary.
- Choose a student to contribute ideas to class charts during discussions. These charts will be useful in the subsequent lectures.
- Modify the reading and writing expectations and guidelines to match the students' literacy levels.
- Modify the various activities in the classroom and the feedback strategies using the teaching tactics mentioned in the teacher's book.

5.1.10 Using the Workbook and Further Suggestions

- Utilize the corresponding workbook pages of the course book.
- Use the stretch-and-support differentiation activities in the lesson plans to differentiate the activities as needed based on the learners' level of ability.
- Finish each lesson with a wrap-up game or activity.

5.1.11 Teaching Strategies, Grades 10–12

The Bridge to Success utilizes numerous instructional techniques that can be employed in the classroom and provides details on the benefits of each activity. For instance, it promotes guided discovery, independent reading, and visual stimuli in addition to organized grouping strategies (cooperative) such as jigsaw, mentoring, peer practice, peer teaching, Socratic discussions, debates, interviews, and collaborative learning. In addition, it uses active strategies such as backs to the board and role-plays.

Moreover, it adopts experiential learning, which is learning via reflection on doing. Learners are encouraged to actively participate in the experience and then use analytical abilities to reflect on their experiences to understand the new knowledge better and retain it for a longer period. This is why experiential learning is so important. Examples of experiential learning are games; writing diaries, learning logs, journals, and

book reports; projects; presentations; and multimedia learning (video). Furthermore, the Bridge to Success curriculum utilizes techniques that foster critical thinking and problem-solving (analysis) such as brainstorming, mind mapping, problem-solving, opinion formation, reflection, problem-based learning, challenge-based learning, and task-based learning.

5.1.12 Assessment

Teachers continuously evaluate their students' language and conceptual understanding through informal assessments. Depending on the learners' demonstrated proficiency, the teacher's book offers recommendations for extending or re-teaching the various language skills. A final unit review in the course book offers a quick progress check on learners' comprehension of crucial L2 and early literacy skills, making it an easy-to-use evaluation tool. At the conclusion of each lesson, students collaborate in groups to develop and present a project or task, using the skills and knowledge they have collectively developed and gained. This offers teachers a great chance to evaluate their own performance. In addition, formative and summative assessments are utilized to assess students' progress every trimester. The ongoing English assessment in cycle 3 consists of skill checks, mazes, listening quizzes, and writing- and speaking-based skill development projects and tasks. For grades 9–12, assessment contributes to a percentage of the grade as follows: trimester 1 contributes to 45%, trimester 2 contributes to 10%, and trimester 3 contributes to 45%.

5.1.13 Task-Based Learning in the Bridge to Success

The lessons in the task-based learning approach are centered on the accomplishment of a key activity, and the language being studied is determined by what transpires as the students complete it. This approach promotes stronger communication and offers more varied and natural exposure to the target language.

• The teacher explains the subject and provides the students with detailed directions on how to complete the task. To aid the students, the teacher may offer some valuable vocabulary.

• Students work in groups or pairs to complete the assignment while the teacher supervises and provides feedback.

- Students create a brief oral or written report and share their observations with the whole class.
- The teacher underlines important passages in the report and uses them to identify areas where the students might engage in additional practice.

5.1.14 Grade 10 Textbook

The grade 10 English language teaching textbook (the Bridge to Success 10) was first published in 2016. Bridge to Success textbook 10 is characterized as level 6.1, which is aligned to B1–B1+ in the Common European Framework of Reference for Languages. The major goal of Bridge to Success is to develop students' skills and their general learning regarding communication. The textbook has different themes in its units of study. All the materials are available in hard and soft copies with audio recordings. Each unit contains between 17 and 18 lessons; each lesson is present on one page. These units are split across three books, where each book is taught in a separate trimester. The Bridge to Success 10 package consists of three books: the course book, a workbook, and a teacher's guide, in addition to a CD that contains audio material. For each trimester, the same package is repeated, but with different contents and different units.

The course book contains texts for reading, scripts of dialogues and conversations of the listening material, and speaking and writing tasks. In addition, it includes speaking and writing tasks where students engage in practical use of the target language by discussing and deliberating on various topics. Moreover, students can write paragraphs or essays about various topics related to the lessons in the course book. Meanwhile, the workbook contains exercises, activities, and tasks that assess the students' learning. In other words, it is an application of the theoretical information found in the course book. Finally, the teacher's guide or manual is a guide that supports and illustrates the material for the teacher to facilitate the teaching process. It generally consists of lesson plans with instructions on how to use the course book and workbook. In addition, it contains lesson plans for all the lessons in the course book and workbook.

5.1.15 English Language Syllabus of the Three Trimesters (Bridge to Success-Trimester 1)

In the first trimester, students study four units—health and lifestyle, science: now and the future, society and community, and careers and vocations. In the second trimester, they study three units—education, family and technology in our lives, and culture and traditions. In the third trimester, they study two units—sports and food at home and around the world.

As the researcher was conducting his study in the third trimester of the academic year 2021–2022, he asked a participating teacher to teach two units. The first unit is titled sport, pages 1–18. The lessons in this unit cover reading texts about a sporting hero, the Grand Prix, football (the UAE national football team), sports for health, the Olympic Games, and unusual sports from around the world. Aside from learning how to read closely and respond to comprehension questions, students learn how to skim a text to identify important information. The listening material includes samples of listening to a presentation, for information, and to interviews. To practice their speaking skills, students practice interviewing a person using markers, asking, and answering questions about sports. In addition, students discuss sports in groups and reach a common understanding of their importance. Moreover, students role play, interview and conduct a survey. Further, students will ask questions for the sake of communication and interaction and answer questions using the present perfect tense, that is, have + past participle and modals + the base form of the verb.

To practice their writing skills, students will perform different activities and tasks. For instance, they will write a paragraph about a famous athlete. They will use cohesive devices that link two ideas together, called linking words. In addition, they will write a paragraph about the Olympic Games and about an unusual sport. Moreover, students write questions for a questionnaire, summarize a text, and write about the sport of bossaball (Bossaball is a sport that is similar to volleyball, and includes elements of football, gymnastics, and capoeira). Further, they write a paragraph about why people practice sports.

Students will develop a mind map on a predetermined topic, collaborate on the creation of a brief presentation based on its contents, and then write a paragraph highlighting the benefits and drawbacks of their selected topic. In addition, students will create strong paragraph introductions followed by supporting details. They are instructed to work in pairs where they can brainstorm ideas and write together while practicing writing. Students engage, exchange ideas, and provide feedback while working in pairs. They consult with their partner and work together to choose a topic to work on based on the current lesson. They take turns reading the written sentences and paragraphs. Afterward, they combine their work and finalize their task. Students plan to report what they have written to the class. A representative of the pair goes to the front of the class and reports the results to the rest of the class.

Food at home and around the world is the topic of the second unit, which is covered in pages 19–39. Lessons in this unit include reading literature about the top 10 restaurants; the Mediterranean diet; Kerala, a paradise for delicious cuisine; and rice everywhere, as well as what a restaurant reviewer is and how to eat foods from around the world in the UAE. In addition to learning how to read a text carefully and respond to comprehensive questions, students will learn how to scan through a text for important information. The listening material includes samples of listening for information and conversations. To practice their speaking skills, the students practice tasks such as interviewing a person, asking, and answering questions about a restaurant or food they like and why. Moreover, students discuss in pairs to decide what traditional dish in the UAE would be best to include in the lesson and answer questions using the present perfect continuous tense (have + been + base form of the verb + ing), modifiers, and phrasal verbs. To practice their writing skills, students write paragraphs about different topics, such as the differences in preparing food between the past and present, the advantages and disadvantages of a food critic, one's favorite food and why, and traditional dishes in the UAE. After completing the tasks, students will report what they have written to the class. A representative of the pair reports their results to the rest of the class.

Throughout the above presentations and illustrations of units 1 and 2 in book 10, trimester 3, the curriculum used by the MoE to be adopted in all public schools can be seen as promoting communication, interaction, and collaboration in performing activities and tasks included in the course book and workbook. In addition, teachers are encouraged to ask students to perform the tasks collaboratively in pairs or groups. Finally, by implementing the above policies and strategies, the MoE hopes that students will be able to acquire the target language and master it.

For cycles 1, 2, and 3, the MoE implements the Bridge to Success curriculum. To motivate students to practice the target language, the Bridge to Success curriculum's authentic subjects is presented in a carefully thought-out fashion. Each grade has three books, one for each trimester. Each volume has a distinct theme, which is the focus of all exercises, assignments, and reading material. In addition, it can improve students' four language abilities and their grammar and reading, through a variety of exercises and assignments. Moreover, it offers a variety of text forms, styles, and types. Each unit concludes with a revision lesson that summarizes what the students have already studied.

5.2 Research Design

5.2.1 Participants

The study was conducted during the third trimester of the academic year (2021–2022) at a high boys' school in Al Ain City, the second-largest city in the Emirate of Abu Dhabi. To have a robust description of the research participants, their number, age, gender, educational background, L1 background, English-language background, proficiency level, and any other relevant information were included. Shehadeh (2020) states that "contextualization is made by providing a rich description of our research participants and research assistants, including their number, age, gender, educational background, etc." As for the sample, it was a convenience sample that was used in this study. This implies that rather than being chosen at random from the public, the participants were chosen based on their availability and willingness to participate. However, a method known as random assignment was used to divide people into experimental and control groups. This indicates that there was a fair likelihood for both groups to be assigned to participants. By ensuring that the groups are comparable at the

outset of the investigation, random assignment serves to minimize the possibility of bias. Furthermore, the two groups consisted of 15 male students each, aged 16–17 years old. They were in two English-language classes and had studied in the UAE throughout their education. In addition, they had the same educational and language background, as they all spoke Arabic as their native language. Most participants were in the same school and had been in the same class for several years. Moreover, the participants received the same input from the MoE curriculum content points for the English language. They attended regular school days and studied English for six periods in a week. The participants' level in English was intermediate. The experimental and control groups were taught English using the TBLT methodology. The experimental group was taught the intervention course utilizing the wiki-enhanced TBLT approach.

To conduct the study at a boys' school in Al Ain Educational Zone, strict ethical procedures were followed by the researcher. For instance, he addressed the UAE university and got their ethical approval (see Appendix E). He also addressed Abdu Dhabi Department of Education and Knowledge (ADEK) and obtained their approval to carry out the study in their schools (see Appendix E). Moreover, the researcher distributed informed consents to all students who wanted to participate in the study. The informed consent was translated into Arabic so that it would be clear and understandable for all participants. The researcher asked the participants to read the informed consent carefully at home and to share it with their parents and in case they agreed to take part in the study, they signed the informed consent (see Appendix D), and they were given two copies one to be kept by them and the other one was for the researcher. Those forms which were signed by the participating students certified that they had read, understood, and consented to participate in the study. The researcher then gave a copy to each participant while keeping the other for record purposes. The lessons that the participating instructor taught had the same objectives for learning. Consequently, after the posttest was completed, a survey was given to the students. To further ensure that the students understood the necessary information, several of the sentences in the survey sentences were translated into Arabic. Moreover, strict ethical procedures were followed by the researcher before conducting the study. For instance, he addressed the UAE university and got their ethical approval (see Appendix E). He also addressed Abdu Dhabi

Department of Education and Knowledge (ADEK) and obtained their approval to carry out the study in their schools (see Appendix E). Moreover, the researcher distributed informed consents to all students who wanted to participate in the study. The informed consent was translated into Arabic so that it would be clear and understandable for all participants. The researcher asked the participants to read the informed consent carefully at home and to share it with their parents and in case they agreed to take part in the study, they signed the informed consent.

Moreover, one male English teacher from the same school took part in the study. He was an instructor who did not speak native English and had 23 years of experience as an English language teacher. He had spent ten years instructing English at the same institution. Table 4 presents the participating teacher's demographic data.

Table 4: Background Information About the Participating Teacher

Profession	Teacher
Gender	Male
Nationality	Tunisian
English proficiency	Near native
Academic qualifications	A BA in English language and literature and a master's degree in American literature
Years of teaching English	23 years
Years of teaching English in the UAE	14 years
Years of teaching English in Tunisia	9 years
Number of students in each class	15 students
School's name	Al Khazna School

5.2.2 Data Collection Tools and Procedures

A mixed-methods research design combining elements of quantitative and qualitative research was used in this study to answer the research questions, achieve triangulation, and gain an in-depth analysis of the impact of the implementation of a wiki-enhanced TBLT approach on students' L2 writing. Triangulation is "the use of two or more methods of data collecting in the study of any element of human behaviour" (Cohen, Manion, & Morrison, 2007, p. 141). The researcher used one quantitative and two qualitative instruments to gather data. The instrument used to collect quantitative data and examine the quantitative results was the pre-and posttests. To determine whether there were any statistically significant differences between the experimental and control groups, the data that was gathered using this instrument was quantitatively examined. On the other hand, the two instruments employed to collect the qualitative data were the student survey and the teacher's interview. To examine the emerging themes and the views and perceptions of the students and teacher on the implementation of the wiki-enhanced TBLT approach, the data collected using these two instruments was qualitatively examined. Moreover, the researcher used proper tools to analyze the gathered data. Shehadeh (2020) points out that, "for example, if the purpose of the research is to investigate the role of high school teachers' preparedness, views, and attitudes toward utilizing and implementing task-based language teaching (TBLT) in an EFL setting in the Gulf, the investigator is likely to use observation, teacher lesson plans, interviews and/or surveys, and the class course book(s) as tools to collect data."

The study data was collected during the third trimester of the academic year 2021–2022. Two units in the syllabus were covered for ten weeks. The researcher illustrated the study procedures and what was expected from the teacher and the participants. A timetable for the intervention course was prepared and agreed upon with the teacher. During the pilot study meeting, a consent form was distributed to the participants to obtain their written agreement regarding voluntary participation in the study. The data were collected in an actual classroom, where the participating students study every day. The main purpose of this study was to explore the impact of implementing the wiki-enhanced TBLT approach on students' writing quality. Students worked in pairs and did the writing tasks collaboratively according to the instructions

given by the teacher. The teacher would prepare daily logs to gauge the students' level of expertise, views, and attitudes. The data gathered from this was intended to answer the research questions. Table 5 presents the detailed description of the data collection procedures for each tool.

Table 5: Data Collection Procedures

Date	Prompt	Comment
Week 1 (pretest)	Write a paragraph of around 100 words about the following topic: Science says that playing sports can make you feel happier; do you think this is true? Do you feel happy when playing a sport?	Providing information about the assigned topic
Week 2	Write a paragraph of around 100 words about the benefits of sports.	Providing information about the assigned topic
Week 3	Write a paragraph of around 100 words about sports and academic success—is there a connection?	Providing information about the assigned topic
Week 4	Write a paragraph of around 100 words about the most popular sports in the UAE.	Providing information about the assigned topic
Week 5	Write a paragraph of around 100 words about how sports can relieve stress.	Providing information about the assigned topic
Week 6	Write a paragraph of around 100 words about the importance of food in our lives.	Providing information about the assigned topic
Week 7	Write a paragraph of around 100 words about the risks of eating fast food.	Providing information about the assigned topic
Week 8	Write a paragraph of around 100 words about food in the UAE.	Providing information about the assigned topic
Week 9	Write a paragraph of around 100 words about how we cannot waste food.	Providing information about the assigned topic
Week 10 (posttest)	Write a paragraph of around 100 words about your favorite food and why, which cuisine it belongs to, and how you will recommend it to people.	Providing information about the assigned topic

5.2.2.1 Pre- and Post-test

The researcher created a pretest, in which three English teachers later amended, to assess the participants' writing proficiency. The purpose of the pretest was to demonstrate that both groups' moderate English writing abilities were comparable. A post-test was then administered after the intervention course to determine whether there had been any improvements or differences in the experimental group's performance. The experimental group was taught using the wiki-enhanced TBLT approach, whereas the control group received instruction using the conventional technique to teaching writing, which is based on the TBLT methodology.

A) Pretest

Before the experimental and control groups began the intervention course, a pretest was administered as the first stage in the data collection process. Students were given 35 min to finish the pretest, which consisted of writing one paragraph. The teacher collected the pretest papers and submitted them to the researcher, scored them for record-keeping purposes. The primary goal of the pretest was to determine the students' foundational writing skills. The pretest question is as follows:

Write a paragraph of around 100 words about the following topic: Science says that playing sports can make you feel happier; do you think this is true? Do you feel happy when playing a sport? This question was designed to test students' abilities to introduce the primary concept of the topic, supply information to support their opinion, arrange and sequence ideas, and provide a conclusion.

B) Post-test

After implementing the treatment course, the researcher administered the posttest to both groups to examine the progress or differences in their learning. The format of the posttest was the same for the two groups and followed the same pattern as the pretest. The researcher abided by the same procedures as used during the pretest. The posttest question is as follows: Write a paragraph of around 100 words about your favorite food and why it is your favorite, to what cuisine it belongs, and how you will recommend it

for other people to try. This question was primarily designed to test students' abilities to introduce the paragraph's primary concept, supply evidence for their opinion, and provide a conclusion.

C) Evaluation

The pre-test was administered during the last week of March 2022, and lasted for 35 min. The formats of the pre-test and post-test were similar. The students were required to write a paragraph of around 100 words for each test. The pre- and posttests were evaluated according to a criterion-referenced score sheet. The categories for evaluation were as follows: a clear topic sentence, relevant supporting details, using a variety of relevant vocabulary, and a range of language structures and mechanics (spelling, punctuation, and capitalization). The pre- and posttests were assessed by two English evaluators, and they were not involved in the study. They are well-versed in English teaching and learning and hold bachelor's degrees in English language instruction. In addition, they had experience in marking English writing tests. For instance, they participated in grade 12 central writing and marking sessions, which were conducted centrally at the level of the city educational region. They were given training and clear instructions on rating the pre- and posttests. Furthermore, inter-rater reliability was established. First, both evaluators scored two test papers each. Then, they checked the points of agreement and disagreement. In the beginning, the ratio of agreement was approximately 80%. After the discussion, the percentage of agreement rose to approximately 97%. Subsequently, both evaluators scored all papers, and the researcher chose one version of the scores for data collection and analysis. All these processes were conducted to ensure that the marking process for the tests was established, and the marks given to the students were justified. To measure syntactic complexity, grammatical accuracy, fluency, and lexical complexity, certain measures were developed by Ellis and Barkhuizen (2005). Based on these measures, a rating scale (see Appendix G) was developed to measure the students' writing performance.

Quantitative data were collected through the analysis of the participating students' written texts (paragraphs), in terms of syntactic complexity, grammatical accuracy, fluency, and lexical complexity. Most TBLT-related research utilizes syntactic complexity, grammatical accuracy, and fluency to gauge students' performance. However, the researcher included lexical complexity to analyze beyond linguistic forms. Several researchers have recommended the use of lexical complexity, which is distinct from grammatical complexity. Lexical complexity describes the writer's ability to communicate effectively in written form (Lu, 2012). Moreover, other research related to the test of written English explained that lexical complexity was one of the most significant constructs as it could evaluate L2 writing skills (Francis et al., 2002).

A) Syntactic complexity is often measured as the level of subordination in a text and calculated as the ratio of its clauses to T-units (Levkina & Gilabert, 2012; Ellis & Barkhuizen, 2005). T-units are often used for analyzing written and spoken discourse, because they are correlated to language proficiency (Ellis & Barkhuizen, 2005; Wolfe-Quintero, Inagaki & Kim, 1998). Complexity is not only about complex writing but also includes students' personal stylistic preferences. Therefore, in this study, complexity is measured through syntactic complexity and variety by a mean number of clauses per T-unit. The T-unit is "the main clause plus all subordinate clauses and non-clausal structures attached to or embedded in it" (Hunt, 1970, p. 189).

B) Grammatical accuracy is the correct usage of sentence structure, which is used to correct learners' use of the language system in writing. It is calculated as the ratio of the errors to the overall number of clauses and correct verb forms. An error ratio analysis of the total number of errors per a set of number words is required to analyze differences in text length across a group of writers and provide a nuanced analysis of accuracy because some learners rely on formulaic expressions and thus appear to be more advanced than they are (Skehan & Foster, 2012).

C) Fluency is writing with accuracy and speed (Lick & Johnson, 2013). Fluency is measured based on writing rate, and bare quantity measures are the number of words produced within a set period of time (Ong & Zhang, 2010). In other words, the total number of words divided by the total number of T-units can be used to calculate fluency. Therefore, the writing is more fluent if the ratio is higher.

D) Lexical complexity is the number of different words employed by a writer (Kuiken & Vedder, 2012; Levkina & Gilabert, 2012). In addition, it is the richness of a writer's lexicon. It is measured by lexical accuracy and choice, which indicates writing quality (Abrams & Byrd, 2017). The most well-known means to measure lexical complexity is the type–token ratio (the total number of different word types divided by the total number of words). Lexical accuracy can be calculated as the ratio of accurate lexical items to the total number of words, while lexical choice is the ratio of suitable word choices to the total number of words. Meanwhile, lexical complexity can be measured by considering the ratio between the number of lexical words and the total number of words contained in a text (Ishikawa, 2015).

5.2.3 Students' Survey

After conducting the pre- and posttests, a survey was administered to the participating students to assess their views and attitude toward the use of the wiki-enhanced TBLT approach in honing writing skills. According to Dixon, Singleton, & Straits, (2016) surveys are often used to describe and explore human behavior; therefore, they are frequently used in social and psychological research (Dixon, Singleton & Straits, 2016). In this study, the survey consisted of 13 open-ended questions. The survey was administered to the students after completing the two units and immediately after finishing the posttest. The researcher facilitated the survey and then collected the responses for analysis and documentation. Detailed instructions of how the survey had to be answered were provided to the participants before they received the survey copies. The researcher was available and ready to answer any question or query raised by the participants. Table 6 presents the students' survey questions (see Appendix B for a comprehensive breakdown of the survey).

Table 6:Students' Survey Questions

Q 1	Do you like writing? Why or why not?
Q 2	Do you enjoy writing with your classmates in pairs or groups? Why or why not?
Q 3	Do you think that collaborative writing is useful? Why?
Q 4	Did you have any idea about the wiki-enhanced TBLT approach before you took this treatment?
Q 5	What was the most interesting part of the wiki-enhanced TBLT approach?
Q 6	What was the most challenging part of it?
Q 7	How much did you learn from it?
Q 8	Do you think the wiki-enhanced TBLT approach contributes to your writing skill improvement? How?
Q 9	Do you believe that using the wiki-enhanced TBLT approach allows you to do better overall at L2? Please give examples.
Q 10	Do you believe that the wiki-enhanced TBLT approach is useful in online learning, especially during the COVID-19 pandemic? If yes, how?
Q 11	Would you like to do writing tasks using the wiki-enhanced TBLT approach in the future?
Q 12	What would you like to say about your wiki-enhanced TBLT experience?
Q 13	Do you have any suggestions to improve the wiki-enhanced TBLT experience in the future?

5.2.4 Teacher's Interview

The researcher conducted a semi-structured interview at a convenient time for the participating teacher at the end of the intervention course at Al Khazna School. The interview was conducted in the teacher's office after the class.

At the beginning of the interview, the researcher introduced himself, presented the goal of the study, and presented a video about education and technology as recommended by Pinto-Llorente, Sánchez-Gómez, and García-Peñalvo (2016). He recorded the interview after obtaining the participant's permission to facilitate transcription to be aware not only of what was said at specific moments but also how he said his answers, keeping the teacher's words intact. The interview consisted of 11 questions and lasted for 45 min. It featured many preset questions, some of which were

covered by the student survey. The purpose of the interview was to learn more about how the instructor felt about using the wiki-enhanced TBLT method in teaching writing skills to students.

In addition, the interview was designed to clarify any ambiguity in the questions and aid in gaining better understanding of difficulties regarding the application of the wiki-enhanced TBLT technique in a UAE EFL context. Undoubtedly, the open-ended questions of the interview provide rich information that are difficult to obtain from any other source. Wallace (1998, p. 135) stated that "open questions are appropriate for exploratory research if you have difficulty anticipating the range of responses." Furthermore, "open queries are more likely to produce more unexpected (and, possibly, more fascinating) data." Bell (2005) added that "the interview can generate rich material and can often add flesh to the bones of survey responses" (p. 157). In addition, the interview can be used to elicit examples regarding the teacher's opinions and attitudes toward adopting the wiki-enhanced TBLT strategy to raise students' L2 performance, which was the third research question of the interview. Table 7 presents the 11 open-ended questions developed for the teacher's interview after reading the related literature and prior studies (see Appendix C for a detailed breakdown of the interview).

Table 7: Teacher's Interview Questions

Q 1	Do you believe it is tough or easy to teach writing?
Q 2	What aspects of the wiki-enhanced TBLT approach were effective?
Q 3	Was the use of the wiki-enhanced TBLT approach challenging? How?
Q 4	Did you notice any reactions (positive or negative) on the part of students?
Q 5	What advantages did you identify when the students used the wiki-enhanced TBLT approach in the classroom?
Q 6	What problems or challenges did you face or meet when using the wiki-enhanced TBLT approach in the classroom?
Q 7	What went well during the wiki-enhanced TBLT approach lessons? Why, in your opinion, did that happen?
Q 8	Do you think you would be able to use the wiki-enhanced TBLT approach with your classes in the future? Why?
Q 9	Do you plan to continue to use the wiki-enhanced TBLT approach in your classes in the future?
Q 10	Having experienced the wiki-enhanced TBLT approach, what is your perception of it?
Q 11	Do you have any suggestions to add regarding the implementation of the wiki-enhanced TBLT approach?

5.2.5 Piloting the Study: Piloting the Data Collection Tools

Four grade 10 students and one English language teacher in Al Khazna School trialed the data collection tools to test their validity and reliability while studying one unit from a textbook. The purpose of the pilot study was to determine whether the method or design that will be employed in the bigger study would be practical. These four students were chosen randomly to take part in the pilot project. They were separated into two groups consisting of two students each: the experimental and control group. The only factor that set the experimental group apart from the control group was the writing process, which was wiki-based. The supervisor and two subject–matter specialists examined the construct and content validity. The pilot research was conducted to clarify any confusion and make sure that participants understood the right protocol. Wallace (1998) highlighted the significance of piloting data gathering techniques regardless of sample size.

In the pilot study, the four participating students were divided into two pairs, as mentioned before, and given brief training and clear instructions about the task. For instance, they were given written instructions such as "Write a paragraph of about 100 words about the benefits of sports." In addition, they were given oral instructions, such as how they should do the task and that they should write the target paragraph in pairs, eliciting paragraph writing skills such as brainstorming, outlining, constructing a topic sentence and its controlling idea, providing supporting sentences, writing a conclusion, and writing a unified, coherent paragraph. The teacher advised the participants to use short and complete sentences and to vary their sentences to give the paragraph life and rhythm. Varying sentence styles and structures can reduce repetition and add emphasis. Moreover, the teacher told the participating students that they needed to fix their subject-verb agreement errors and to begin the sentence with a capital letter and end it with a full stop in case it is a complete sentence. Moreover, the teacher suggested using nouns instead of pronouns and avoiding vague terms such as some, a few, or a couple. The teacher told the students that they needed to complete the paragraph within 25 min. Afterward, both pairs were asked to write about the same topic; however, one pair used the traditional method of writing, and the other pair followed the wiki-based method. The allotted time given, which is 25 min, was not enough; therefore, the students requested an extension of time.

After the participants wrote the required paragraph, they were asked to provide feedback regarding the task, such as whether the instructions were clear and easy to follow and if the task was challenging. In addition, the researcher asked the students about their collaboration while doing the activity and whether it was useful. Moreover, the researcher asked the pilot study participants if they could suggest any modifications to the design. The students stated that the paragraph question was clear, the type of task was familiar to them and was doable, and the length of the paragraph was enough. However, they added that the time was not enough, and so they asked for an extra 10 minutes to complete the task. They told the teacher that the rubric was detailed and clear, and the wiki site was easy to log in and use. Moreover, the students enjoyed working together, praised the idea of collaborative writing, and agreed that it helped them perform better. However, the participants said that they needed more time, that is, 35

minutes, to be able to write a good paragraph. Furthermore, when they were asked regarding the students' survey, they mentioned that they preferred the questions to be translated into Arabic so that they could understand them accurately.

5.2.5.1 Findings of the Pilot Study

The findings of the pilot study shed light on the following points to be considered when conducting the main study. First, the researcher reconsidered the length of time and extended it to 35 min from 25 min. He will then translate the entire survey, both the introduction and the questions, into Arabic. In addition, the participants will be invited to participate in the selection of tasks for them to be more engaged, motivated, and interested in performing them. The researcher will make sure that the students are familiar with the topics of the writing tasks and that they are contextualized in their socio-cultural background. After that, the complexity of the tasks was addressed, as they should neither be too easy, in which they do not add too much to the students' knowledge and do not motivate them, nor very challenging, in which the students might fail to complete them. Finally, the researcher checked the extent of students' knowledge of computer and Internet skills to obtain an indicator of their ability to use the wiki technology in learning. Using wikis requires some skills, such as editing and researching web pages, and there are some other skills that might be needed by the students while doing the intervention course. Therefore, the researcher and the teacher conducted an orientation session regarding the use of wikis and made sure that the participants were ready for the actual intervention course.

5.2.6 Treatment and Procedures

Participants in the experimental and control groups studied the same material. They were taught by the same instructor (the regular classroom teacher), who followed the curriculum, lesson plans, and materials indicated in the course textbook. Thus, all variables were held constant, including the students' first language, which was Arabic, as well as their gender, age, linguistic profiles, curriculum, and method of instruction. In addition, the same type of writing assignments in the same formats were given to both groups. The writing assignments were all one-paragraph long and primarily consist of descriptive or explanatory writing, per the curriculum.

To preserve the uniformity or account for any odd factors, several modifications were made for the sake of this study. For instance, both sets of students had to prepare paragraphs on comparable subjects. To ensure that all students in both groups received a fair evaluation, students also submitted their paragraphs to the teacher for review. This was mandated by the course plan. In addition, all writing assignments for both groups were timed as part of the study to guarantee within-group uniformity. Based on prior research that pairs take longer than individuals to complete writing tasks, all students were given 35 minutes to write their paragraphs (e.g., Storch, 1999, 2005).

The experimental group completed the writing tasks using the wiki-enhanced TBLT methodology, whereas the control group wrote using a more traditional way. This was a significant distinction between the two groups. Students worked in pairs for every other stage of the writing process, such as concept generation, planning, drafting, rewriting, and publication. Throughout the writing process, the teacher encouraged the students to actively contribute to the tasks because the end product would be their shared responsibility. In addition, the procedures were explained verbally and in writing to each participant in the two groups.

The teacher of the control and experimental groups collected the written tasks from the students, returned them the next writing time, and offered both oral and written comments. The teacher's comments centered on lexical difficulty, spelling, punctuation, fluency, and syntactic complexity. In addition, the teacher spoke with each pair separately. For the purpose of having their modifications verified and confirmed by the teacher, students changed their paragraphs while taking into account the teacher's oral and written input. They then presented their new paragraphs to the teacher. Before giving the amended paragraphs to the pupils, the teacher gave them one last round of feedback.

The teacher gave the students reinforcement through written and oral feedback throughout the intervention course. Recent research has indicated that giving students written and verbal feedback improves their writing accuracy. For instance, according to Bitchener et al., (2005), students who received both direct written and oral comments after each piece of writing outperformed their peers who only received written feedback.

Furthermore, in the intervention course, the teacher encouraged the students to change partners every two or three weeks for a variety of reasons. It was believed that this may make the writing tasks more interesting for the students. In addition, this could decrease the probability of having one student in each pair do most, if not all, of the work. Moreover, if a student pair did not collaborate well due to differences in personalities, learning styles, or other factors, the activity may become tedious as a result. Consequently, the pupils may lose interest in their work or be reluctant to work on the topic. By changing partners every two to three weeks, the probability of this happening may have been reduced. In addition, the activity would appear as a routine process where the collaborative task itself would be less important than the act of partner change. The logic behind the idea of changing partners every two to three weeks can be attributed to ensuring a harmonious collaborative writing assignment and a smooth changing of partners while maintaining concentration on the task at hand. Shehadeh (2011) found that students liked to change partners every two to three sessions.

This study was conducted in the third trimester of the academic year 2021–2022, over a 10-week trimester. Students in both groups performed eight writing tasks. Weeks 1 and 10 were dedicated to the pre-and posttests, and eight weeks (weeks 2–9) were used for the intervention course. In the writing course, the focus of the study was on the fact that students learn to write descriptive or expository paragraphs about sports and food at home and around the world.

The tasks chosen for the pre- and posttests were on familiar topics related to their syllabus; students provided facts and descriptions on the selected topics. Regarding the complexity of pre-and posttests, the posttest was a little more challenging than the pretest. In the pretest, the students were asked to write a paragraph of about 100 words about a scientific notion saying that playing sports can make the person feel happier, while in the posttest, the students were requested to write a paragraph about their favorite food and to say what cuisine it came from, why it was their favorite food, and how they would advise people to try it.

5.2.7 Summary

Chapter 5 covered the evolution of English-language instruction in the UAE such as the English curriculum in public schools and gave information on the evolution of education in the UAE. In addition, it presented the different stages and changes of the English curriculum in the UAE to achieve the current standards set by the UAE to ensure suitable teaching and learning for all students. Moreover, the Chapter clarified the significance of using the wiki-enhanced TBLT approach, collaborative writing, and paired tasks in the target language in the UAE context and how they were embedded in the English curriculum. Furthermore, the Chapter discussed the setting and participants of the study. The Chapter thoroughly described three separate research methodologies employed in the study—pre- and posttests, a student survey, and a teacher interview. Finally, this Chapter provided a comprehensive explanation of the procedures for research data collection tools and analysis.

Chapter 6: Data Analysis and Findings

6.1 Introduction

This Chapter presents the analysis of the data and the findings of the study. The data were obtained via pre- and posttests, a survey of the students, and an interview with the teacher, which were then quantitatively and qualitatively analyzed. The findings will be presented in three Sections. The first Section answers the first research question. It contains the quantitative data collected from the posttest, analyzed quantitatively. The students' posttest results are presented along with the figures to further explain the results. Similarly, the second Section answers the second research question, and the third Section answers the third research question. The second and third Sections cover the qualitative information gathered from the student surveys, which were given to all 15 students. These data were qualitatively analyzed to find trends revealing the students' attitudes and views regarding the use of the wiki-enhanced TBLT technique. In addition, the replies of one or two students who particularly stood out among the rest will be noted. Moreover, the interview questions, results, and teacher responses are presented. The major findings will then be summarized considering the survey results of the students and the interview results from the teacher. Here is a thorough explanation of each.

6.2 Students' Pretest

The pre-and posttests, which were quantitative data collection tools, were intended to answer the following first research question:

1. Does the use of the wiki-enhanced TBLT approach have any impact on the quality of EFL students' writing skill in the UAE educational setting? Specifically:

   a) Does the wiki-enhanced TBLT approach have an impact on the syntactic complexity of students' writing skill?

   b) Does the wiki-enhanced TBLT approach have an impact on the grammatical accuracy of students' writing skill?

   c) Does the wiki-enhanced TBLT approach have an impact on the fluency of students' writing skill?

d) Does the wiki-enhanced TBLT approach have an impact on the lexical complexity of students' writing skill?

Prior to starting the intervention course, the two groups were instructed to compose a 100-word paragraph about the advantages of sports. For instance, students can claim that participating in sports helped them make the most of their leisure time, maintained their physical health, helped them socialize, etc. They were given 35 min to complete their paragraphs. The teacher then gathered their test papers after they had finished writing the prescribed paragraph. These papers were randomized and scored using the writing scale displayed in Appendix G. Two qualified anonymous evaluators, who were not the teacher or the researcher, examined each entry. They are competent, almost NSs who had each taught English in public schools for more than 20 years. In addition, they had a wealth of knowledge and experience marking English writing exams. For instance, they used to take part in grade 12 central writing and marking sessions, which were conducted centrally at the level of the city educational region. Moreover, both evaluators were familiar with the regional environment because they have worked in the area for more than 12 years. Furthermore, they received guidance and training on how to rate the pre- and posttests.

The researcher visited the classroom teacher and the two evaluators prior to grading the pretest papers. He answered all questions about the scoring method and went over the goals of the study and the rating scale. The two evaluators marked three example paragraphs from the students' papers on the pretest using the writing rating scale to conduct a pilot experiment. There were barely any variances of data between the two evaluators (less than half a band score). After discussing and resolving all the differences, a high degree of agreement (about 97%) was reached. The interrater reliability for the pretest was 74 based on the analysis of the data from 10 randomly chosen texts that composed half of the data. The level of significance for the t-test used to analyze the data was set at 0.05. There were no appreciable variations between the two groups' overall scores or the four-component scores after the pretest papers had been marked and the data had been analyzed in Table 8 which presents how closely the two groups' total and sub-scores match.

To use the t-test, the researcher has decided to check whether his data meets the assumptions for using parametric tests. To do so, he has used the Kolmogorov-Smirnov and Shapiro-Wilk tests of normality.

Table 8: Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Mean_Total pre-test	0.126	30	0.200[*]	0.968	30	0.491
Mean_Total post-test	0.081	30	0.200[*]	0.970	30	0.545

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

After doing the normality tests, the Shapiro-Wilk test, for example, showed statistically significant results across the pre and posttest scores. The pretest score was (.491), and the posttest score was (.545). This suggests that the data is not significantly different from a normal distribution, and therefore meets the assumption of normality for the t-test.

Table 9: Mean Total and Component Scores on the Pre-Test

	Max score	Control group (n=15)		Experimental group (n=15)				
		Mean	SD	Mean	SD	t	P	Sig.
Total score	100	61.13	9.87	62.13	9.70	-.280	.782	ns
Syntactic complexity	25	15.86	2.94	14.66	2.69	1.164	.254	ns
Grammatical accuracy	25	15.13	3.29	15.93	3.23	-.671	.508	ns
Fluency	25	16.66	3.03	17.40	3.33	-.630	.534	ns
Lexical Complexity	25	13.46	2.50	14.13	3.64	-.584	.564	ns

Table 9 indicates the following information:

- The mean of the total score was 61.13 for the control group while 62.13 for the experimental group, with a t-value of -.280(not significant).
- The mean score for the syntactic complexity was 15.86 for the control group while 14.66 for the experimental group, with a t-value of 1.164(not significant).
- The mean score for the grammatical accuracy component was 15.13 for the control group and 15.93 for the experimental group, with a t-value of-.671(not significant).
- The mean score for the fluency component was 16.66 for the control group and 17.40 for the experimental group, with a t-value of-.630(not significant).
- The mean score for the lexical complexity component was 13.46 for the control group and 14.13 for the experimental group, with a t of-.584(not significant).

Table 9 makes it evident that the writing abilities of both groups were comparable regarding syntactic complexity, grammatical accuracy, fluency, and lexical complexity.

6.3 Students' Posttest

In the tenth week, after completing the intervention course, the two groups were asked to write a paragraph of around 100 words about their favorite food and to say what cuisine it came from, why it was their favorite, and how they would recommend it to people. This was considered as the posttest task. Although the posttest task concerned a familiar topic, students had to exert more effort to answer the why and how questions and provide different reasons and rationales to support their judgment. The intention behind this difference between the pre- and posttest tasks and making the posttest more challenging was to make the participants realize that doing tasks was not a routine procedure. In addition, students were given 35 minutes to write each paragraph and received no further instructions or rules.

At the conclusion of the task's allotted time, the posttest papers from the two groups were collected, distributed, and rated by the two evaluators using the same rating

scale as the pretest (Appendix G). The reliability of the post-interrater test was found to be 97%. The posttest data were examined using a t-test, with the level of significance set at 0.05. The posttest results made it clear that there were significant differences between the two groups.

Table 10 shows the performance disparities between the experimental and control groups on the posttest.

Table 10: Mean Total and Component Scores on the Post-Test

	Max score	Control group(n=15)		Experimental group (n= 15)				
		Mean	SD	Mean	SD	t	P	Sig.
Total score	100	61.53	9.84	72.53	7.478	-3.446	<.002	Sig.
Syntactic complexity	25	15.33	2.31	19.73	1.94	-5.630	<.001	Sig.
Grammatical accuracy	25	15.80	2.56	18.80	1.78	-3.717	.001	Sig.
Fluency	25	15.73	2.65	18.86	1.80	-3.775	<.001	Sig.
Lexical complexity	25	14.53	2.72	15.13	3.13	-.560	.580	ns

The first research question regarding the impact of the wiki-enhanced TBLT approach on the quality of students' writing skills was generally answered positively. The total scores indicate significant differences between the experimental and the control groups in favor of the experimental group. In addition, the findings of the statistical analysis (Table 10) demonstrate that the wiki-enhanced TBLT approach has significantly improved students' writing in the target language. Nevertheless, the effects slightly varied, specifically, the impact was considerable for grammatical accuracy, syntactic complexity, and fluency, but not for lexical complexity. Table 8 denotes the following points:

- The total mean score of the control group was significantly lower than that of the experimental group (61.53 vs. 72.053; t = -3.446).
- The mean score for the syntactic complexity of the control group was significantly lower than that of the experimental group (15.33 vs. 19.73; t = -5.630).
- The mean score for the grammatical accuracy of the control group was significantly lower than that of the experimental group (15.80 vs. 18.80; t = -3.717).
- The mean score for the fluency component of the control group was significantly lower than that of the experimental group (15.73 vs. 18.86; t = -3.775).
- The mean score for the lexical complexity of the control group did not significantly differ from that of the experimental group (14.53 vs. 15.13; t = -.560).

As presented in Table 10, which shows the students' posttest scores, it is apparent that there are significant differences in students' English writing skills in the control and experimental groups. These differences can be attributed to the implementation of the wiki-enhanced TBLT approach in the experimental group.

Examples of students' writing from the posttest can be found in Sample Texts 3 (control) and 4 (experimental) in Appendix H.

6.4 Students' Survey Findings

This section presents the findings of the qualitative data collection tool, which was the students' survey. It addresses the second study question, which concerns the students' views and attitudes toward the deployment of the wiki-enhanced TBLT technique to improve their L2 performance.

The students' survey was designed to assess students' views and perceptions toward the use of the wiki-enhanced TBLT approach and how it could promote their writing in particular and their performance in the target language in general. The participants were surveyed immediately after the posttest and were observed by the instructor who conducted the intervention course as well as the researcher. In addition, they were given a detailed description of how the survey must be answered prior to receiving the survey copies. The instructor and the researcher were available and ready to answer any question raised by the students. The survey questions 1–3 examined the

students' attitudes toward writing, collaborative writing tasks, and pair work in the English-language classroom, while questions 4–13 targeted the students' views and perceptions toward the implementation of the wiki-enhanced TBLT approach in performing writing tasks.

Overall, the students were happy with the use of the wiki-enhanced TBLT approach when practicing the skill of writing. They expressed delight, interest, and motivation in doing the assigned tasks using the approach. Although a few students expressed reservations about the wiki-enhanced TBLT approach, most of them were interested and motivated to use it. In other words, even those students who expressed reservations found the experience to be new and engaging. A detailed description of the students' views and perceptions in response to each survey question is provided below. They are presented as follows, with the main findings highlighted.

Question 1 in the survey asked whether the students liked writing and why. Most of the students (13) answered positively, adding that they liked writing because it is a way to express their ideas and it helps them expand their vocabulary. Moreover, they stated that writing improves their learning by consolidating information in long-term memory. For instance, one of the students, Abdelrahim, responded, "Yes, I like writing because I can express my ideas, my feelings, and myself." "Also, writing helps me develop my language in general." Another student, Saeed, expressed happiness when writing paragraphs, they enhanced his overall target language performance. He stated, "I like writing as it enables me to write in the target language, especially when I write emails to my friends or paragraphs in the class, and it helps me remember information for a longer time." However, two students stated that they did not like writing because it was hard and demanding. They mentioned that writing required them to work hard for the whole period until they finished the task, which made them unhappy. For instance, one of them, Mahmoud, said that he did not like writing because it needed a lot of hard work and was not easy. The other student, Nasser, said, "No, I do not like writing because it is very difficult."

Question 2 inquired if students enjoyed writing with their classmates in pairs or groups. Most of the students (14) answered that they enjoyed writing with their

classmates in pairs. They mentioned that when working together, they can brainstorm more new ideas that are useful for the assigned task. For instance, Amjad mentioned, "I enjoy writing with my classmates in pairs or groups because we can brainstorm ideas and share them." He added that working in pairs or groups helped them have more information and ideas. Unlike others, one student said that working in pairs or groups distracted his attention and made him unable to focus on ideas. The student, Hamdan, said: "Whenever I had an idea, I forgot it because my classmate talks to me or interrupts me."

Question 3 asked if the students thought that collaborative writing was useful and why. Most of the students (14) answered that their collaborative writing using the wiki-enhanced TBLT approach was useful. They found that collaborative writing encouraged them to participate in the class and perform the writing task effectively. For instance, Nasser said, "Yes, I think that collaborative writing is useful because I can share ideas with my classmate and learn from each other." Another student, Saif, said, "When I work with a peer, I can learn from him and review some vocabulary items with him."

Question 4 asked whether the participants had any ideas about the wiki-enhanced TBLT approach before they took the intervention course. All the participants (15) mentioned that they did not have any ideas about the approach before taking the intervention course. In addition, they stated that they had not practiced writing using any technological device before. Jawad answered, "No, I did not have any idea about the wiki-enhanced TBLT approach until the English teacher introduced it to us, and then we implemented it in performing writing tasks." In addition, Saleh pointed out that this was the first time he heard about this approach from his teacher, Mr. Maher. He said, "This is the first time we do writing tasks using the wiki-enhanced TBLT approach." The teacher affirmed that this was the first time the students performed writing tasks using a wiki approach. He said, "Absolutely, this is the first time these students have written paragraphs using a wiki approach."

Question 5 asked students about the most interesting part of the wiki-enhanced TBLT approach for them. The majority of the students (13) answered that the experience of the wiki-enhanced TBLT approach was interesting. The most enjoyable part of it was

using the Internet and the wiki platform and working collaboratively with their classmates. For instance, Mohammed said, "I believe that the most interesting part of the wiki-enhanced TBLT approach was using the wiki platform online and working collaboratively with my classmates in pairs. This makes writing funnier and more enjoyable for me." Two other students mentioned that doing tasks online was not bad; however, it took a long time. They felt that using the wiki platform was time-consuming. Anas stated, "I believe that doing writing tasks on a wiki takes a long time and makes me tired."

Question 6 asked about the most challenging part of the wiki-enhanced TBLT approach. Most of the students (14) mentioned that there were a few challenges at the beginning of the course; however, after the first session, everything operated smoothly. For instance, Adam pointed out, "There was no challenging part as long as I had a good Internet connection and keen classmates to work with." Another student, Fahad, agreed that there was no challenge when using the wiki platform. He said, "I did not find any part difficult because my teacher made everything easy for us." Salim mentioned that the wiki-enhanced TBLT approach did not have challenging segments but required hard work. He said, "I believe that the wiki approach is not difficult, but it needs us to work hard."

Question 7 asked how much the students learned from the wiki-enhanced TBLT approach. Most students (14) indicated that they learned a lot because using this approach helped them construct new knowledge collaboratively with their peers. For instance, Hamad said, "I learned how to work collaboratively with my classmates, how to review, edit, and proofread what we wrote together." In addition, Rashid pointed out, "I learned many useful things from this approach, such as creating new ideas and discussing and evaluating them with peers." Meanwhile, one student, Anas, claimed that the above approach did not add useful things to his knowledge. He mentioned, "Using the wiki-enhanced TBLT approach did not add much to my writing experience."

Question 8 asked if the wiki-enhanced TBLT approach improved the students' writing skills and how. All the students (15) stated that using the wiki-enhanced approach contributed noticeably to the development and improvement of their writing

skills. They mentioned that their ability to generate new ideas and discuss them had developed remarkably. For instance, Mohammed said, "Actually, after using the wiki approach, I have become more able to write good paragraphs with my peers." Another student, Nasser, said, "Surely, the wiki-enhanced TBLT approach has helped me improve my writing skill because now I can edit and proofread what I have written with my peer at anytime and anywhere." Moreover, Nasser pointed out that he learned useful things from the wiki platform. For instance, he stated, "The wiki method helped me learn how to plan a paragraph well."

Question 9 inquired if the application of the wiki-enhanced TBLT approach improved the students' general L2 learning performance and how. A majority of the students (13) indicated that the use of the wiki-enhanced TBLT approach improved their general target language learning performance. In addition, they stated that it improved their writing and speaking skills. For instance, Abdelrahim said, "I think that the use of the wiki-enhanced TBLT approach has helped me in improving my whole English performance, especially when I write emails to my friends or chat with them and interact with them. I feel that my speaking skill has also become better." However, two students commented that this approach did not significantly improve their general L2 performance. For instance, Hamdan said, "The wiki approach did not help me so much in improving my general L2 performance, where I still find difficulties in writing long English paragraphs or essays."

Question 10 asked if the wiki-enhanced TBLT approach could be useful in online learning, especially during the COVID-19 pandemic, and how. All 15 students responded positively that the approach enabled them to work collaboratively and interact virtually with each other. For instance, Hamad said, "The use of the wiki-enhanced TBLT approach could be very effective during COVID-19 because students can practice collaborative writing while they are staying in their houses, and this is its main and best advantage." Hamad added, "The wiki-enhanced TBLT approach can be a savior in cases of catastrophes where the process of learning continues in the most critical circumstances." Similarly, Mohammed commented, "The use of the wiki-enhanced

TBLT approach can encourage and motivate students to take part in the English online classes."

Question 11 inquired if students would like to perform writing tasks using wiki-enhanced TBLT in the future. Most students (14) responded positively that the approach played a significant role in developing their writing skills and improving general L2 learning performance. For instance, Amjad said, "Actually, in the future, I would like to use the wiki-enhanced TBLT approach in writing tasks because it is an ideal method to write collaboratively with my classmates. Also, I learn a lot when I use this approach and interact with my classmates." One student responded neutrally and did not mention whether he would use this approach in the future. He stated, "I am not sure whether I will use the wiki-enhanced TBLT approach in the future or not."

Question 12 sought students' comments regarding their wiki-enhanced TBLT experience. Most of the students (14) mentioned that they had a wonderful experience utilizing the wiki-enhanced TBLT approach. For instance, Adam said, "My experience with the wiki-enhanced TBLT approach was very successful and enjoyable. This method of teaching has played a positive role in developing my writing skill and added too much to my general L2 learning experience." However, one student mentioned that he needed more time and practice using the wiki-enhanced TBLT to master it. He said, "My experience with the wiki-enhanced TBLT approach was not bad, but I believe that we need to practice it more. I suggest that we use it in all English lessons throughout the whole year."

Finally, question 13 sought students' suggestions to improve the wiki-enhanced TBLT experience in the future. Most of the students (14) mentioned that they would use this approach in all writing lessons in the future. In addition, some students suggested that this approach should be applied in Arabic writing lessons too. For instance, Nasser said, "I suggest that the teacher use this approach for all writing tasks." Another student, Adam, stated, "I suggest that the Arabic teachers use this method in the Arabic language writing lessons because it is interactive, useful, and efficient in teaching writing." Moreover, another student, Hamdan, suggested using the wiki-enhanced TBLT approach on a daily basis to gain more experience with it, as he felt it was difficult and unfamiliar.

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6.5 Teacher's Interview Findings

This Section presents the results of the teacher's interview, which served as the study's second qualitative data-gathering instrument. It will also respond to the third study question which concerns how teachers feel about adopting a wiki-enhanced TBLT approach to improve students' L2 proficiency. The purpose of the interview was to gain better understanding of the potential of applying the wiki-enhanced TBLT technique in UAE EFL settings. Eleven open-ended questions were included in the interview, and they elicit detailed information that was difficult to obtain from any other source. In addition, the interview sought to learn more about the teacher's perceptions regarding the students' interactions as they used the wiki-enhanced TBLT approach and how collaborative writing and pair work could improve their writing skills.

Question 1 asked whether teaching how to write was an easy or difficult task. The teacher mentioned that writing has always been considered the hardest part of teaching any language because it involves production on the part of the learner, which is no easy feat. He stated, "For some students, writing is a very laborious task because there are so many subcomponents that need to be pulled together. Therefore, many students try to avoid being involved in writing activities."

Question 2 asked whether the implementation of the wiki-enhanced TBLT approach was successful and, if yes, in what way. The teacher responded that the application of the approach was successful. He could notice how the students were interactive, engaged, and motivated while performing the writing tasks. The teacher stated, "Yes, I think that the use of the wiki-enhanced TBLT approach was successful. There was peer editing and collaboration among students. They also saw for themselves how writing was a process of different steps and not a mere product."

Question 3 asked whether the implementation of the wiki-enhanced TBLT approach was challenging and how. The teacher mentioned that the students faced minor problems at the beginning of the course; however, these issues were resolved, and the approach was continued easily and satisfactorily. For instance, he said, "I believe that the use of the wiki-enhanced TBLT approach was a little bit challenging, especially in the beginning of the treatment course, as it was new for the students, and they did not have

any idea about it before. However, once the students got used to it, the task became easier for the majority, if not all of them."

Question 4 asked if the teacher noticed any reactions (positive or negative) from the students. The teacher responded that he noticed various reactions from the students during the two months that he spent teaching them. He said, "The majority of the students were very active, motivated, and more willing to contribute to writing paragraphs collaboratively. However, few students, maybe one or two, were reluctant to take part in doing collaborative tasks with their peers."

Question 5 asked what advantages the teacher could identify when utilizing the wiki-enhanced TBLT approach in the classroom. The teacher responded that the wiki-enhanced TBLT approach was highly beneficial to the students. It contributed not only to the development of their writing skills but also to their general performance in the target language. For instance, he said, "The wiki-enhanced TBLT approach helped students improve their writing skills and their general language proficiency. I saw that the students' writing skills were improving day by day and week by week. It is certain that my students improved and benefited from this approach."

Question 6 asked about the problems the teacher faced when utilizing the wiki-enhanced TBLT approach in the classroom. The teacher mentioned that the approach was an engaging process, where the students worked actively on the assigned tasks, including those who were reluctant to participate. In addition, the students did not face any substantial problems. He said, "I think the wiki-enhanced TBLT approach was pushing students to participate, especially those reluctant ones. Moreover, the students' levels of proficiency were different, so you needed to cope with and try to cater to all the different levels of students' proficiency." However, the teacher mentioned that some students were not always ready to participate and interact actively. He stated, "Also, a few students were feeling bored and not ready to participate in doing tasks collaboratively."

Question 7 asked about what positive events during the lessons utilized with the wiki-enhanced TBLT approach and why. The teacher responded that the fact that the students would produce something at the end after going through the steps of the writing

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process would produce a sense of achievement. He stated, "Indeed, I saw that students were more motivated to collaborate and write their paragraphs. The atmosphere was nice, and there was good interaction and collaboration among students. So, it was generally a positive experience for my students and myself."

Question 8 asked whether the teacher would be able to use the wiki-enhanced TBLT approach with his classes in the future and why. The teacher responded that he would use it in the future because he believed that the approach helped nurture students' motivation and collaboration. In addition, it established a positive classroom environment where students felt comfortable and ready to collaborate, interact, and produce something worthy of being read by others. The teacher pointed out, "The students often had a sense of achievement whenever they used the wiki-enhanced TBLT approach. So, despite any challenges that might happen or arise while implementing this approach, it remains a very beneficial method for teaching writing skill. It is the most interactive and engaging method of writing I have ever tried."

Question 9 inquired if the teacher had plans to continue using the wiki-enhanced TBLT approach in his classes. The teacher confirmed that he would use the wiki approach in writing classes in the future after he had seen its considerable benefits for the students. In addition, he stated that the approach was effective in teaching writing skills to students with different proficiency levels. Therefore, it is reasonable to use such an approach in teaching important language skills such as writing. The teacher said, "Surely, I plan to continue using this approach after practicing it with my students and seeing its abundant benefits. I believe that the wiki-enhanced TBLT approach is practical and useful for teaching the writing skill effectively."

Question 10 asked about the teacher's perception of the wiki-enhanced TBLT approach after utilizing it for two months. The teacher mentioned that the approach was effective in honing writing skills; however, he said that teachers should plan for it carefully. He stated, "It is a good way to enhance the students' writing skill using the wiki-enhanced TBLT approach, but the teacher needs to plan his lessons and tasks well to achieve the desired objectives. Moreover, I would like to say that it would be easier to

implement this beneficial approach if the whole syllabus itself was designed with this approach in mind."

Question 11, final question, inquired if the teacher had any suggestions regarding the application of the wiki-enhanced TBLT approach. The teacher expressed his desire to give some suggestions from his experience in teaching collaborative writing using this approach. He indicated that curriculum designers should integrate this approach within the syllabus because it is beneficial in teaching writing skills to students. Mr. Maher said, "Yes, I believe that the wiki-enhanced TBLT approach should be integrated within the syllabus because it is very beneficial for students' writing skill and the authentic use of language for task achievement. Indeed, students are writing on the wiki page with the audience in mind; thus, I believe it gives them a sense of purpose to writing, rather than just writing an assignment in a language lesson."

6.6 Emerging Themes

Looking at the data from a global perspective and based on the students' survey responses and the teacher's interview analysis, some major themes were gleaned. Although most of the responses were in favor of the implementation of the wiki-enhanced TBLT approach, some challenges or problems were noted. These themes are divided into the advantages and challenges of the wiki-enhanced TBLT approach.

6.6.1 Benefits of the Wiki-Enhanced TBLT Approach

Theme 1: Students' attitudes toward writing

An immediate theme from the students' survey and the teacher's interview data indicated that the students had a positive attitude toward writing, stating that they liked writing. They expressed their realization of the significance of the skill of writing asan essential skill used when writing important texts needed in their school and life routines. In addition, they expressed that writing skill is a prerequisite in most walks in life. This goes beyond school purposes because most jobs today require writing and communicating effectively. Communication not only happens verbally but also through writing. For instance, one of the students, Obeid, stated, "Yes, I like writing because I can express my feelings and my ideas. Also, writing helps me write paragraphs, essays,

and emails whenever I need them. This skill helps me develop my language in general." Another student, Saeed, expressed his delight when he wrote paragraphs. He stated, "I like writing as it enables me to write in the L2, especially when I write posts and emails to my friends or paragraphs in the classroom." Another student, Amjad, stated that writing was an enjoyable activity for him as it helped him share ideas with his classmates. He said, "I enjoy writing with my classmates in pairs or groups because we can brainstorm ideas and share them." In addition, students found that collaborative writing was rewarding. For instance, Nasser said, "I think that collaborative writing is useful because I can share ideas with my partner and learn from each other." Another student, Saif, said, "When I work with a partner, I can learn from him and review together some vocabulary items as well as some grammatical rules." Therefore, even the advent of the digital age has not diminished the need for writing. Writing skills continue to be required for emails, online chat conversations, or website updates. Consequently, students are motivated to perform writing tasks, especially collaborative writing. In addition, the teacher observed that most participating students liked writing. He said, "I noticed that students liked writing when they were working and interacting enthusiastically to achieve the assigned tasks."

Theme 2: Collaborative aspects of the wiki-enhanced TBLT approach

The main focus for the students was the advantages they believed they had gained from the collaborative features of the wiki-enhanced TBLT approach. Owing to the presence of a partner providing feedback and making recommendations for improvement, the introduction of this approach made the process of editing students' assignments manageable. Students gained knowledge through sharing their ideas, their own mistakes, and the mistakes of their partners. For instance, one of the students, Mahmoud, explained that "When my partner was revising my part of the job, I learnt from him if I had to amend or add something that I overlooked." In addition, students consulted their partners when they had inquiries concerning the assignment. After their partners modified the assignment, they checked the written task together. Moreover, after posting their inquiries, their partners responded with feedback and guidance that could aid their academic growth. The students mentioned that the wiki-enhanced TBLT

approach created a dynamic setting that improved partner contact, communication, and collaboration. For instance, one of the students, Nasser, said, "The discussion page boosted the interaction between me and my partners." These remarks suggest that the wiki-enhanced TBLT approach had assisted the students in gaining self-assurance in their English writing. The teacher, likewise, said that the approach allowed the students to revise their work, cultivate some critical thinking skills, and learn. In addition, he asserted that the use of the wiki-enhanced TBLT approach, "I believe, has helped the students discuss ideas, rewrite and edit their work, and learn from each other."

On the other side, a key component of this strategy was how well the wiki-enhanced TBLT approach worked during unexpected school closings. According to the students, the use of the wiki-enhanced TBLT approach may be highly beneficial for online learning, particularly during the COVID-19 epidemic. A wiki platform could allow students to communicate, collaborate, and interact virtually. Therefore, it could be used effectively in the future in the event of adversities requiring school closures, such as the pandemic. The students indicated that if they had used the wiki-enhanced TBLT approach during the COVID-19 pandemic, there would not have been any cessation in learning the skill of writing. For instance, one of the students, Hamad, said, "The use of the wiki-enhanced TBLT approach can be very effective during the COVID-19 pandemic because students can practice collaborative writing while they are staying in their houses, and this is its main and best advantage." In addition, another student, Salem, expressed his opinion of using the wiki platform online in cases of adversities and said that this approach could allow students to continue to practice the skill of writing collaboratively with their classmates while they were at home. He mentioned, "The wiki-enhanced TBLT approach can be a savior or a rescuer in cases of catastrophes where the process of learning and writing continues in the most critical circumstances." Similarly, another student, Mohammed, stated, "The use of the wiki-enhanced TBLT approach encourages and motivates students to take part in the English online classes." In addition, the teacher mentioned that the use of the wiki approach in cases of online learning would help students continue learning the L2 writing skills as if they were in their real classrooms. He said, "I believe that the wiki approach can form an ideal substitute for face-to-face learning in emergency cases."

Most participants in this study agreed that the wiki-enhanced TBLT approach played a key role in helping them improve their general English performance. They mentioned that their L2 performance had notably improved, especially the skills of writing, speaking, and listening, as they listened to each other during discussions. For instance, one of the students, Abdelrahim, stated, "I think the wiki approach has helped me improve my whole English performance, especially when I write emails, text messages, or chat with them. I feel that my listening and speaking skills have also become better." Other students expressed that the approach contributed strongly to a general improvement in their L2 performance. They indicated that sometimes they learned more from their classmates than from their teacher. They were able to learn several new words, grammatical rules, and the correct pronunciation of different words. For instance, another student, Hamad, said, "The wiki approach allowed me to learn new words, grammar rules, and the correct pronunciation of several words from my partners. My vocabulary increased due to the tasks I did with my partners. It improved my overall L2 performance to the point where I can now speak and write better than before." Similarly, the teacher highlighted the benefits of the wiki-enhanced TBLT approach for all students. It contributed significantly to the development of the students' general L2 performance. He stated, "The wiki-enhanced TBLT approach contributed to the development of the students' general language proficiency. I noticed that the students' general performance was improving constantly. Surely, my students improved and benefited from this approach."

Theme 4: The socio-cultural effect of the wiki-enhanced TBLT approach

One of the positive findings of the application of the wiki-enhanced TBLT approach was the improved relationships and socialization among participants. It helped create a small community or social group inside the classroom where the members communicated, collaborated, and interacted to achieve a common goal and perform tasks that were beneficial to them. The findings of the study indicated that working collaboratively, whether in pairs or in groups, improved not only the students' language

learning but also their interpersonal relationships. The students mentioned that the approach facilitated communication, collaboration, and interaction while working on the assigned tasks and made them feel belonged to a unique team or community. For instance, one of the students, Abdelrahim, said, "The wiki-enhanced TBLT approach enabled us to work collaboratively, socialize, and achieve good tasks. Writing online using the wiki approach encouraged us to communicate, interact, and foster our friendships."

Likewise, the teacher noticed that the students' relationships became stronger after the use of the wiki-enhanced TBLT approach. He said, "I believe that my students' interpersonal relationships were fostered as a result of implementing the wiki-enhanced TBLT approach, which engaged them in daily communication, collaboration, and interaction." To summarize, collaborative writing using this approach helped students not only advance in their L2 learning but also improve their interpersonal ties and social lives.

6.6.2 Challenges of the Wiki-Enhanced TBLT Approach

<u>*Theme 5: Challenges and difficulties*</u>

A few students thought that the implementation of the wiki-enhanced TBLT approach was not without difficulties. The students believed that collaborative writing was challenging and time-consuming; therefore, they lacked the drive and interest to fully participate in it. In addition, they mentioned that recurring technical glitches made the task of writing paragraphs using the wiki approach a taxing one to complete. For instance, one of the students, Mahmoud, expressed that the wiki-enhanced TBLT approach was not hard to use but required hard work. He said, "I believe that the wiki approach is not difficult to implement, but it needs us to work hard." Furthermore, the students stated that sometimes the interruptions from their partners while writing or the problems with the Internet connection while using the wiki platform were distressing. Moreover, they did not want other people to read or edit their writing. A student, Hamdan, stated, "I did not feel satisfied about the recurring technological errors as well as being corrected by my peers because some of them were not proficient enough in English to correct my work." The instructor mentioned that some students were not as

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excited about using the wiki-enhanced TBLT approach. He remarked, "I saw that some students were reluctant to join in completing collaborative writing with their partners, but once they started, they were able to satisfactorily complete the required tasks. They merely required a little direction and assistance. Additionally, a strong Internet connection is crucial."

Theme 6: The wiki-enhanced TBLT approach and the use of wiki features

Some students felt embarrassed when using the wiki features, especially for the first time. These students mentioned that they needed more time to familiarize themselves with the wiki features. In addition, they wished the wiki technology had been more developed for easier and simpler access to help them perform their tasks smoothly. Moreover, they expressed that they needed to learn how to write, edit, and organize content on a wiki platform. Time constraints were mentioned as well. One of the students, Mahmoud, expressed that the wiki-enhanced TBLT approach required more time and practice to become proficient. Mahmoud said, "My experience with the wiki-enhanced TBLT approach was not bad, but I believe that we needed to practice it more. I suggest that we use it in all English writing lessons throughout the whole year." Furthermore, the teacher mentioned that a few students were apprehensive at the beginning of implementing the wiki-enhanced TBLT approach; however, after getting used to it, things became easier. He said, "I believe that the use of the wiki-enhanced TBLT approach was a little bit challenging, especially at the beginning of the treatment course, as it was new for the students and they did not have any idea about it before. However, once the students got used to it, the task became easier for the majority, if not all of them." In addition, he expressed that a flexible curriculum would be crucial for the further success of the use of the wiki-enhanced TBLT approach. He said, "I think that the curriculum should be better aligned with the wiki-enhanced TBLT approach to attain the utmost results."

6.7 Summary of Main Findings

This Section presents a summary of the main findings of the study. Chapter six presented the statistical analysis of the posttest, the participants' survey responses, the

teacher's interview response analysis, and finally some themes gleaned from the students' and the teacher's responses. The implementation of the wiki-enhanced TBLT approach, pair work, and collaborative writing were significant aspects of teaching the L2 to improve students' writing skills as well as their general L2 performance. The quantitative results showed that there were statistically significant differences in scores in favor of the experimental group.

Furthermore, the students' survey responses showed that the application of the wiki-enhanced TBLT approach helped them efficiently understand the L2 and interact with peers during pair work. In addition, students liked to practice writing and participate in collaborative writing tasks using the wiki-enhanced TBLT approach, which helped them use technology effectively and interact with classmates. Moreover, they mentioned that when they communicated, collaborated, and interacted with their peers using the approach, they learned significantly from each other, such as grammatical rules, lexical items, and pronunciation. However, a few students mentioned that using the approach distracted their attention and consumed their time.

The teacher's interview indicated that the implementation of the wiki-enhanced TBLT approach, which involved using the Internet and different aspects of technology, improved class participation and promoted the quality of task achievement because the students felt more confident when working collaboratively. In addition, the wiki-enhanced TBLT approach utilized in collaborative writing and pair work improved students' writing skills as well as their general L2 performance. The themes mentioned above shed light on the benefits and challenges of implementing this approach. The themes indicate that students enjoy writing and realize its importance in communicating with people and acquiring the L2. In addition, the themes highlight the benefits that the students feel they acquired from the collaborative tasks utilizing the wiki-enhanced TBLT approach, such as communicating using the target language, exchanging ideas and feedback, and correcting mistakes. Moreover, the themes reveal the positive contributions of the wiki-enhanced TBLT approach such as improved relationships and socialization among participants. However, a few students believed that the application of the wiki-enhanced TBLT approach was not without some challenges, such as being

demanding and time-consuming. In addition, some students felt embarrassed when using the wiki platform for the first time because they needed more time to familiarize themselves with its features. In summary, the posttest, students' survey, and teacher's interview speak of the overall effectiveness of implementing the wiki-enhanced TBLT approach in improving students' writing and their general L2 performance level.

Chapter 7: Discussion and Conclusions

7.1 Introduction

This Chapter discusses the findings of this study. First, it summarizes the main findings of the three research questions. These findings are then discussed in terms of their support for previous research and the socio-cultural theory. In addition, this Chapter discusses the importance of the findings and the implications of how the application of the wiki-enhanced TBLT approach, pair work, and collaborative writing can promote student-to-student interaction and improve their writing skills. Moreover, the Chapter presents the limitations of the study. It offers some practical suggestions and recommendations for future research regarding the use of the wiki-enhanced TBLT approach and collaborative writing tasks in L2 classrooms. Finally, this Chapter concludes the study by providing an overall summary.

7.2 Discussion of the Research Questions

This study focused on investigating the implementation of the wiki-enhanced TBLT approach and its effects on the caliber of EFL students' writing skills. In addition, it investigated the students' and the teacher's perceptions regarding the implementation of the approach and its impact on the development of students' writing skills. Based on the results from the posttest, the students' survey, and the teacher's interview, the research questions were answered positively in favor of the wiki-enhanced TBLT approach. The approach improves students' writing skills, pair work, communication, and student-to-student interaction. The three research questions that served as the investigation's guiding principles are discussed in relation to the findings of the study.

7.3 Impact of the Wiki-Enhanced TBLT Approach

The first research question was: Does the use of the wiki-enhanced TBLT approach have an impact on the quality of EFL students' writing skills in the UAE educational setting? The results demonstrate that the students' writing abilities greatly improved and that this question received positive responses across the board. The results of this study point to the four components of writing skill examined in the study —

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syntactic complexity, grammatical accuracy, fluency, and lexical complexity— as areas that can be improved by utilizing the wiki-enhanced TBLT approach.

According to the results of the statistical analysis of question 1 (Table 8), the use of the wiki-enhanced TBLT approach significantly improved EFL students' writing skills in the target language. However, the effect changed depending on the component. That is to say, although it had no effect on the lexical complexity, it had a large influence on syntactic complexity, grammatical accuracy and fluency. Regarding the lexical complexity component, the mean score of the experimental group was 15.13, while that of the control group was 14.53. This indicates that there were differences in achievement between the two groups (Table 8). This will be illustrated more clearly while answering the four sub-questions of the first main question.

The first sub-question was: Does the wiki-enhanced TBLT approach have an impact on the syntactic complexity of students' writing skills? The responses to this inquiry from the posttest show that the wiki-enhanced TBLT approach substantially improved the students' syntactic complexity. The total mean score of the control group was significantly lower than that of the experimental group (61.53% vs. 67.13%; t = 4.129).

The second sub-question was: Does the wiki-enhanced TBLT approach have any impact on the grammatical accuracy of students' writing skills? The responses to this inquiry show that the students' grammatical accuracy was improved by the wiki-enhanced TBLT approach. The mean score for the grammatical accuracy of the control group was significantly lower than that of the experimental group (15.80 vs. 17.26; t = 2.390).

The third sub-question was: Does the wiki-enhanced TBLT approach have any impact on the fluency of students' writing skills? The responses to this inquiry reveal that the students' fluency was positively affected by the wiki-enhanced TBLT method. The mean score for the fluency component of the control group waslower than that of the experimental group (15.73 vs. 17.26). This demonstrates that, in terms of fluency, the experimental group outperformed the control group. The lack of significance, however, was unexpected because it was anticipated that the wiki-enhanced TBLT strategy would

result in increased writing fluency in the students. This outcome may be explained by two factors. First, while some students in the experimental group may have benefited from the use of the wiki-enhanced TBLT approach in terms of enhancing their writing fluency, others did not. Second, the way in which the students were grouped for the writing activities may be the cause of the individual disparities in their scores. It is possible that some pairs' abilities and skills were mismatched. Such outcomes could have been brought about by a change in partners in the pairs or a mismatch in the pair's abilities and capabilities, or by both.

The fourth sub-question was: Does the wiki-enhanced TBLT approach have any impact on the lexical complexity of students' writing skills? The responses to this sub-question show that the students' lexical complexity was positively affected by the wiki-enhanced TBLT technique, although not significantly. The mean score for the lexical complexity of the control group was slightly lower than that of the experimental group (14.53 vs. 15.13). A possible explanation for the lack of significance of this component is that the students had poor vocabulary; therefore, they did not have a variety of terms to use in their writing. In addition, their limited English competence could be the cause; thus, the students were unable to help one another with the required lexical complexity. This explanation is supported by the survey responses from the students. According to the responses, students needed more vocabulary items to express their ideas or explain and clarify certain points; however, they lacked the necessary lexis, especially adjectives, that could make their writing more effective. One of the students, Mahmoud, mentioned that sometimes he and his partner needed a better vocabulary to express their ideas in writing. He stated, "I think that if we know more vocabulary items to use in our paragraphs, our writing will sound better. I know that we need to vary our vocabulary and use more adjectives to make our writing stronger and more interesting." These findings support the results of Kilic (2019), who found that the size and depth of vocabulary knowledge correlated significantly with performance in writing and speaking (as measured through the writing and speaking components of a proficiency test). Multiple regression analyses showed that vocabulary knowledge accounts for 26% and 17% of the variance in writing and speaking performance, respectively. Therefore, Kilic

(2019) offered evidence that vocabulary knowledge is a significant predictor of performance in productive language skills.

Overall, the wiki-enhanced TBLT approach allows students to pay particular attention to the writing-related elements, such as syntactic complexity, grammatical accuracy, fluency, and lexical complexity.

The second research question asked was: What are the students' views and perceptions toward using a wiki-enhanced TBLT approach to improve their L2 performance? The responses to this question indicate that students enjoyed participating in collaborative writing tasks using the wiki-enhanced TBLT approach because it improved their performance. In addition, it helped students engage more with their classmates, especially those who tend to feel shy or hesitant to participate in pairs or group work. According to the students' survey, the students stated that pair work and collaborative interaction are more effective for writing than working individually. When working in pairs, students interact with a smaller number of classmates instead of the whole class. Working closely with a peer allows them to help overcome the difficulties that their peer faces because the students can practice together and exchange feedback. Consequently, their learning experience can improve substantially. Most participants (13 students) agreed that paired tasks made their experience of learning the target language easier, more productive, and more interesting. In response to question 5 in the students' survey, a student, Mohammed, said, "I believe that the most interesting part of the wiki-enhanced TBLT approach was using the wiki-enhanced TBLT approach and working with my classmates in pairs, where we used to brainstorm ideas and discuss them together. This made writing funnier and more enjoyable." The findings of this study support Kessler's (2009) findings that pair work and collaborative interaction are more effective for writing than working alone. Moreover, Kessler's findings revealed that wiki-based tasks may encourage participation and improve the collaborative creation of information, as well as enhance students' autonomy.

In addition, the findings of this study reveal that the students appreciated taking part in pair work, where they had the opportunity to collaborate to finish the assigned tasks. The participants stated that using the wiki-enhanced TBLT approach substantially

improved their writing skills. Moreover, the findings of the study demonstrate that the participants enjoyed working in pairs and completing the given tasks online utilizing the wiki-enhanced TBLT approach. Furthermore, the findings revealed that the task needed to be appropriate to the students' interests and their language level to be effective. These results support the results of the studies conducted by Coniam and Wai Kit (2008), Hudson (2018), and Hosseini et al. (2021), who found that the implementation of the wiki approach, collaborative writing, interaction, and pair work could enhance students' writing and learning skills in L2 settings. These results show that the participants enjoy completing their tasks on the computer and working collaboratively rather than individually via pen and paper. In addition, this study supports Coniam and Wai Kit (2008), who argued that tasks must match students' interests and linguistic proficiency, with authenticity being added as a matter of course.

The findings of this study further demonstrate that using the wiki-enhanced TBLT approach helps students become more proficient in general proficiency with an FL. This may be due to the increased interaction between students when working in pairs, not just student–teacher interactions. Students have the notion that when they interact with their teacher using the target language, they will be judged and corrected. In contrast, when they interact with their peers or the group, they have positive reactions. Hence, they gain more confidence in speaking the target language, which encourages them to use more of that language outside the classroom.

Moreover, the findings of this study provide evidence that brainstorming effectively improves generating ideas because an idea from a student may inspire others. In addition, brainstorming elicits various ideas because each student is an independent source. This activity maximizes the number and quality of ideas obtained, providing a wide range of choices for students to exploit. Brainstorming reduces the cognitive load on individual learners and encourages social relationships among students that, in turn, improve the learning process in the classroom and student collaboration, according to the socio-cultural theory of Vygotsky (1978) (see below for a more detailed discussion of the socio-cultural theory). In paragraph writing, brainstorming not only elicits the main ideas but also a selection of supporting ones. By arranging jumbled sentences in a

paragraph, a pair or group brainstorming activity recognizes the priority of sentences that need to be organized coherently and logically.

In a brainstorming activity, which is a bridge for constructing reciprocal knowledge, nothing that is said is right or wrong. Therefore, students feel safe and work enthusiastically as they do not fear making mistakes or errors. Feeling secure in the classroom encourages not only active students but also shy students and those lacking confidence to take part in achieving the scheduled writing tasks. Thus, brainstorming substantially improves the writing skills of EFL learners. The results of this study support the results of Maghsoudi and Haririan's (2013). According to Maghsoudi and Haririan, the use of brainstorming positively influenced the EFL learners' writing performance, making them more active and productive. Moreover, they revealed that the students in the experimental group outperformed those in the control group owing to the effective use of the brainstorming strategy. Furthermore, the implementation of the brainstorming strategy may encourage students to be more responsible for their own learning.

According to the findings of the study, the majority of the participants pointed out that the wiki-enhanced TBLT approach was beneficial. They had positive opinions of the wiki method and enjoyed working together on the writing tasks while using it. They stated that the wiki method provided a rich atmosphere for collaborative learning. Moreover, they highlighted that they not only enjoyed working collaboratively with their partners but also enjoyed the collaborative atmosphere that was created by utilizing the wiki-enhanced TBLT approach. The students expressed their elation about the experience, which contributed a lot to their writing skills. Furthermore, they affirmed that they would like to continue to utilize the wiki-enhanced TBLT approach and requested that it be used in Arabic writing lessons. However, several participants had negative opinions about the usage of the wiki approach and lacked the drive and enthusiasm to actively participate in group writing. For instance, two participants said that the wiki strategy required a lot of effort and was stressful. In addition, they disliked having other people see their writing. The same individuals appeared to have mixed feelings about using the wiki-enhanced TBLT approach. They exhibited fluctuating

motivations depending on the allotted writing assignments. Overall, most participants stated that the wiki approach enhanced their writing and teamwork skills. The conclusions of this study align to the answers to the second question. Zhang (2019) observed that the majority of the participants in her study (18 of 23) had favorable experiences with the wiki-enhanced TBLT approach because they noticed that their writing skills had significantly improved.

Moreover, the results of this study indicate that the participants did not mind the technical factors such as glitches and slow Internet connections or the curriculum design. Instead, they expressed that the curriculum should be better aligned with the wiki-enhanced TBLT approach, and technical glitches were only minor that did not cause any real obstacles that hinder doing the tasks. In addition, the qualitative data of the study, such as the answers to the second and third research questions, showed that students had a favorable attitude toward using wikis. The results of the present study appear to be at odds with those of the study conducted by Yousop and Siti Mariam (2016), who discovered that a number of students avoided using wikis owing to curriculum design issues, technical issues (slow Internet connections), the lack of user-friendliness, and some personal factors—anxiety about utilizing new technology, mental perception, and a lack of commitment to their own learning experience. Because the researcher collected his data from an intact classroom interaction rather than an artificial one, the findings of this study are likely to be more credible and authentic than those of the previous study conducted by Yousop and Siti Mariam (2016).

The third and last research question asked was: What are the teachers' views and attitudes toward using a wiki-enhanced TBLT approach to improve students' L2 performance? The responses to this research question were positive based on the findings from the teacher's interview. The questions that were included in the interview focused on the teacher's views, perceptions, and observations of the application of the wiki-enhanced TBLT approach in the classroom. They also targeted the students' reactions toward the use of this approach, from the teacher's point of view. The findings from the teacher's interview indicate that even though pair work has been a part of everyday tasks in the ordinary classroom, it is apparent that the wiki-enhanced TBLT

approach and collaborative writing are essential tools for learning the target language. In addition, the interview results show that student–student interaction allows students to support each other in achieving the same goal. When support and/or feedback comes from a peer, a student does not feel embarrassed. However, they may feel shy and be embarrassed if a teacher corrects them in front of the entire class. In addition, the interview results indicate that the teacher can attest that the students enjoy the learning material more through collaborative learning and pair or group work. Moreover, the interview findings emphasize that the use of the wiki approach and collaborative writing and learning have enhanced the participation of students in most, if not all, class activities. The implementation of the wiki-enhanced TBLT approach and collaborative writing can help shy students practice the target language freely as if they are talking to their friends and not to their teacher or in front of the whole class. Therefore, they are encouraged and motivated to participate more in the L2 classroom when working collaboratively using their technological gadgets. Several scholars have emphasized the numerous advantages of collaborative pair and group work in target language learning. For instance, McDonough (2004, p. 208) expressed the following using data from pedagogically oriented research:

> Pair and small group activities provide learners with more time to speak the target language than teacher-fronted activities, promote learner autonomy and self-directed learning and give instructors opportunities to work with individual learners. In addition, learners may feel less anxious and more confident when interacting with peers during pair or small group activities than during whole-class discussions.

In addition, it has been assumed that for pedagogical and theoretical reasons, learners in L2 classrooms need to be motivated to participate in activities that improve cooperation, interaction, and communication. The findings of this study emphasize that the wiki-enhanced TBLT approach encourages students to communicate, collaborate, and interact efficiently to perform and achieve the assigned writing task. Moreover, the approach encourages students to focus on the writing components, namely, syntactic complexity, grammatical accuracy, fluency, and lexical complexity, in a unique, yet

complementary, way, depending on whether the students interact in the wiki or in the chats. The results of this study align with the findings of Elola and Oskoz (2010).

The findings of this study indicate that when students are aware that others are dependent on their input, the inherent wiki process inspires them to be better participants. For instance, the students enjoyed using the wiki platform and commented on how it helped them write and work better as a team. Moreover, the wiki platform promoted peer-to-peer interaction and facilitated online group work. The students and their teacher perceived the exchange of comments through wiki platforms as beneficial to the writing collaboration and construction. These results support the conclusions of studies conducted by Dufrene (2010) and Hamid and Mansor (2012) regarding the effect of the wiki-enhanced TBLT approach on students' writing processes and their written outputs. This study agrees with those studies regarding the strategies that are followed when implementing the wiki approach and how they can stimulate students to do their best, especially when they realize that their peers are relying on their performance. Further, similar to these studies, this study observed the enjoyment that the students expressed as a result of using the wiki-enhanced TBLT approach because it helped them write well-written paragraphs.

The findings of this study reveal that the students are more willing to participate when the teacher is present and monitors them accordingly. The implications of this study highlight the role that teachers play in limiting student wiki cooperation. This study highlights how crucial it is for teachers to actively promote student participation and communication in the wiki while seeking to harmonize their practice. From a socio-cultural standpoint, the instructor should be aware of the level of support that each student requires and utilize the tasks in a way that will motivate students to take on more responsibility for their writing assignments and learning using the wiki-enhanced TBLT approach. The findings of this study support the findings of Alghasab (2014) regarding the presence of the teacher and how they promote participation among peers. Alghasab found that the teacher plays a critical role in encouraging students to collaborate and interact efficiently to perform the task at hand.

Moreover, the findings of the study revealed that by working collaboratively in groups, students could achieve the desired learning outcomes in L2 classrooms. Motivation is considered an essential element in students' level of participation in paired work. When students work in pairs, their confidence levels significantly increase, which helps promote their motivation to participate in the task. When students feel hesitant to participate, they are encouraged by their peers in the pair or group; this support can be significant. Ahmadpanah et al. (2014) expressed a similar argument that collaborative learning approaches promote social skills and knowledge acquisition. In other words, there is a correlation between the students' motivation to learn and their performance. In addition, the teacher's interview findings revealed that most students felt encouraged to learn the target language when working collaboratively in writing tasks utilizing the wiki-enhanced TBLT approach. The results of this study support the findings of Saaty (2018) regarding students working collaboratively in pairs, where better task outcomes and higher success in achieving the objectives and the learning outcomes of the lesson was observed, and regarding the participants' motivation, where students felt more motivated and confident in achieving the given tasks when they worked collaboratively.

Another significant finding from the students' and teachers' perceptions and attitudes is that when students work collaboratively using the wiki-enhanced TBLT approach, they are more encouraged to interact and become involved in completing the task compared to when they work individually. This was observed by the teacher, as students showed more understanding and success in achieving the task objective and the lesson learning outcomes. In addition, students were motivated to learn and participate in class discussions when they were engaged in paired tasks and collaborative writing. This is because the teaching style in the wiki classroom is a student-centered one where the students are the source of knowledge and work activities and the teacher's role is that of a facilitator who encourages, advises, and directs students until they can complete the task. When pair work and collaborative tasks are planned competently and appropriately for the students' level and included in the regular L2 lessons, student-to-student interaction increases and the students' learning, and knowledge acquisition is promoted.

7.4 Discussion of the Findings of the Wiki-Enhanced TBLT Approach in Light of the Socio-cultural Theory and Theoretical Framework

The findings of this study will be discussed considering the socio-cultural theory and Chapelle's framework. The findings of the study, where wikis are seen as useful web resources for fostering collaborative writing, are consistent with Vygotsky's zone of proximal development approach to writing instruction. Vygotsky (1978) believes that when a student is in the zone of proximal development for a particular task, providing appropriate assistance will give the student enough of a "boost" to achieve it. Thus, when students perform the writing tasks utilizing the wiki-enhanced TBLT approach, they work in pairs or groups where they collaborate and interact to perform the assigned tasks. The presence of a learner with knowledge and skills beyond those of their peers helps the students move through the zones of proximal development. Consequently, the social communication and interaction that transpired with skilled peers allowed learners to observe and practice skills effectively.

Additionally, these findings provide evidence for the value of the socio-cultural theory in fostering language proficiency in general and writing proficiency in particular. For instance, Vygotsky thinks of language as a social event, a shared social activity through which individuals develop their personalities within a community. Language is not the result of isolated learning; it requires a social basis. Learners improve their personalities as human beings through interaction with other human beings around them. Vygotsky considers communicative interaction as a tool that consolidates the social dimension of the speakers as human beings. This social perspective is vital in the learning process of languages. Therefore, when students learn languages other than their native language, this social dimension can only be accessed through interaction and interpersonal relations with other learners. The findings of this study confirm these principles in Vygotsky's socio-cultural theory. In addition, the findings support Vygotsky's scaffolding theory which focuses on a student's ability to learn and acquire information with the help of a more informed individual. This is the case when students work together on a writing task. They communicate, collaborate, and interact effectively to finish the task at hand. When used appropriately, scaffolding helps students learn the content that they would not have been able to process on their own. In other words,

students can construct knowledge together when they work collaboratively. This is what happened when students utilized the wiki-enhanced TBLT approach to complete the assigned writing tasks.

Furthermore, the findings of this study are in accordance with Chapelle's theoretical framework (2001), which is used in this study. Chapelle's framework is broad enough to consider CALL software, teacher-planned CALL activities, and learners' performance during CALL activities. In addition, she enumerated standards for selecting the evaluation criteria and suggested some specific criteria. Chapelle (2001) discussed the importance of the criteria based on SLA research and stated that "learning language potential should be the central criterion in the evaluation of CALL" (p. 52). Moreover, she also mentioned learner fit—meaning focus, authenticity, positive impact, and practicality—as criteria to be considered in CALL evaluations.

Chapelle's framework includes three levels of analysis and six criteria for determining the task suitability of CALL. The first two levels of analyses focus on CALL software and teacher-planned CALL activities using judgmental methods for evaluation. The objective of the third level of analysis is to "assess learners' performance during CALL activities" using an empirical method for evaluation (p. 53). The six for this level of evaluation are the following: "language learning potential; learner fit; meaning focus; authenticity; positive impact; and practicality" (p. 55). She stresses that when tasks attain these characteristics, language acquisition becomes easier and faster. Therefore, teachers and researchers need to study and understand the nature of technology-mediated tasks such that learners can be easily engaged in performing such tasks for language learning (p. 58).

In this study, the tasks that the students performed in pairs attained these characteristics. For instance, the teacher understood the nature of the technology-mediated tasks; therefore, the learners were easily engaged in performing the assigned writing tasks. In addition, language learning potential was the most significant element that navigated all the writing activities in the intervention course. The same applies to authenticity. The participating teacher created an authentic language learning environment where the students could improve their language skills and communicative

competence and compose well-written paragraphs when provided with computer-based facilities, such as the wiki-enhanced TBLT approach. Moreover, this approach had a positive impact on students who expressed their enjoyment in using this approach. For instance, one of the students, Adam, said, "My experience with the wiki-enhanced TBLT approach was very successful and enjoyable. This method of teaching has played a positive role in developing my writing skill and added too much to my general L2 learning experience."

7.5 Implications of the Study

Based on the findings of study, several theoretical and pedagogical implications can be derived.

7.5.1 Theoretical Implications

This Section discusses some of the theoretical implications that can be used in the classroom:

1) This is the first serious attempt of implementing the wiki-enhanced TBLT approach in the UAE. The expansion of the study into new geographic areas, particularly the Gulf region and the UAE, was a key theoretical conclusion of the current research. Herein, the TBLT technique and the wiki-enhanced TBLT approach were modified to include the EFL context such as how we understand socio-cultural theory in a UAE EFL setting. The most notable conclusion of this study is that it is the first of its kind in the Gulf region, particularly in the UAE, and that it emphasizes the value of pair work and collaborative writing in building student-to-student engagement and increasing student motivation in FL classrooms. In addition, it is the first study to focus on the use of the wiki-enhanced TBLT approach in the UAE and Gulf area. Moreover, it provides information on the benefits of employing the wiki-based TBLT strategy as well as possible difficulties that those desiring to employ this tactic may encounter. Although there have been numerous studies on the use of wikis and collaborative writing in the area, none of them specifically addressed the use of a wiki-enhanced TBLT approach, pair work, and collaboration when performing writing activities intended to improve students' writing skills. Therefore, this study might be regarded as a pioneering one in this field of inquiry.

2) The wiki-enhanced TBLT approach, in particular, is a key component of this study to shift the social constructivist perspective of learning from the historically dominant spoken discourse to the written discourse, which is a significant theoretical implication (e.g., Shehadeh, 2011). When students use the wiki-enhanced TBLT approach to complete a writing assignment, they apply the TBLT technique and the socio-cultural theory in practice. The socio-cultural theory argues that knowledge is the social construction of individuals through negotiation with others. Therefore, in the process of constructing knowledge, students must communicate and collaborate with others. Moreover, in a communicative and collaborative environment, students can widen their views instead of receiving knowledge passively. This helps them build up their knowledge system, cultivate their innovative spirit, and improve their writing skills. Therefore, students can produce well-written assignments that exhibit how they collaborated and communicated to complete the task. As this study has demonstrated, wiki-enhanced TBLT tasks, in which students construct written paragraphs together, can give them countless chances for meaningful and purposeful interaction and communication and engage them in cognitive processes that may be the best way for them to learn a second language. To summarize, teachers can adopt the wiki-enhanced TBLT approach because it encourages student participation, communication, and cooperation while assisting them in developing their writing skills in the target language.

3) Another theoretical implication is the potential for utilizing the wiki-enhanced TBLT approach to facilitate text writing and peer learning. In the L2 writing class, this approach seems to work well because students were well-accustomed to using this approach. Hence, they were motivated to work in pairs in a wiki-enhanced TBLT online environment. This environment made it possible for the students to communicate, collaborate, and interact appropriately to finish the task at hand. The routine in the classroom where the wiki-enhanced TBLT approach was implemented was that the students were ready and eager to perform the tasks and conduct the necessary peer review, editing, and revision. This sort of hard work that was done online using the wiki-enhanced TBLT approach would be elusive in a traditional classroom setting. The wiki-enhanced TBLT method of learning made all the work

being done online transparent and effective, which could help account for the high levels of individual responsibility and accountability displayed by the students toward performing their tasks.

4) The wiki-enhanced TBLT approach was very well received by students who used it since it strongly encouraged cooperation among learners. Since many students are used to traditional teaching methods and one-on-one instruction, where there is just teacher-student communication, this was a welcome change for them. Working in groups or in partnerships has been enjoyable for them. As a result, they are able to cooperate to finish tasks and establish a culture of working with partners. Because students were taught to work individually, the researcher is also unsure if there is a cultural barrier preventing them from cooperating. The majority of students preferred working in pairs or groups, however some students still preferred working alone. When the culture does not in any way prevent pupils from cooperating, another form of flexibility is evident. The students, on the other hand, believe that their collaboration is motivated by a shared cultural experience. Because of this, there is no cultural barrier preventing pupils from cooperating.

7.5.2 Pedagogical Implications

The findings of this study also offer teachers several pedagogical implications that can benefit them in the classroom. In practical or pedagogical terms, the use of the wiki-enhanced TBLT approach significantly improved the efficiency and intensity of L2 writing practice performance, increasing the amount of time spent on tasks. For instance, in the intervention course, the students completed a written pretest, posttest, and eight writing tasks, read, and reviewed all their peers' drafts, read all the feedback sent by their peers, wrote eight revisions of drafts, submitted eight peer evaluations, wrote eight class reflections, and completed a student survey. Additionally, the realization that this study was carried out in an educational setting in the UAE makes it significant for the UAE context. It is the first study in the UAE EFL setting that investigates the use of technology for carrying out task-based language teaching, especially the wiki-enhanced TBLT approach. In other words, this study is the first of its kind in the UAE EFL context, providing unique insights into the use of technology for TBLT. It is culturally

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relevant and aligns with the UAE's educational priorities, providing valuable insights for educators exploring innovative teaching methodologies. TBLT is gaining recognition as an effective approach to language teaching. This study explores how technology can be integrated into TBLT practices to enhance student engagement, collaboration, and language development. It aligns with the UAE's vision of fostering a technology-driven educational environment and has the potential to influence policy and curriculum development in the region. It provides practical insights for educators and has the potential to influence policy and curriculum development in the region.

Moreover, the results of this study provide empirical support of the value of using the wiki-enhanced TBLT approach in target language writing instructions. For instance, this approach can be utilized as a pedagogical tool in the L2 classroom to promote student engagement and participation as well as to create a warm, welcoming environment where students can study and socialize. Writing activities can be performed in pairs or groups, not necessarily individually. According to the 21st-century skills approach, communication, collaboration, creativity, and critical thinking are crucial for modern students to succeed in school and the workplace, according to the UAE MoE Manual for Grade 10 (2017). Therefore, the wiki approach can help students compose well-written and unique paragraphs than those produced individually because students like the task and feel that it can contribute to their L2 learning. Thus, the L2 teachers are strongly encouraged to implement the wiki-enhanced TBLT approach if they want their students to improve their L2 writing skills and L2 general performance substantially. The teachers and course designers can exploit the findings of the current study.

A) Teachers can utilize the wiki-enhanced TBLT in their classrooms to improve students' writing skills. If they adopt and implement this approach, they can ensure effective writing skill practice and acquisition. In doing so, educational institutions must integrate the wikis in EFL programs. Given the central role of computer technology in education, language teachers need to examine effective ways to appropriately integrate wikis in classroom activities. In addition, language teachers can create an authentic language learning environment using the wiki platform where students can develop their writing and communicative competence. Language

supervisors should endeavor to encourage EFL teachers to capitalize on wikis such that EFL teachers are motivated to take advantage of wikis in their English courses.

B) The findings of this study reveal that language teachers need to involve their students in making suggestions. For instance, students can make suggestions about the topics that they can write about. The perception data obtained in this study provide other valuable insights concerning effective classroom practices. For instance, most participants strongly agreed that learning about brainstorming, outlining, transition words, and paragraph organization helped them with their writing. From a pedagogical perspective, this suggests that the use of structured and scaffolded tasks within the wiki is important to facilitate a beneficial learning experience. To summarize, language teachers should consider their students' specific points of interest and create opportunities for meaningful practice of writing that aligns with the intended objectives and substantially enhances their writing skills.

C) Using the Internet has the potential to expand students' L2 writing experiences and provide them with opportunities to engage in meaningful interactions that facilitate individual linguistic development. However, when making curricular decisions or implementing collaborative writing activities in the L2 classroom, course designers must consider what tasks and instructional practices are the most advantageous and well-received by the students involved. Therefore, it is advised that task-based learning for EFL students be integrated with technology by course designers at the syllabus level. They can incorporate the wiki-enhanced TBLT method, which significantly improves students' writing skills. The results of this study indicate the importance of considering the context in which the wiki-enhanced TBLT approach is used and of providing opportunities for students to communicate with their partners within and outside the classroom. Using suitable technology, such as Web 2.0, is an approach to ensure that this interaction is accomplished. Regardless, course planners must consider the topics for the writing assignments, which must be specifically chosen to be closely related to the students' actual experiences.

D) The wiki-enhanced TBLT approach provides a smooth transition from in-class planning and drafting to out-of-class review, editing, revising, and submitting. There

is no need to manually prepare copies, organize papers, or record student performance upon completion of the writing tasks. All the materials needed for the course can be included in the class wiki website and available to each participant at their convenience. After the writing tasks are posted, they are immediately made available for peer review, editing, revision, and submission. All the work can be stored and recorded as data at every step of the process. The class wiki website provides the support needed to complete the assigned tasks and permanently records the results in a reliable and timely fashion that facilitates easy retrieval.

In conclusion, this study may help EFL teachers by increasing their knowledge of wiki-based writing. Programs for teacher's professional development and education should include training on wiki-based writing for teaching English. However, EFL students' feedback regarding its use must be considered to implement it effectively.

7.6 Limitations of the Study and Recommendations for Future Research

This study has several significant findings that provide insights into the application of the wiki-enhanced TBLT approach and L2 learning and teaching. Nevertheless, the study has some limitations that should be discussed and taken into consideration in future research. The following are some of these limitations that need to be addressed, along with some recommendations:

- The first is that although most of the students had intermediate computer skills, they faced some difficulties with the wiki platform when using it the first time. However, they eventually got accustomed to it. One of the students, Hamdan, said, "I think that using a wiki platform is something new for me. I am afraid that I cannot use it properly. Consequently, it may not benefit me as I expected." To prevent such negative effects in the future, researchers are recommended to increase the number of training sessions for participants to ensure that all of them can use the Wiki platform. This may help the researcher attain more reliable results. Therefore, spending more time training students on how to use the wiki platform and gathering the data may allow students to be accustomed to using the wiki platform, which can be a good replication of this study.

- The number and gender of the participants in this study is a limitation. The data were gathered from a relatively small group of male students (15 students and 1 teacher) in a single school setting. Although the participants accurately represented the target group, if there were more participants of both genders, the findings may be more generalizable and reliable. If the study included both genders with an equal number of participants and was conducted in more than one school, the results may change according to the diversity of the participants. So, future research may look at a female student school.

  The same limitation is valid for the teacher's interview, where one male teacher was interviewed, the teacher who conducted the intervention course. Having more instructors of both genders share their experiences and opinions during the intervention course and in the ensuing interviews may garner varied results. Interviews give the researcher the opportunity to obtain additional details, personal opinions, and attitudes from the participants and more questions for clarifications or follow-up. As the students who took part in this study were male, future researchers are recommended to include a larger sample of female and male participants.

- Interviews may be a more appropriate tool than surveys, despite surveys being a popular tool used by researchers (investigators) in their studies to obtain participants' views and attitudes toward a particular topic (Mishra & Oliver, 1998; Roskams, 1999; Storch, 2005; Storch & Wigglesworth, 2007). The researcher can obtain more detailed information from the participants via interviews. For instance, interviews allow the researcher to ask interviewees more follow-up questions and seek further clarifications, which can make the responses more trustworthy and reliable. As a recommendation for future research, researchers are recommended to arrange interviews with the participants such that they can elicit more information and input that can contribute to the process of making the participants' views and perceptions clearer and comprehensive.

In addition to the recommendations mentioned above, the following are further recommendations and directions for future research:

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1. Conducting further research to determine whether the wiki approach has the same positive impact on other language skills such as reading and speaking now that the wiki-enhanced TBLT approach has been observed to have a positive impact on the EFL writing skills of 10th-grade students. The effects of the wiki-enhanced TBLT technique on EFL learners at other levels such as elementary school, college, and university students may also be investigated in similar studies.

2. Based on the findings of this study, it is recommended that researchers investigate not only the wiki-enhanced TBLT approach but also the effect of using a Google Docs-based TBLT approach on developing students' writing skills and their views and attitudes toward the skill of writing. The Google Docs-based TBLT approach, an online tool, allows learners to create, edit, store, format documents, and work with others simultaneously. Moreover, in the last 3–5 years, researchers have been studying Google Docs as a new promising approach that can be used effectively to teach languages. Indeed, it can be a good approach to improve students' L2 writing skills and their general performance in the target language.

7.7 Final Summary and Conclusion

This study investigated the impact of implementing the wiki-enhanced TBLT approach on students' writing skills in a UAE EFL context. The study also explored the students' and the teacher's perceptions and attitudes toward the implementation of this approach. The data were collected from the participants using pre- and posttests, student surveys, and a teacher's interview. The data were then analyzed quantitatively and qualitatively. The findings of this study are significant because they reveal that the application of the wiki-enhanced TBLT approach contributes substantially to the development of the students' writing skills as well as their general L2 performance. The students' survey results indicate that the use of the wiki-enhanced TBLT approach helped students understand the target language and interact with their peers during paired work. Moreover, the teacher's interview showed that the use of the wiki-enhanced TBLT approach enhanced class participation as the students felt more confident when they worked collaboratively using technological tools, which promoted the quality of their writing and task achievement. Moreover, these findings provide us with robust evidence

of the effectiveness of using a technology- or wiki-enhanced TBLT approach. These findings are significant because the data were collected from real classroom interactions. Furthermore, the findings of this study highlight the necessity for teacher training programs that facilitate effective application and utilization of the wiki-enhanced TBLT approach in a UAE EFL educational context.

On the other hand, based on the findings of the study, TBLT is an effective teaching methodology in second and foreign language learning when it is coupled with the use of the technology. In this study, all of the students used laptops, Kahoot, quizzes and the online environment, but the findings were mainly due to the use of the wiki-enhanced TBLT approach. The findings suggest that the use of technology can enhance the effectiveness of TBLT. The study compared the performance of two groups of students, one that used TBLT with technology and one that used TBLT without technology. The students who used TBLT with technology performed significantly better on several measures, including syntactic complexity, grammatical accuracy, fluency and lexical complexity. Numerous factors could contribute to the success of the technology used in TBLT. The first benefit of technology is that it creates a collaborative learning environment where students can collaborate to accomplish tasks. As they are encouraged to negotiate meaning and articulate their ideas to others, students who participate in this kind of collaboration can improve their language skills in general and their writing skill in particular. Technology also offers a record of student work that may be utilized for evaluation and feedback. Additionally, students can use this to monitor their development and pinpoint areas that require improvement.

However, the results of this study suggest that when combined with technology, TBLT can be a successful teaching strategy. These findings have significance for language teachers who can combine TBLT and technology to help their students become more proficient in the target language, particularly in writing. The findings, however, indicate that implementing technology effectively can help to improve how effective the TBLT process is.

Indeed, this study presented several theoretical and pedagogical implications based on its findings. These implications highlight the importance of implementing the

wiki-enhanced TBLT approach, collaborative writing, and paired work in terms of improving student-to-student interaction and promoting students' interaction and engagement in EFL classrooms (physical and online). These implications can be applied by teachers in the classroom in the future to promote the students' writing skills and their general performance in the target language using the wiki-enhanced TBLT approach. Moreover, several limitations and recommendations were gleaned from the results of this study. Finally, the study presented some further recommendations and directions for future research.

To conclude, this study is the first serious attempt to investigate the effects of implementing the wiki-enhanced TBLT approach in a UAE EFL context. The findings are significant because they prove that the utilization of the wiki-enhanced TBLT approach helps students not only improve their writing skills but also their general L2 performance. Moreover, the students enjoyed using the wiki-enhanced TBLT approach and expressed that it made a significant difference in their L2 writing and learning growth. Unquestionably, the use of the wiki-enhanced TBLT strategy, which could encourage meaningful communication, cooperation, and interaction among students, was the key to this accomplishment. Ortega (2009, p. 233) states, "we can only hope that knowledge about L2 writing will eventually be built on a broader base that includes insights from a wide range of school, university, workplace, and virtual settings in varied FL contexts." This study may therefore assist in expanding the knowledge base of L2 writing in L2 and FL settings. Ortega claimed that the "inclusion of EFL findings and insights in the official history of the discipline of L2 writing is thus of the utmost importance" (p. 251). Therefore, the findings of this study may be viewed as a step forward in that direction to pave the way for more research in this area.

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List of Publications

Journal Publications

Taha, A. M. (2021). Reading habits among students and their effect on their academic performance. *Global Scientific Journals, 9*(6), 1-12. doi:10.3126/gsj.v9i6.3028

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Appendices

Appendix A

The Units

Unit 8 Food at home and around the world

- **Topics** top 10 restaurants; the Mediterranean way; Kerala: a haven of fabulous food; rice, rice everywhere; what is a restaurant critic?; eat your way around the world in the UAE.
- **Use of English** present perfect continuous; *as, since; made of / with / from*; modifiers; phrasal verbs; transitional devices.

Lessons 1–2 Top 10 restaurants

- Do you like going to restaurants?
- Which is the best restaurant in your town?
- How do you choose which restaurant to visit?

Reading

1 Complete the review of a new restaurant with the words below.

starter	mouth-watering	tip
dessert		book
dishes	dish of the day	service

Al Hoot has only been serving for a few weeks, but you need to _____¹ if you want a table. The restaurant is located in the town centre and there is free parking so it's easy to get to. Even if the menu doesn't offer a wide choice, all the fish is fresh and the _____² are simple but tasty.

Before my main course, I had prawn cocktail as a _____³, which looked delicious and was absolutely _____⁴. We were lucky because it was Saturday, so the _____⁵ was grilled calamari, my favourite! Finally, for _____⁶ I had green tea ice-cream.

I can't think of a better place to eat for 100 Dhs. Good food, great atmosphere and excellent _____⁷ . Our waitress was very helpful and friendly, so we left a generous _____⁸.

1   Unit 8 Lessons 1–2

Pumpkin and lentil curry

This is a popular dish in Kerala, <u>made of</u> sliced sweet potatoes. It also usually includes sweet pumpkin that has been boiled in water with salt, pepper, coconut, cumin seeds and garlic, served on rice. It appears on most menus during festivals.

Chifonets serves this dish all day, price range fast food.

Banana fritters (dessert)

Ethakka appam are <u>made of</u> juicy fried banana and are a traditional snack. They're available throughout Kerala and are simply ripe bananas covered with plain flour and deep-fried in oil.

2 Read the text again and match a dish or restaurant with the descriptions.

a   A dish made from fruit, found in all restaurants, not a main dish.
b   Not a vegetarian dish, contains coconut milk, eaten with crispy bread.
c   Only serves certain dishes in the evening.
d   An Indian fast food restaurant.
e   Contains coconut, sweet potatoes, eaten with rice.
f   Can be eaten with bananas, contains coconuts, people eat it for breakfast.

Language Focus

3 Look at the examples from the brochure.

a   … <u>made with</u> ginger, cloves and garlic …
b   … served on plates <u>made of</u> banana leaves …
c   … a dish <u>made from</u> rice flour and coconut milk …

Use of English

- We use *made + of* to talk about unchanged, basic items that create an item (*made of ˈsilver*).

- We use *made + with* to talk about things made from different items, usually describing food (*made with lemon juice, sugar and salt*).

- We use *made + from* to talk about things that change to create something new (*cake is made from eggs, sugar and oil*).

Think about these questions:
1   In sentence a, is there more than one item?
2   In sentence b, when they used the banana leaves as plates, were they still recognisable as banana leaves?
3   In sentence c, when they used the rice flour and coconut milk in the dish, were they still recognisable as rice flour and coconut milk?

Speaking

4 In groups, think about one of your favourite dishes. Tell another learner about it.

- name of dish
- ingredients
- where you can eat it
- health benefits
- cuisine
- cooking method
- why it's your favourite

Writing

5 With your group, write the recipe for the dish you described. Include this information:

- ingredients
- cooking temperature time
- how to serve
- instructions
- cooking

Lessons 7–8 **Practise and prepare**

- Do you cook?
- What is your favourite food to prepare?

Reading and writing

1 **a** Look at the sentences. Which part is the statement?
Which part is the question?

Nowadays, food has become easier to prepare.
Has this change improved the way people live?

> **Writing tip**
>
> Make sure you understand the statement that the question is based on before you begin writing.

b The statement says *easier to prepare*: easier compared to what or when?

2 **a** Look at the sentences. Do they refer to the statement or the question in Activity 1?

i Preparing food was very difficult in the past, but with new technology people have invented many devices to make food preparation easier. *statement*

ii There are so many restaurants and fast-food places today that we do not need to prepare food at all.

iii Kitchen appliances like rice cookers, microwaves and steamers help people to prepare food very quickly nowadays.

b Can you think of more ways preparing food has become easier than in the past?

Ways that food has become easier to prepare …

There are lots of recipes on the Internet.

Vocabulary

3 Find phrasal verbs in the articles on page 194 which mean:

a   to become heavier
b   to mention something to somebody
c   to record something often from notes
d   to make progress
e   to give out something
f   to see if something is correct or acceptable

Speaking

4 Read the job information. In groups, make a list of the good and bad points of each job.

Restaurateur

Place of work: Own restaurant or café.

Money: Varies – depends on success.

Hours: 12+ every day, 7 days a week.

Qualifications: None. Love of food. Good at business. Risk-taker.

Role: Restaurateurs are business people who open and manage restaurants. Need to know about restaurant business, good at choosing right staff, understand food. May have to borrow money to start. Work long hours. Rewarding and can be profitable.

Chef

Place of work: Large or small kitchens.

Money: 66 500 AED+ p/a.

Hours: 30–40 hours per week – may include evenings and weekends.

Qualifications: None. In-service training. Creative.

Role: Chefs prepare and cook many different kinds of food. They may work alone or in a team. Often work very early morning or late at night. Kitchens are busy, noisy and sometimes stressful.

Food inspector

Place of work: Office-based, but many hours outside visiting restaurants and cafés.

Money: 128 000–180 000 AED p/a when qualified.

Hours: 35–39 hours per week including evenings and weekends.

Qualifications: Degree in environmental health. Good spoken and written skills.

Role: Food inspectors visit restaurants, supermarkets and cafés. They check food is safe to eat, kept in fridges, check surfaces are clean. Dirty places may be closed down. Need to deal with possibly difficult situations.

Writing

5 Use the notes you made in Activity 4 to write a short article about one of the jobs.

- Talk about the advantages and disadvantages of the job.
- Say if you think it is a good or bad job to have.
- Give reasons for your views.

Use the article about food critics to help you. Write about 100 words.

Writing tip

Use linking words such as *despite*, *although, moreover* when you want to persuade the reader to agree with your viewpoint.

b With your group, think of a restaurant you have all eaten at. Write a short review similar to those in Activity 1. Include the name, what type of restaurant it is and find a picture of the dishes they serve on the Internet. Include other details from your notes.

Listening 67

3 Listen to a conversation. What are they talking about?

a The best place for spicy food.
b Different experiences in their local restaurants.
c The best local family-friendly restaurant.

4 Listen again. Are the statements true (T) or false (F)?

1 Rashid didn't like the new Italian restaurant because the food was bad.
2 Malaysian food is usually rice with other ingredients.
3 Nasi lemak contains rice, cucumbers and fried eggs.
4 Mansoor has to travel a long way to find an Indian restaurant.
5 Rashid's wife had a bad experience at an Indian restaurant because the food was cold.

Language Focus

5 Look at these words from the conversation. What do they mean? Why were they used?

| for instance | a typical example is |
| such as | specifically |

Can you think of any other transitional devices?

Speaking

6 With your group, choose three or four restaurants you know which serve different types of cuisine.

- Research and prepare information similar to that in Activities 1 and 2.
- Present the information to the other groups.

Language tip

We use some transitional devices to provide examples when speaking or writing.

Lesson 15 **Practise and prepare**

Reading

1 Re-order the paragraphs below to create an essay on the question *Nowadays, food has become easier to prepare. Has this change improved the way people live?*

A _____ Having said that, these easy-to-prepare food items are very useful to students or other people who stay away from home. They are definitely better than eating in restaurants or street food. Although not as good as home-cooked food, they are 'home-cooked like' food. Also, most of these food items come with easy instructions and pre-mixed ingredients. With simple instructions, anybody can cook most of the recipes now. This has made life easier for many people.

B _____ Most of the dishes that were hard to prepare in the past are now easily available in supermarkets, or are made easy-to-prepare with modern recipes. But, like many other things, this has its advantages and disadvantages.

C _____ In conclusion, this is a much welcomed and positive change. Overall, it has improved the lives of many people.

D _____ Firstly, most of these foods contain fats, so they can cause obesity. They cannot replace our traditional food that is not so easy to prepare, but contains many fresh ingredients. For example, in Emirati cooking, many dishes include a combination of vegetables, meat and rice. It is not possible to make the dishes quickly, even using modern equipment

or methods. Secondly, most of the ready-made food

items need to be kept frozen. Thus they cannot give

us as many vitamins and protein as freshly prepared

traditional home-cooked food.

Writing

2 Look at these conclusions. Does the writer think the change is for the better or worse?
Now write a conclusion with your own ideas.

1 In conclusion, food preparation has become much easier nowadays and this has had both positive and negative effects on our lives. However, we should consider wisely how to prepare our food to ensure good health.

2 To sum up, I prefer to eat tasty food prepared the traditional way instead of using easy methods with the latest appliances.

3 From the examples above, the benefits to both individuals and the whole human race are clear. I believe that we will spend even less time on food preparation in the future.

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3 The notes below tell us the ways in which easy food preparation has improved, or not improved, the way people live. Develop the notes to write full paragraphs.

Ways in which easy food preparation has improved the way people live:
- More time for other activities or more important tasks.
- People can prepare their food at their work or study place by using appliances such as the microwave oven, rice cooker, coffee-maker.
- More products are available thanks to new ways of freezing.
- Work for cooks is less difficult.

_____

_____

_____

_____

_____

Ways in which easy food preparation has <u>NOT</u> improved the way people live:
- More fat, salt and less fibre in processed foods or fast foods.
- Increased risk of obesity and other illnesses.
- Eating more meat products has increased the risk of cancer.
- Meals are not as tasty compared to the traditional ones.
- Modern home appliances for cooking consume electricity.

_____

_____

_____

_____

_____

Writing

3 In pairs, write a paragraph about one of the following athletes.

● Sheikha Maitha Bint Mohammad Al Maktoum (an Olympic Taekwondo athlete) as a role-model.

● Sheikh Saeed Bin Maktoum Al Maktoum (an Olympic shooter) as a role-model.

Speaking

4 Look at the underlined words from the interview. Why do you think the speakers used them? What do they mean?

a <u>So</u>, Sally, first of all, tell us how this all started.

b <u>Okay</u>, what brought me to weightlifting ...

c <u>Anyway</u>, one day, in 2011, I saw an ad about ...

d <u>I mean</u>, how big is it?

e <u>Alright</u>, well weightlifting as a sport there is ...

f <u>You know</u>, it was only in 2000 ...

g <u>Right</u>, any final words for your listeners?

5 With a partner, choose a famous athlete. Think of questions you would like to ask them and try to find the answers on the Internet.

6 Perform your interview for the class. Then listen to other interviews.

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Writing

2 Read the text again and think about the words and phrases in bold.

1 Why did the writer use them?

2 Try to read the paragraph without these words. Are the ideas still well-connected?

3 Match each word or phrase to the categories below.

a to give examples	
b to show contrast	
c to express a result	
d to introduce options	
e to reinforce or provide supporting information	
f to highlight	

4 Can you think of any other words to add to the categories?

3 With your group, choose an Olympic Games and research information about it, such as London 2012. Focus on points of interest to the other learners, for example:

- year and host country
- Arab country winners
- country with biggest winning teams
- any special things that happened during those games

4 With your group, write a short article similar to that in Activity 1. Write at least two paragraphs and approximately 150 words.

- Include information of interest to the reader.
- Use connectors such as *however* and *in addition.*

> **Writing tip**
>
> When writing, try to use cohesive devices like those in Activity 2, for example *however, for instance* and *in addition.* Using them will make your text more coherent and easier for readers to understand.

2 Scan the article and complete the sentences.

1 Bossaball was created by _____.
2 There are leagues of Bossaball in many countries including _____, _____ and _____.
3 The inflatable ring _____ as the court.
4 There are _____ registered volleyball players in the UAE.

Reading strategy

When you have to find specific information, decide on key words you need to scan for before starting to read.

Speaking

3 Role-play

● **Learner A:** Imagine you are a journalist writing about Bossaball in the UAE.
● **Learner B:** Imagine you are the head of the Bossaball league in the UAE.
● **Learner A:** Interview Learner B and gather as much information as you can.

Listening 36

4 Listen and answer the questions.

1 How did Adam start playing Bossaball?
2 According to Adam, how are volleyball and Bossaball different?
3 Does Bossaball have strict requirements about the size of the court? Provide details in your answer.
4 What is Adam very excited about?
5 Why does Adam like being part of the association?

Writing 21st

5 With your team, choose from the list of unusual sports, or choose your own, and write a summary of the sport. Make sure you include the information below.

Unusual sports
Zorbing
Two-handed tennis
Sepak Takraw
Unicycle football

Information to include:
● date and place it started
● number of players
● objective of game
● location it can be played in

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7 Formula 1 races / happen / at twilight

_____

8 There / not be / a Grand Prix in Oman

_____

3 Read the information about the *Yas Marina* circuit in Abu Dhabi. Then label the diagram.

The *Yas Marina* circuit is one of the newest Grand Prix tracks in the world. It is 5.554 km long with 21 turns. It has nine right turns and 12 left turns, and cars drive in an anti-clockwise direction. It also has the longest straight track in the world and just before bend eight, at the end of the straight section, is a speed trap. The main grandstand overlooks the start, the finish lines and the pit lane, which runs beside the start line. Unlike any other circuit, the cars go through a tunnel under the track to reach the garages. There are five grandstands in total, with the north grandstand overlooking the hairpin bend. To the east of the circuit is the marina and the Shams tower.

2 _____

Marina

Main grandstand

4 _____

_____ West grandsta

1 _____
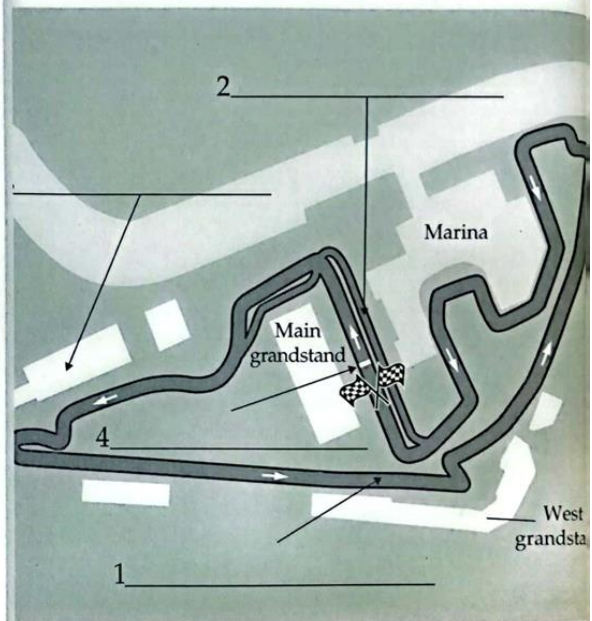
4 Describe a sports event that is popular in your country. Use these points to help you:

- background
- important dates
- champions (people and teams)
- description of place.

    In my country, people have played …

_____

_____

_____

4 Write a paragraph about your favourite sports team. Use the words below to help you.

qualify	draw	host	stadium	fan	role model	medal	train	win	game	match

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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4 Look at the following task.

Describe a sport you would like to learn. You should say:
- why you would like to learn this sport
- what equipment is needed
- how you would learn it.

Which of these points would you include in your answer?
a The places where this sport can be played.
b The reason why this sport is dangerous.
c Famous athletes who play this sport.
d The games you played when you were a child.

In pairs, talk about the topic.

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Appendix B

<h2 style="text-align:center">Students' Survey</h2>

Dear students,

This survey is part of a research project investigating the impact of using a wiki-enhanced Task-Based Language Teaching (TBLT) approach on the quality of English as a Foreign Language (EFL) students' writing skill in the UAE educational setting, as well as examining the teacher's perceptions and attitudes toward the use of a wiki-enhanced TBLT approach in improving the students' writing skill and their overall L2 performance.

The researcher would like to invite you to participate in this students' survey. It will take you about 30 minutes to complete it. He appreciates your candid responses to all questions according to your beliefs and actual classroom practices. Your views are very important, as they will help teachers and researchers reconsider methods of teaching writing that may elevate students' proficiency level in the English language. The researcher assures you that the data obtained from this survey will be limited to the research, with the respondents' names and other personal information remaining unrevealed. Thank you for your participation!

Table 7: Students' Survey Questions

Students' Survey Questions	
Q 1	Do you like writing? Why or why not?
Q 2	Do you enjoy writing with your classmates in pairs or groups? Why? /Why not?
Q 3	Do you think that collaborative writing is useful? Why?
Q 4	Did you have any idea about the wiki-enhanced TBLT approach before you took this treatment?
Q 5	What was the most interesting part of the wiki-enhanced TBLT approach?
Q 6	What was the most challenging part of it?
Q 7	How much did you learn from it?
Q 8	Do you think the wiki-enhanced TBLT approach contributes to your writing skill improvement? How?

Table 7: Students' Survey Questions (Continued)

Q 9	Do you think that the use of the wiki-enhanced TBLT approach helps you improve your general L2 performance? Give examples, please.
Q 10	Do you believe the wiki-enhanced TBLT approach is useful in online learning, especially during the COVID-19 pandemic? If yes, how?
Q 11	Would you like to do writing tasks using the wiki-enhanced TBLT approach in the future?
Q 12	What would you like to say about your wiki-enhanced TBLT approach experience?
Q 13	Do you have any suggestions to improve the wiki-enhanced TBLT experience in the future?

Appendix C

Teacher's Interview (30 Minutes)

Teacher's views and perceptions toward the wiki-enhanced TBLT approach

Interviewee's Name: _____ (Optional)

Gender:

☐ Male ☐ Female Nationality (Optional): _____

Please describe your highest academic qualification:

☐ Ph D ☐ MA ☐ BA ☐ No Degree in ELT

Introductory statement

First, the researcher thanks you for being part of this study. The purpose of this interview is to obtain insightful ideas about your views and attitudes toward teaching writing to grade 10 students at your school using the wiki-enhanced TBLT. The information you provide will help collect valid information that contributes to the success of this study. The interview will be audio recorded and will not last more than 30 minutes. As you have been informed, participants' names and workplaces will not be disclosed to anybody, and all that you say will be confidential and restricted to this research.

Table 7: Teacher's Interview Questions

Teacher's Interview Questions	
Q 1	Do you think teaching writing is an easy or a difficult job?
Q 2	In what way was the use of the wiki-enhanced TBLT approach successful?
Q 3	Was the use of the wiki-enhanced TBLT approach challenging? How?
Q 4	Did you notice any reactions (positive or negative) on the part of students?
Q 5	What advantages did you identify when the students used the wiki-enhanced TBLT approach in the classroom?
Q 6	What problems or challenges did you face or meet when using the wiki-enhanced TBLT approach in the classroom?

Q 7	What went well during the wiki-enhanced TBLT approach lessons? Why, in your opinion, did that happen?

Table 7: Teacher's Interview Questions (Continued)

Q 8	Do you think you would be able to use the wiki-enhanced TBLT approach with your classes in the future? Why?
Q 9	Do you plan to continue to use the wiki-enhanced TBLT approach in your classes in the future?
Q 10	Having experienced the wiki-enhanced TBLT approach, what is your perception of it?
Q 11	Do you have any suggestions to add regarding the use of the wiki-enhanced TBLT approach?

The data were collected in the third trimester of the academic year (2021-2022).

Appendix D

Informed Consent

Study Title: The Impact of Technology-Mediated Learning Grounded on a Task-Based Language Teaching Approach on Students' Writing in the UAE EFL Context

Investigator: Mr. Abdullah Taha

Mobile Number: +971507839307

Email: 201890031@uaeu.ac.ae

You are invited to participate in a research study conducted by Mr. Abdullah Mahmoud Taha, a doctoral student in the Department of Curriculum and Instruction, College of Education, United Arab Emirates University. This study is supervised by Prof. Ali Shehadeh. The study investigates the impact of technology-mediated learning grounded in a task-based language teaching approach on students' writing in the UAE EFL context. The study will take place at a public school in Al Ain City, UAE.

The researcher is looking at whether the use of a wiki-enhanced TBLT approach has any impact on the quality of EFL students' writing skill in the UAE. He is interested in exploring students' and the teacher's views and attitudes toward using a wiki-enhanced TBLT approach to improve their L2 performance. This will take one unit from the course book and a total of four weeks to cover using pre- and post-tests, students' surveys, and a teacher's interview.

The information you provide will be kept strictly confidential. The informed consent forms and other identifying information will be kept separate from the data. All materials will be saved and stored on a computer; only the researcher will have access to them. The tape recordings will be listened to only by the researcher. Any records that would identify you as a participant in this study, such as informed consent forms, will be destroyed three years after the study has been completed. The results of this research will be used in his dissertation and possibly in subsequent journals or books.

Participation in this study is voluntary. This means that you do not have to be a part of the study. Your decision to take part will in no way affect your grade in any class. You will take part in the same activities, but nothing you say or do will be used as part of the data. If at any point you change your mind and no longer want to participate in the study, you can tell your teacher. You will not be paid for participating in this study. If you have any questions or concerns about your rights as a research participant, contact the Ethical Approval Committee at the United Arab Emirates University (UAEU) by email at research.office@uaeu.ac.ae, or you can contact the researcher, Mr. Abdullah Mahmoud Taha, by telephone at 971507839307 or by email at 201890031@uaeu.ac.ae. No harm or risk of any kind will be experienced by participants involved in the study.

Two copies of this informed consent form have been provided. Please sign both, indicating that you have read, understood, and agreed to take part in this study. Return one to the researcher and keep the other for your files.

Investigator's Signature _____ Date _____

I have read the information provided in this Informed Consent Form. I agree to participate in this study.

Your Signature: _____ Date _____

موافقة على المشاركة في بحث دراسي

عنوان الدراسة: تأثير نهج تدريس اللغة المستند إلى المهام والمحسّن بالويكي على مهارة الكتابة لدى طلاب المرحلة الثانوية في مدرسة حكومية للبنين في العين، الإمارات العربية المتحدة

اسم الباحث: عبد الله طه

رقم الهاتف المتحرك: 00971507839307

الايميل: 201890031@uaeu.ac.ae

أنت مدعو للمشاركة في دراسة بحثية يجريها الأستاذ عبد الله طـه، طالب دكتوراه في قسم المناهج وطرق التدريس، كلية التربية، جامعة الإمارات العربية المتحدة. يشرف على هذه الدراسة الأستاذ الدكتور: علي شحادة. وتبحث الدراسة في تأثير نهج تدريس اللغة المستند إلى المهام والمحسّن بالويكي على مهارة الكتابة لدى طلاب المرحلة الثانوية في سياق اللغة الإنجليزية كلغة أجنبية بدولة الإمارات العربية المتحدة. سوف تتم الدراسة في مدرسة حكومية في مدينة العين، الإمارات العربية المتحدة.

يبحث الباحث فيما إذا كان لنهج تدريس اللغة المستند إلى المهام والمحسّن بالويكي تأثير على مهارة الكتابة لدى طلاب المرحلة الثانوية في مدرسة حكومية للبنين في العين، الإمارات العربية المتحدة. كما أنه مهتم أيضًا باستكشاف وجهات نظر الطلاب والمعلمين ومواقفهم تجاه استخدام نهج التدريس المستند إلى المهام والمحسن بالويكي لتحسين أداء اللغة الثانية لديهم. سيستغرق هذا وحدة واحدة من الكتاب الدراسي ووقتًا إجماليًا مدته عشرة أسابيع لتغطية إجراء الاختبار القبلي وتدريس الطلاب باستخدام نهج تدريس اللغة المستند إلى المهام والمحسن بالويكي واجراء الاختبار البعدي واستطلاعات الطلاب ومقابلة المعلم.

سيتم الاحتفاظ بالمعلومات التي تقدمها في سرية تامة وسوف يتم الاحتفاظ بنماذج الموافقة ومعلومات التعريف الأخرى منفصلة عن البيانات. أيضاً سيتم حفظ جميع المواد وتخزينها في جهاز حاسوب وسيتمكن الباحث فقط من الوصول إليها. كذلك سيتم الاستماع إلى التسجيلات من قبل الباحث فقط ثم سيتم تدمير أي سجلات تحدد هويتك كمشارك في هذه الدراسة، مثل نماذج الموافقة وذلك بعد ثلاث سنوات من اكتمال الدراسة. سوف يقوم الباحث باستخدام نتائج هذا البحث في أطروحته وربما في المجلات أو الكتب اللاحقة.

ان المشاركة في هذه الدراسة تطوعية وهذا يعني أنه ليس عليك أن تكون جزءًا من الدراسة ولن يؤثر قرارك بالمشاركة بأي شكل من الأشكال على درجتك في أي فصل دراسي. وسوف ستشارك في نفس الأنشطة، ولكن لن يتم استخدام أي شيء تقوله أو تفعله كجزء من البيانات. إذا غيرت رأيك في أي وقت ولم تعد ترغب في المشاركة في الدراسة، يمكنك إخبار معلمك بذلك. لن يتم دفع أية مبالغ مالية لك نظير المشاركة في هذه الدراسة. إذا كانت لديك أي أسئلة أو مخاوف بشأن حقك كمشارك في البحث، فاتصل بلجنة الموافقة الأخلاقية في جامعة الإمارات العربية المتحدة (UAEU) على research.office@uaeu.ac.ae عبر البريد الإلكتروني

عبدالله طه، هاتفياً على 971507839307 ، أو عبر البريد الإلكتروني ويمكنك الاتصال بالباحث ،

لن يتعرض المشاركون في الدراسة لأي ضرر أو خطر من أي نوع. م توفير نسختين من نموذج الموافقة هذه. الرجاء التوقيع على كليهما، مع الإشارة الى أنك قد قرأت وفهمت ووافقت على المشاركة في هذه الدراسة. أعد إحداها إلى الباحث واحتفظ بالآخر لملفاتك.

توقيع الباحث _____ التاريخ: _____

لقد قرأت المعلومات الواردة في نموذج هذه الموافقة وأنا أتفق طوعا للمشاركة في هذه الدراسة.

_____ التاريخ: _____ توقيع المشارك

Appendix E

Ethical Approvals from UAEU and ADEK

2021/05/25

السادة / وزارة التربية والتعليم   المحترمين

لمن يهمه الأمر

نود إفادتكم علماً بأن الطالب: **عبدالله طه -201890031 :ID**. مسجل في برنامج الدكتوراة بكلية التربية ، ويقوم بإعداد
بحث بعنوان:

"أثر التعلم بوساطة التكنولوجيا المبني على نهج تدريس اللغة القائم على المهام على كتابة الطلاب في
سياق اللغة الإنجليزية كلغة أجنبية في الإمارات العربية المتحدة"

نرجو التكرم بالموافقة على تسهيل المهمة البحثية للطالب

هذا وتفضلوا بقبول فائق التحية والتقدير

د.حسن تيراب / منسق برنامج الدكتوراه

كلية التربية- جامعة الامارات العربية المتحدة

"جامعة المستقبل"
"The University of the Future"

Date: 11/10/2021

ERS No. **ERS_2021_7369**

Social Sciences Ethics Sub-Committee

Approval Letter

This is to certify that research proposal No: ERS_2021_7369, titled: " The Impact of Technology-Mediated Learning Grounded on Task-Based Language Teaching Approach on 10th Grade Students' EFL Writing", submitted by Abdullah Taha has been reviewed and approved by the UAEU subcommittee for research ethics in social sciences.

Sincerely

Hala Elhoweris

Prof. Hala Elhoweris

Email: halae@uaeu.ac.ae

Chair of the UAEU Research Ethics Sub-Committee for Social Sciences

200

<div dir="ltr">

Date: 14-Mar-2022

To: Charter Schools Principals

Subject: Research Permission Request

Dear Principal,

The Department of Education and Knowledge would like to express its gratitude for your generous efforts and sincere cooperation in serving our researchers.

You are kindly requested to allow the researcher: **Abdullah Mahmoud Taha**, to complete his research on:

The Impact of Technology-Mediated Learning Grounded on Task-Based Language Teaching Approach on 10th Grade Students' EFL Writing

Please facilitate the researcher in conducting the research for the topic mentioned above by **allowing him to conduct surveys and interviews with a sample group of teachers and students**

In case this research involves: a) communicating with students, a prior permission from the parents is required through the school. b) communicating with parents or school staff, please follow the school policies.

Thank you for your cooperation.
Yours respectfully,

Raphael Mendes Stein
Knowledge Management and Data
Analytics Division Director

</div>

<div dir="rtl">

التاريخ: 14 مارس 2022

السادة/ مديري مدارس الشراكات التعليمية المحترمين

الموضوع: تسهيل مهمة باحث

تحية طيبة وبعد،

يطيب لدائرة التعليم والمعرفة أن تتوجه لكم بخالص الشكر والتقدير لجهودكم الكريمة والتعاون الصادق لخدمة الباحثين.

نود إعلامكم بالسماح للباحث/ **عبدالله محمود طه،** باستكمال بحثه بعنوان:

أثر التعلم بوساطة التكنولوجيا المبني على نهج تدريس اللغة القائم على المهام على كتابة الطلاب في سيا ق اللغة الإنجليزية كلغة أجنبية في الإمارات العربية المتحدة

وبذلك، يُرجى التكرم بتسهيل مهام الباحث ومساعدته على إجراء الدراسة المشار إليها، من خلال **السماح له بإجراء استبانات ومقابلات لعينة من المعلمين والطلبة**

إذا كان البحث يتضمن: أ) يتطلب التواصل مع الطلبة إذن مسبق من أولياء الأمور عن طريق المدرسة. ب) للتواصل مع أولياء الأمور أو العاملين في المدرسة يُرجى اتباع سياسة المدرسة.

شاكرين لكم حسن تعاونكم
وتفضلوا بقبول فائق الاحترام والتقدير،

رافايل مندس ستين
مدير إدارة – إدارة المعرفة وتحليل البيانات

</div>

KMD-Research-1.1-11.2021

Appendix F

Wiki-Enhanced TBLT Collaborative Writing Task Prompt

Dear participants:

In your wiki page, collaborating with your peers, compose a 100-word paragraph about the most popular sports in the UAE. In this paragraph, you need to include a topic sentence, supporting details, and a concluding sentence. Provide a structure where the paragraph moves from point to point in a logical fashion. As you put the paragraph together, list at least five major sports that people in the UAE participate in. Explain and describe each of these sports and provide examples. Your audience for this paragraph wants to know more about popular sports in the UAR. Therefore, provide clear information to better help them learn about sports in the UAE.

Below are some main points that you should address in your paragraph:
- Discuss and agree on at least five major sports for which you will write.
- Jointly explain each of these sports.
- Jointly provide examples for each of these sports.

These points are intended as useful prompts to help you organize your thoughts. Please feel free to address other issues as well if you feel it is necessary.

You are expected to:
- Complete this task in 35 minutes.
- Work collaboratively as a pair to complete the task. Each member is required to visit the wiki page and work on this task. Feel free to change anything you want.
- You are not required to meet face-to-face or do anything else outside of the wiki.
- Use these wiki features as often as you can: edit, discuss, comment, and view history. Please note that the purpose of the study is to establish the ways in which these wiki features could enhance collaborative writing. When a pair member accesses the wiki, he is required to consider using the wiki feature that seems most appropriate for his

contribution. He may use one or more wiki features to correct typos, misused word, or problematic phrase, accept or reject content, or suggest any other changes. For example, if he needs to correct a misspelled word, the "Edit" option may be sufficient. If, however, he needs to replace a misused or imprecise word or phrase, an explanation is needed in addition to the correction. If he feels something does not sound correct (i.e., he is about to suggest a content and/or structural change), he can pose a discussion question or suggestion in the "Discussion" Section (e.g., "Is this what we mean?" "How about saying that instead?") before incorporating his idea in the proposal. He may consult the "History" option to compare the current and previous versions of the paragraph.

- Feel free to make any changes in your own writing as well as in your peer's writing.

- After you make a change, stop, and leave room for your peer to do the same.

- Avoid saying or doing all that comes to mind at any one moment.

- Remember that composing together (i.e., negotiating the paragraph's content and structure or making joint decisions on the whole-text level) is just as important and even more important than editing together (i.e., making decisions on the word, phrase, or sentence level).

- Follow these joint collaboration rules: Be open-minded and respectful of your peers' contributions; encourage debate before making major changes; explain what you want to do and why before or when you do it; ask clarifying questions; try not to take over and write the majority of the task even if you have more to say; Make one point or change and leave room for your peer to do the same before making another suggestion. Prepare to accept the decision reached by both of you as a couple. Be inclusive by acknowledging your peers' contributions. Try to think as well as write together. Work with what is already on the wiki unless your peer decides on major changes.

Appendix G

Paragraph Rating Scale

Linguistic feature	Excellent 22–25	Very good 18–21	Good 11–17	Poor 5–10
Syntactic complexity (Mean length of T-units: a main clause + number of subordinate structures)	- Writes between 8 and 10 clauses attached to a T-unit (an independent clause)	- Writes between 5 and 7 clauses attached to a T-unit (an independent clause)	- Writes between 4 and 6 clauses attached to a T-unit (an independent clause)	- Writes between 1 and 3 clauses attached to a T-unit (an independent clause)
Grammatical accuracy: (Number of error-free T-units) (Number of errors per 25 words (based on the shortest text), e.g., verb morphology (conjugation, tense, auxiliary verbs, etc.), case, and word order	-All statements are accurate and verified by paragraph. - No errors per 25 words	Most statements are accurate and verified by paragraph. - 1–3 errors per 25 words	Some statements cite outside information or opinions. - 4–6 errors per 25 words	Most statements cite outside information or opinions. - 7–10 errors per 25 words
Fluency (Number of words written within the time limit of 35 min)	Writes 76–100 words or more	Writes 60–75 words	Writes 50–59 words	Writes less than 49 words

Paragraph Rating Scale (Continued)

Lexical complexity A) Lexical richness is the number of different words produced by a writer. The measure of word types per square root of two times the total number of word tokens (i.e., dividing the total number of different words by 25).	Writes more than 20 different words per 25 words	Writes 15–19 different words per 25 words	Writes 10–14 different words per 25 words	Writes 9 or less than 9 different words per 25 words
B) Lexical accuracy is calculated as the ratio of accurate lexical items (i.e., spelling, capitalization of nouns, gender, plural forms) to the total number of words written. In addition,	Appropriate and accurate word/idiom choice	Relatively appropriate and accurate word/idiom choice	Adequate accuracy and choice of words and use of idioms	Limited range of vocabulary with many errors that hinder meaning.

lexical choice, which is the ratio of appropriate word choice (contextually appropriate) to the overall number of words, is to be considered.				

Rater: _____

Overall grade: _____

Comments: _____

Appendix H

Pretest sample task: control group (Majed)

> Write a paragraph of about 100 words about the following topic:
>
> "Science says that playing sports can make you feel happier."
>
> Do you think this is true?
>
> Do you feel happy when playing a sport?

I strongly believe that sports can make you happier. Because when I play some sports football and swiming I feel happy Thats affect my health postivly. I feel happy when I play football and when I met with my friends. Also sports can build my muscles it makes it stronger and bigger thats makes me very happy. At the last I recommened doing sport it changes your mood every time you do it and thats so on for the feeling

Pretest sample task: experimental group (Rashid)

> Write a paragraph of about 100 words about the following topic:
>
> "Science says that playing sports can make you feel happier."
>
> Do you think this is true?
>
> Do you feel happy when playing a sport?

In my opinion sport makes people happy. The people that I see exercise or doing sport are always happy and relaxed and more sociable than people that dosn't exercise. Because of that i strongly agree that sport mall us happy. The ~~stroties~~ information that I know that when you do sport there is an enzime called dopamine release and adrenaline. When doing sport it increase the immunity that let you get less sick Because its ~~flush~~ kill the bacteria so sport is good mentaly and Physically. When I play sport I feel happy and relaxed and no stress.

Posttest sample task: control group (Mohammed)

Write a paragraph of about 100 words about your favourite food.

Say what your favourite food is, which cuisine it comes from, why it is your favourite and why you advise people to try it.

I believe that my best food and the favourite one is pizza. It comes from the Italian quisine. I love it because of the following reasons. First It is so delicious and It is so popular around the world. Second reason that makes me ~~like~~ pizza it is cheap. Another one of my favourite food is Biriani. It is so delicious and spicy and so popular in my country. I advise people to eat pizza because it is tasty and good for health.

Posttest sample task: experimental group (Nasser)

Write a paragraph of about 100 words about your favourite food.

Say what your favourite food is, which cuisine it comes from, why it is your favourite and

why you advise people to try it.

My favourite food

Everyone of us has his own favourite food that he likes to eat. My favourate food is meat kabsa. kabsa comes from the Khaleej quisine. Meat kabsa is a famous meal in restonrants that offer tra tra traditional food, this meat is made of lambs meat, onion, garlic and mony spiceswith rice. I like it because it is healthy and give me the nutrients I need. beside it is a part of our traditional food in Gulf area. In my home i ask my mother to make meat kabsa forme, all my family Like it, every month me and my friends go to a restaurant in our village to eat it.

Finally, my favourite food is a reminde by the food our ancestors used to eat sinc a hundreds of years. I advise people to like kabsa and eat because it is useful and rich in proteins.

Appendix I

Paragraphs written by students on the wiki page

Write a paragraph of about 100 words about the benefits of sport.

Page visible to
👁 All Users

Type an optional subtitle

There are many benefits of sport that we can observe on the bodies and health. Playing sport and exercise helps you lose weight and it protects us from diseases such as high blood pressure and heart diseases and obesity. Sport protects us from diseases such as diabetes that is why sport is important in our lives and we must practice it every day. Also there are many people who find it difficult to exercise and become lazy about it. So we must be active and there are sports that do not require effort such as walking and sports that are fun and useful at the same time such as football and basketball. Finally, we should tell each other to exercise to gain its important benefits.

Write a paragraph of about 100 words about the importance of food in our life.

Abdullah Taha
about 8 minutes ago

Food importance

Food is one of the basic needs of human beings. It provides people the energy and nutrients they need to grow and live a normal life. We need to eat food to help us to be active and move, play and work. Food is linked to our physical, mental and social health. Food is important as it has specific nutrients such as carbohydrates, proteins vitamins and minerals which are necessary for our bodies. Therefore, we must vary our food and we must eat all kinds of food which help us to have strong bodies. Finally, we must eat healthy food because it is very important in our life.

Write a paragraph of about 100 words about the risks of eating fast food and why we should stop eating it.

Risks of eating fast food and why we should stop it.

Food is an important for all people to keep living. In the past, people ate fresh food. Nowadays, people eat more fast than healthy food. We see that they prefer to eat fast food such as pizza, burgers, or fried chicken. The fast-food restaurants are common in our streets. There are many reasons why fast food becomes popular. First, it is tasty. Second, families work and do not cook at home. Another problem with fast food is that it is addictive. When we eat fast food, we want more of it because it is cheap and delicious. Lastly, fast food gives us very little nutritious content. Fast food gives us fat and calories which can make diseases like obesity, high blood pressure and other heart diseases.

Write a paragraph of about 100 words about sports and academic success.

sports and academic success

I believe that sport has a huge effect on people's academic success. Many studies have proved that sport has a positive effect not only on our bodies but they affect our academic success. Most people that are playing sports. When people practice sports and they play games their brains get healthier uh also it can be seen that the scores of the students who practice sports are higher than the scores of the students who don't play sports. Actually. I like to advise all students to do sports because they have many advantages for them. For example, they will have strong bodies, healthy brains and their marks in school will be high. All in all, I play sports with my friends to have a strong body and to succeed in my school.

UAEU جامعة الإمارات العربية المتحدة
United Arab Emirates University

UAE UNIVERSITY DOCTORATE DISSERTATION NO. 2023: 40

This dissertation investigated the impact of the wiki-enhanced TBLT approach on high school students' writing skill in a boys' public school in Al Ain, UAE. Participants expressed their positive views and perceptions towards the use of this approach and praised its positive impact on improving their writing skill and L2 performance overall.

Abdullah Mahmoud Taha received his PhD. of Education from the Department of Curriculum and Language Instruction, College of Education at the UAE University, UAE. He received his master's degree from the College of Education, Al-Ain University, UAE.

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