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Unfolding the Potential of Technology-Enhanced Task-Based Language Teaching for Improving EFL Students' Descriptive Writing Skill

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The chief purpose of the research was to investigate the influence of a technology-mediated task-based language teaching on students' descriptive writing performance in a Thai English as a Foreign Language (EFL) context. The technological application used in the study was the FlipGrid application which is a free online platform from Microsoft. The participants of the study involved a purposively selected 29 2nd year university students enrolled at one of the provincial universities located in the North Eastern part of Thailand. The study employed an explanatory sequential mixed-methods type of research involving both quantitative and qualitative parts. Quantitative data were collected from the students' pre-and post- writing performances and four descriptive writing quizzes whilst qualitative data were gathered from the semi-structured interview' responses of the students. Study findings found that descriptive writing performance in terms of task response, coherence-cohesion, grammatical range and accuracy, and lexical resource, were significantly improved as indicated on students' pre- and post- test results. Furthermore, all four writing quizzes revealed an increasing trend with "grammatical range and accuracy" as the most improved writing component whilst "coherence-cohesion" was the least improved one. Meanwhile, the qualitative results disclosed that students felt that TBLT approach with FLipGrid application was the most pedagogically innovative and a learner-centered approach that trains them to become more collaborative, communicative, and interactive, enabling them to produce effective descriptive written products. Suggestions for possible research agenda with regard to technology-enhanced TBLT are also proposed and practical implications are suggested.

Keywords: TBLT, technology-enhanced TBLT, descriptive writing skill, FlipGrid application

INTRODUCTION

Of the many industrial sectors around the world, the education sector is the only industry that is completely transferred to online mode during the Covid-19 pandemic (Mahyoob,

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2020). The pandemic has consequently prompted majority of teachers from onsite to online instruction. However, these online instructors have encountered many challenges especially on their teaching practices: firstly, the teachers were encouraged to implement instructional techniques and methods by using online technological applications and tools which they have never experienced to try in the classroom (Robillos, 2023). Though it is challenging to take, teachers have to adapt and use technological tools and applications to aid or supplement their online instructional practices (Vellanki & Bandu, 2021). Fortunately, positive consequences have been gained due to the fact that these technological tools and applications have somehow greatly helped teachers to boost their students' learning. But there is a growing necessity to implement these technological teaching tools with or within a pedagogical method for more effective learning outcomes (Gonzalez-Lloret & Ortega, 2014). Meaning, teachers should be cognizant or at least create awareness with regard to how these pedagogical methods could be integrated and implemented into their classes either synchronously or asynchronously (Vellanki & Bandu, 2021).

A number of instructional methods and approaches have been used to carry out online language learning and teaching. One of these approaches is the Task-Based Language Teaching or TBLT (Ahmad, 2022; Ahmed & Bidin, 2016; Gonzales-Lloret, 2017; Gonzalez-Lloret & Ortega, 2014; Lai & Li, 2011; Liontou, 2015; Plastina, 2015). TBLT as defined by Willis (1996) is a goal -oriented activity in which learners use language to achieve a real outcome (Nunan, 2004). TBLT as a process-based pedagogy to language teaching where the use of tasks is the units in the pedagogical cycle and the meaning is the primary focus. Although it is not a new pedagogical approach in language teaching, TBLT can be used with technology which has demonstrated positive results as reported by many scholars and researchers in the field (Ahmad, 2022; Ahmed & Bidin, 2016; Doughty & Long, 2003; Gonzalez-Lloret & Ortega, 2014; Liontou, 2015; Vellanki & Bandu, 2021). There have been many studies reporting on the effectiveness of using technology into TBLT concentrating much on speaking proficiency, communicative engagement, reading comprehension, listening skill, language development. Concentration on improving writing skill across writing genres is limited and under investigated (Lee, 2010; Majid & Stapa, 2017; Mak & Coniam, 2008; Pham & Do, 2021; Wang, 2022).

Writing is a productive skill in language learning (Faridi et al., 2020). Writing has been a compulsory requirement for students in tertiary education (Robillos & Phantharakphong, 2020) and has a significant role in academic success for students in the university level (Siva, 2014). However, for university students, writing has always been a tough endeavor to accomplish (Malmir & Khosravi, 2018) due to the fact that many of them cannot develop their writing skill, mostly the ones who write in English (Robillos & Phantharakphong, 2020). Various challenges with regard to developing an effective L2 writing ability originate from the following aspects namely: knowledge of the content, syntactic and lexical complexity, cohesion and coherence, logical connection, and fluency of ideas. These challenges get even more complex when different writing genres or tasks, (*e.g*. descriptive genre) are taught (Hyland, 2013; Malmir & Khosravi, 2018). These writing problems are as well encountered by Thai

university students (Robillos & Thongpai, 2022), where they suffer from lack of content knowledge, weak at using grammar, lack of vocabulary use, incoherent details, poor organization, and unachieved task type/genre.

However, many Second Language Acquisition (SLA) scholars have considered both how genres help to create, reproduce, and revise the systems in which they are used (Bazerman, 2013) and how awareness of these functions can support writing development. As Bazerman (2013) argued, acquiring facility with particular genres helps one to establish and develop a writerly identity and guides writers in making effective choices (p. 116). There are various writing genres (Bazerman, 2013). One of which is the descriptive writing genre. Descriptive writing is a writing genre that gives a clear and concise description of everything such as places, people, object or an event. This form of genre is the most basic form of writing which is often used to develop other genres of writing (McCarthy, 1998). Good descriptive writing uses precise language. It does not simply use general adjectives, nouns, and passive verbs. It uses specific adjectives and nouns and strong action verbs to bring life to the text a writer is trying to create in the reader's mind (Schaeffer, 2010). Good writers will always show and not only tell (Majid & Stapa, 2017). That is, a good writer will go a step further by showing how the subject is being described by using specific nouns, verbs and strong action words. With nouns, readers will be able to see and with verbs, they will be able to feel. Furthermore, descriptive writing is found in almost all forms of writing styles and with the help of descriptive writing, students can learn how to present sensory details. The presentation of sensory details will help in conveying the main idea which have been a requirement to any writing forms and genres.

Instruction of writing in the university level, however, requires training students to collaborate and work together (Wang, 2022; Robillos, 2021; 2022), to examine, amend, and revise errors obtained from their paper (Faridi et al., 2020) and for a more successful writing performance. In fact, writing is a social, communicative act (Hayes, 1996; Robillos, 2022) and often involves the collaboration of many (*e.g.*, social context, medium) towards an effective writing product. This collaboration, when done authentically, allows for participants to see problems in different perspectives and they are able to solve problems through a shared understanding (Majid & Stapa, 2017). Consequently, burgeoning studies with regard to approaches to the teaching of EFL writing in tertiary education were investigated by researchers and practitioners of SLA (Lumpkin, 2018; Majid & Stapa, 2017; Robillos & Thongpai, 2022). In addition, lecturers may make use of those various approaches and strategies involving students in assessing their students' written outputs (Faridi, et al., 2020). Among these many strategies, TBLT is one of them (Ahmad, 2022; Ahmed & Bidin, 2016)

Albeit many studies have reported the effectiveness of using technology into TBLT, these studies have concentrated much on speaking proficiency, communicative engagement, reading comprehension, listening skill, language development. Concentration on improving writing skill across writing genres, however, is scarce and under investigated (Lee, 2010; Majid & Stapa, 2017; Mak & Coniam, 2008; Pham & Do, 2021; Wang, 2022). Furthermore, research studies on implementing TBLT with

technological application have still been underexplored (Ahmad, 2022; Ahmed & Bidin, 2016; Mak & Coniam, 2008). Thus, the present study attempts to fill this gap in the literature by investigating the impact of using TBLT with FlipGrid app on university students' performance on descriptive writing (a writing genre) where studies to date are still scarce and underexplored especially in the Thai context.

Literature Review

From TBLT to Technology-Enhanced TBLT

TBLT has been becoming a popular educational pedagogy in language teaching / learning for the past three decades. TBLT is a process-oriented approach to language (Nunan, 2004) and a goal - oriented activity in which learners use language to achieve a real outcome (Willis, 1996). The heart of TBLT is the use of task that serves as the basic unit of the curriculum and is the sole elements in the pedagogical cycle in which primacy is given to meaning (Lai & Li, 2011). Lai and Li (2011) posit that placing tasks in language teaching is expected to contribute students an experiential educative process where they can be able to use the target language for meaning making which would eventually help promote learners to acquire, learn, and develop a language (Lai & Li, 2011). TBLT constitutes of three phases (Ellis, 2003). The pre-task phase, which involves activities that learners do to plan for the implementation of the given task. Then followed by "during-task" phase, where various possibilities related to task performance are planned by the teacher, who might want the students to perform the task under a specified time, or allow them to look at the input data as they do the task. Finally, the post-task phase which includes activities such as "awareness-raising" activities to follow-up on task performance and to repeat the task. The students are as well encouraged to reflect and evaluate their task accomplishments. TBLT has a range of advantages while working in the classroom (Ellis, 2009). First, the students are given the opportunities of natural learning with associated real-world activities. Second, it enhances students' communication skills outside the classroom (Houghton, 2018). Finally, meaning-focused learning is encouraged, whereas the form is often integrated into the activities.

A number of studies (Ahmad, 2022; Ahmed & Bidin, 2016) demonstrate the positive effects of using TBLT in a language writing classroom. Ahmed & Bidin (2016), for instance, conducted a study employing a mixed-method type of research and revealed that majority of the participants considered TBLT as a learner-centered approach enabling them to use their existing linguistic resources. The study results hypothesized that using TBLT enhanced the writing skills of Malaysian university EFL learners. On the other hand, Ahmad (2022) investigated how TBLT improved the learners' English writing by utilizing explanatory-sequential research method employing quantitative and qualitative analysis. He (Ahmed) suggested that L2 teachers should provide more opportunities to learn through TBLT to enable them to apply in their English pedagogy with the end goal of improving their writing skill.

Interestingly, many SLA academicians and practitioners have welcomed the growing integration of computer-mediated language learning into the language classroom (Blake,

2011; Gonzales-Lloret & Ortega, 2014; Laurillard et al., 2018). However, these new technological tools and applications for language learning should be guided by practical pedagogical language learning approaches for a more effective results (Gonzales-Lloret & Ortega, 2014). The approach to learning a language known as TBLT (*see* Ellis, 2003; Lai & Li, 2011) might be possibly applied for maximizing the potential of technology for language learning. A number of SLA academicians and practitioners have recognized TBLT as a suitable approach that could be integrated into technology to shape instructional designs for both onsite or online learners (Doughty & Long, 2009; González-Lloret; 2014; Pierson, 2015). Laurillard et al. (2018) mentioned that integrating technology into TBLT provide a number of merits. It aids teachers in evaluating and assessing their students with regard to their project performance. It also improves students' digital literacy, knowledge, intellectual capacity, and behavior (González-Lloret, 2017; Schrader & Kalyuga, 2020; Pierson, 2015).

Many studies have reported the effectiveness of incorporating technology into TBLT. (Blake, 2011; Hwang, 2008; Mak & Coniam, 2008; Gonzalez-Lloret & Ortega, , 2014; Gonzalez-Lloret, 2017; Sotillo, 2000; Wang, 2022). Blake (2011), for example, investigated the use computer-mediated platform where students completed three types of tasks to increase students' metalinguistic awareness of their L2 vocabulary development, negotiation and communication skills. Nielson (2014), likewise investigated the effectiveness of a task-oriented pedagogy to a group of online Chinese foreign language students taking up an English course. The results demonstrated continuous engagement and participation as well as improved results of L2 learning such as higher level of proficiency in speaking. In addition, studies have explored learning outcomes through collaborative writing tasks utilizing wiki platform where evidence of enhanced creativity of learners' production were revealed (Mak & Coniam, 2008; Wang, 2022); the use of blogging improved students' grammar and made use of complex vocabularies (Hwang, 2008; Sotillo, 2000); fluency of ideas and details (Lee, 2010); cultural competence (Elola & Oskoz, 2010).

Basing from the previous literature mentioned, many studies have reported the positive influence of TBLT using various technological platforms. Technology is a constantly evolving field, therefore, more research studies are needed to discover the potential affordances and merits of new and underrepresented technological tools and applications such as the use of a FlipGrid applicaions where the present study endeavored to use with a pedagogical approach called TBLT to help students' facilitate their descriptive writing task.

What is FlipGrid Application and What are Its Advantages to Learning

FlipGrid app provides an opportunity for students to do online face-to-face interaction and also facilitates students to do virtual discussion that allows them to communicate and intermingle with their virtual peers (Budiarta & Santosa, 2020). Teachers can be able to hold their classes into grids - one important feature of FlipGrid app, which allows students to be separated into sections (Green & Green, 2018). A grid is a community of learners in which the teacher can label the grid and use an auto-generated code or create a custom Flip Code. The topics are discussion prompts and students can

respond to the topics. The responses, which can be through recorded videos or written text, are uploaded by the students as their responses on the posted topics so that they can share their ideas through their video or written texts. The replies in the FlipGrid app enable the students to make an interactive discussion in which they can reply to the previous responses that are added to the topic (Budiarta & Santosa, 2020; Fahey et al., 2019).

Numerous studies have investigated the efficacy of FlipGrid app to learning (*e.g.*, Fahey et al., 2019; Flanagan, 2019; Robillos, 2023). For example: A study carried out by Fahey et al. (2019) where they argue that the use of FlipGrid app is not only about recording videos or about posting views and responses. The use of the application is about knowing and learning how to involve oneself and as well as friends, classmates, and teachers which happens anytime and anywhere; *i.e.*, making connections. In addition, FlipGrid app offers deep exploration and suggesting that everyone can be a teacher and a learner. FlipGrid app can create an EFL learning atmosphere that makes students participate, engage, and enjoy the class. It is worthwhile to note as well that FlipGrid app supports students who are not confident enough to share and communicate their thoughts in a face-to-face interaction to perform better in responding to the discussion (Flanagan, 2019; Robillos, 2023).

A number of studies have reported positive results with regard to the efficacy and practicality of using technology into TBLT in language learning contexts, but most of these studies have concentrated much on improving the students' oral/speaking proficiency (Lai et al., 2011; Nielson, 2014; Pham & Do, 2021); comprehending concepts (Yanguas, 2012), communicative and language development (Blake, 2011; Pham & Do, 2021); self-generated feedbacking (Plastina, 2015). Research studies focusing on written task performance (*e.g.*, Ellis & Yuan, 2004; Wang, 2022) along with writing genres (*e.g.*, descriptive genre) is still scarce and underexplored. In addition, research studies on implementing TBLT with a Web 2.0 virtual application (*e.g.*, FlipGrid app) has been far largely underexplored. Thus, the present study attempts to fill this gap in the literature by investigating the impact of using FlipGrid app into TBLT on the EFL university students' descriptive writing skill in EFL where limited studies to date have been investigated in the Thai EFL context. Likewise, the present study attempts to answer the following research questions:

1. How has the use of technology-enhanced TBLT (henceforth, intervention) affected the students' descriptive writing performance?
2. How has the intervention affected the students' descriptive writing quizzes in terms of task response, coherence-cohesion, grammatical range and accuracy, and lexical resource after the strategy intervention is implemented?
3. How have the participants described their experience(s) after the implementation of the intervention?

METHOD

Research Method and Design Used

The method that was employed in this research was an explanatory sequential mixed-method research involving both quantitative and qualitative parts (Creswell & Plano-Clark, 2011). Quantitative data were gathered to answer whether using technology-enhanced TBLT influenced the students' descriptive writing skill in terms of task response, coherence-cohesion, grammatical range and accuracy, and lexical resource; whilst qualitative data were collected from the participants' perception with regard to the experiences they have yielded during the implementation of the intervention. Furthermore, prior to the implementation of the intervention, a pre-test was administered, where they were provided with a title to develop using at least 200 words for an hour. A post-test was also administered after the intervention, where they were as well provided similar title they used during their pre-writing test using at least 200 words and should finish the writing activity in an hour.

Participants

There were 29 Second Year college students used as participants in the present study. These 13 males and 16 females were chosen via purposive sampling, *i.e.* the participants were approached with a purpose in mind and the criteria needed for the sample have been predefined (Creswell & Plano-Clark, 2011). The participants are studying a program majoring in teaching English at the study-university located in Khon Kaen – one of the provinces in the Northeastern part of Thailand. They were enrolled in one of their writing subjects where they are required to improve their writing skill and L2 using various writing genres such as descriptive, narrative, and expository genres. However, the present study focused on descriptive genre. Teaching the students with descriptive writing genre before other writing genres would be beneficial for them since this writing genre is the foundation of all forms of writing styles and genres (McCarthy, 1998). When the students possess skills in descriptive writing genre, they can be able to appropriately use and present sensory details in their writing which would somehow help them to convey what would they intend to describe and express. Moreover, the participants are more inclined to using of technological tools and applications in their learning (Robillos, 2023) and more adjusted at working in teams .

Instruments

Pre- and post-writing tests. These tests were used to measure the relationship between the use of FlipGrid app into TBLT and the participants' descriptive writing performance in terms of writing components namely: task response coherence-cohesion, grammatical range and accuracy, and lexical resource. The writing topics were aligned to the topics in their regular writing classes. The pre-writing test was administered one week before the intervention began and was carried out using the usual way of teaching writing where it starts from posing of questions and brainstorming then writing time. The post-writing test, however, was administered a day after the implementation of the intervention. Furthermore, the participants' writing tests before and after the intervention were assessed using the writing components based on IELTS writing task 2

(Hashemi & Thomas, 2011) constituted of: task response, coherence-cohesion, grammatical range and accuracy, and lexical resource.

Students' Writing Quizzes. The writing quizzes were the students' written compositions using descriptive task type/genre throughout the implementation of the intervention programme. Each of the 4 writing topic/s was aligned to the course goals and was aimed to assess whether students could be able to write in English based from the writing genre provided. Each written paragraph was scored based on IELTS writing Task 2 writing components (Hashemi & Thomas, 2011) constituted of: task response, coherence-cohesion, grammatical range and accuracy, and lexical resource, however, the scoring method was slightly modified, *i.e.,* each of the student's written composition would yield a highest total score of 20 marks whilst 5 as the lowest mark/s.

Interviews. Semi-structured interviews were carried out to participants. All who volunteered to be interviewed were provided with a consent letter. The interview, which took around 40 minutes per interviewee, was conducted in order to gain more ideas and information with regard to how the students were aided by the technology-enhanced TBLT approach in processing and facilitating their writing tasks and activities. The interviews were undertaken one week after the post-writing test was administered.

Research Procedures and Intervention Program

The researchers implemented the intervention using 11 sessions that involved 1 session each for the pre- and post- writing tests, 1 session for the orientation and familiarization of how FlipGrid app was being used, and finally, 8 sessions for the implementation of the intervention to facilitate their group and individual writing tasks synchronously or asynchronously. There were four written tasks that were developed by the participants. The writing topics' degree of difficulty increased eventually throughout the treatment period. The following details of the intervention programme implemented to the participants were presented in Table 1.

Table 1
Intervention programme

Session/s	Writing Task/s	TBLT Stages	Activities
1st session			-Pre-writing test -Activities that were usually carried out before they write. These were: brainstorming, question posing to activate students' schemata.
2nd session			-Orientation and familiarization on how to use FlipGrid app -Demystification and discussion of descriptive writing
3rd session	1st Writing Quiz	Pre-task	-Predicting, Activation of Prior knowledge, planning, Advance Organization *Use FlipGrid app (synchronous) for this activity
		During task	-Assigning of Group's Tasks *Use FlipGrid app (synchronous mode) for this activity -Presentation of each group's response to task assigned to them *Use FlipGrid app (synchronous mode) for this activity
4th session		Post-task	-descriptive writing in their own pace and then posting/uploading of their written product via FlipGrid app (asynchronous) -students would respond to at least two written products of their peers. Then they may suggest additional details or suggest to delete irrelevant details (peer critiquing / feedbacking) -The owner of the paper may or may not accept his/her peers' suggestions/ feedbacks; however, he/she is required to give his/her reasons of accepting or rejecting the suggestions/feedbacks. This is done synchronously or asynchronously. If it is done asynchronously, it may either be through recorded videos or written response via dropping his/her message using the chat board. Furthermore, the students will only do this within 3 days after the posting/uploading. -After the date of critiquing / feedbacking was past dued, the teacher would also drop his/her feedbacks / comments to the chat board to either to the owner of the paper or to the suggestions suggested by the other students (This is to make sure the correctness of the given suggestions) -for the final output, students will be given 2-3 days to interact and communicate with friends for revising and editing processes. However, the final submission of the revised written product will be during the 4th and 5th day of the week.
5th session	2nd Writing Quiz	Pre-Task During Task	-2nd Descriptive writing topic on "*describing the concert*" -The same processes to follow as what were done during the 3rd session
6th session		Post-task	-The same processes to follow as what were done during the 4th session
7th session	3rd Writing task	Pre-task During Task	-3rd descriptive writing topic on "*the best restaurant in town*" -the same processes to follow as what were done during the 3rd session
8th session		Post-task	-the same processes to follow as what were done during the 4th session
9th session	4th Writing task	Pre-task During task	-4th Descriptive writing topic on "*learning a new language*" -the same processes to follow as what were done during the 3rd session
10th session		Post-task	-the same processes to follow as what were done during the 4th session
11th session			-Post-writing test

Data Analysis

Quantitative data analysis was done using SPSS tool and t-test was used to determine the differences of tests and the SRL questionnaire before and after the implementation of the intervention. Meanwhile, in the qualitative data analysis, the data gathered from the semi-structured interviews were transcribed, coded, and categorized to further determine the themes (Creswell & Plano-Clark, 2011). The first author coded the entire data set and shared the initial codes with the second author. The researchers met and discussed the codes, leading to the final themes emerged which were the following: Theme 1: Use of authentic tasks on students' writing processes; Theme 2: Merits of technology-enhanced TBLT on students' writing tasks and activities.

FINDINGS

RQ#1. How has the use of technology-enhanced TBLT affected the students' descriptive writing performance?

Test of difference on participants' listening comprehension performance

Table 2 presents the SPSS output for the Mean and Standard Deviation of students' writing pre-test and post-test performance, whilst table 3 exhibits the test of difference between the two sets of scores. The result, as shown from the table 3, showed a significant difference between the two sets of scores since the p-value of .000 is less than 0.05 level of significance. This implies that the post-writing result ($\bar{x}$=14.51) is significantly higher than pre-writing result ($\bar{x}$=9.27) as exhibited by their means in table 2.

Table 2
Mean and Standard Deviation of students' pre-writing and post-writing results

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-writing test score	9.27	29	1.109	.277
	Post-writing test score	14.51	29	2.337	.584

Table 3
Test of difference between the two sets of scores

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre-writing test score	-6.375	1.928	.482	-7.402	-5.348	-13.22	15	.000
	Post-writing test score								

RQ#2 How has the technology-enhanced TBLT affected the students' descriptive writing quizzes in terms of task response, coherence-cohesion, grammatical range and accuracy, and lexical resource after the strategy intervention is implemented?

Descriptive and Inferential Statistics for Each of the Four Writing Quizzes

Table 4 presents the Mean and SD for each of the four descriptive writing quizzes yielded by the students. It was indicated from the table that the writing performance of the participants' quiz began at a quite lower baseline ($\bar{x}$ =9.54). However, the overall writing quiz performance that the students gained showed an increasing trend during the treatment as indicated by their overall mean quiz performances of $\bar{x}$=9.54, $\bar{x}$=10.48, $\bar{x}$=12.05, and $\bar{x}$=13.38 for first, second, third, and fourth writing quizzes respectively. Interestingly, of the four writing components, three of them namely: "task response" ($\bar{x}$=2.01, $\bar{x}$=2.29, $\bar{x}$=2.78, and $\bar{x}$=3.25), "lexical resource" ($\bar{x}$=2.79, $\bar{x}$=3.08, $\bar{x}$=3.76, and 3.91), and "grammatical range and accuracy" ($\bar{x}$=2.21, $\bar{x}$=2.49, $\bar{x}$=2.89, and 3.59), showed a dramatic increasing movement beginning from their 1st quiz to the 4th quiz. Furthermore, the writing component on "grammatical range and accuracy" was the most improved component.

Table 4
Descriptive Statistics for the writing quizzes across three writing task types

Components	Writing Quiz (1st)		Writing Quiz (2nd)		Writing Quiz (3rd)		Writing Quiz (4th)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Task response	2.01	0.42	2.29	0.31	2.78	0.47	3.25	0.69
Coherence-cohesion	2.53	0.51	2.62	0.59	2.62	0.41	2.63	0.40
Grammatical range & accuracy	2.21	0.45	2.49	0.57	2.89	0.69	3.59	0.31
Lexical Resource	2.79	0.67	3.08	0.57	3.76	0.48	3.91	0.63
Total	9.54	1.52	10.48	1.02	12.05	1.25	13.38	1.15

RQ#3 How have the participants described their experience(s) after they were provided with intervention?

In the semi-structured interviews conducted, there were two emergent themes used as a point of reference, then once all the responses were transcribed and analyzed, sub-codes were created to identify the students' responses relative to each category. Table 5 presents the following themes and sub-codes after the interviews were conducted.

Table 5
Emerged themes and sub-codes after the semi-structured interviews were conducted to the students

Themes	Sub-Codes	Sample students' responses
Use of authentic tasks on students' writing processes	-Improved lexical accuracy in writing	-*"I was able to use vocabularies (sensory details) and accurately convey what I want to describe."*
	-Enhanced sense of collaboration with peers	-*"working with my peers enhances my sense of collaboration which aided me to become more engaged to do my writing tasks."*
	-Benefits from using authentic information	-*"I learn something new from the tasks revolved on real-life situations, and made me use my initiative in solving such problems that enabled me to either stood on my own view or not."*
Merits of technology-enhanced TBLT on students' writing tasks	-Technology-enhanced task(s) enable student-centred learning	-"*Tasks provided for us to complete encouraged us to learn at our own rate of speed which helped us became so familiarized with the language and thus, develop our language skills."* -*"Since the suggestions and comments from FlipGrid display function were visible and easy accessible, it enabled me to facilitate it by myself."*
	-Technology-enhanced task(s) provide opportunities for collaborations in English language	-*"the tasks and the FlipGrid chat feature became our "meeting place" to interact and collaborate more using the English language."*
	-Technology-enhanced task(s) nurture positive attitudes towards language learning	-*"I have a positive feeling that my peers show interest hearing me as I share my views and ideas to the tasks."* -*"I feel excited to work both individual and with peers because I want to know more about the features FlipGrid app is offering to better my writing."* -*"Using FlipGrid app enhanced our feeling of belongingness with our friends and teacher."*

DISCUSSION

The present study investigated the effect of using technology-enhanced TBLT on Thai EFL learners' descriptive writing achievement across writing components. The technological tool that was used was one of the Web 2.0 applications called FlipGrid app which is a free online platform provided by Microsoft. The results indicated that all students positively felt that the use of FlipGrid app on TBLT is a helpful technological and pedagogical approach in facilitating their descriptive writing tasks. In addition, the study findings revealed a statistically significant result on their writing test scores before and after the intervention was implemented. Furthermore, they have appropriately utilized such descriptive ideas in their written outputs and eventually improved their written compositions in terms of task response, coherence-cohesion, grammatical range and accuracy, and lexical resource. The findings in the present study are in congruence with the studies conducted by scholars in the field (Gonzales-Lloret & Ortega, 2014; Lai & Li, 2011; Laurillard et al., 2018) claiming that such aspects of language teaching and learning may be facilitated by using TBLT and integrated by technological tools and applications.

Moreover, study findings concerning students' writing quizzes were improved as all of their four quizzes yielded a considerable increase especially the components on task response, grammatical range and accuracy, and lexical resource. The helpful features of FlipGrid app and orderly phases present in TBLT approach might have aided the students to undertake the activities such as activating their background knowledge about the topic of the task (pre-task); enabling them to drop their comments and suggestions to the written compositions of their peers via the FlipGrid chat feature, as well as clarifying their writing mistakes and errors with regard to the ideas addressing the task (task response); linking (coherence-cohesion); structures, tenses, spelling (grammatical range and accuracy); and sensory details and ideas (lexical resource) during the evaluation phase of the pedagogical approach. These activities they have undertaken are believed to have enhanced their descriptive writing performance. The result is aligned to the study investigated by the following scholars: technological tools could help students' writing using a more accurate and more lexically complex language (Hwang, 2008; Sotillo, 2000); impact of tasks performed with technology enabled learners to improve their writing fluency (Lee, 2010); authentic tasks creates a space for learners to engage in meaningful language exchanges (Ahmed & Bidin, 2016), tasks promote the development of target language (Ahmad, 2022; Payant & Kim, 2017).

With regard to the qualitative part, the results provided more comprehensive insights into how students' descriptive writing skill were facilitated using technology-enhanced TBLT. The two emergent themes relate on the "use of authentic tasks on students' writing processes", and "merits of technology-enhanced TBLT on students' writing tasks". To illustrate:

The first theme relates on the use of authentic tasks on students' writing processes and involved three sub-codes: (1) improved lexical accuracy in writing, (2) enhanced sense of collaboration with peers, and (3) benefits from using authentic information. Drawing on students' responses after the interviews, it showed that they perceived the tasks as helpful in facilitating their writing tasks with a more improved written products especially on its lexical accuracy (*i.e.*, the use of sensory details). The students were able to discuss and identify the mistakes they got from their paragraphs in terms of structural, missing or irrelevant details (*e.g.*, appropriate usage of sensory details) which consequently, helped them express what they intend to convey. As one participant (P14) put, *"I was able to use vocabularies (sensory details) and accurately convey what I want to describe."*

The second sub-code, on the other hand, talks on "enhanced sense of collaboration with peers. One of the helpful activities to develop students' writing tasks processes is working between peers, with their teams, and between students and teacher (Wang, 2022). The three phases of TBLT (Ellis, 2003) involve teacher and students' collaboration from pre- task to post- task phases. This feature was maximized and provided the students a good peers' collaborative training while improving their descriptive writing skill while utilizing the FlipGrid app. As participant (P17) narrated, "*"working with my peers enhances my sense of collaboration which aided me to*

become more engaged to do my writing tasks.". Lastly, the third sub-code focused on "the students' benefits from using authentic information". The students thought that the authentic information provided for them to complete offered them benefits. For instance, the new information from the tasks encouraged them to somehow track their real-life beliefs that enabled them to link between new and authentic information and eventually changed or stood firm for their insights or views. Student (S3) narrated that, *"I learn something new from the tasks that revolved on real-life situations, and made me use my initiative in solving such problems that enabled me to either stood on my own view or not."*

The second theme relates on the "merits of technology-enhanced TBLT on students' writing tasks" which involved three sub-codes: (1) Technology-mediated task(s) enable student-centred learning, (2) Technology-mediated task(s) provide learners opportunities for interactions and collaborations in English, and (3) Technology-mediated task(s) nurture positive attitudes towards language learning.

The first sub-code focuses on "enabled student-centred learning". In the current study, the students were required to post / share their written composition via FlipGrid's uploading feature. Thereafter, their peers would drop their replies through FlipGrid's chat drop feature. The peer and self-assessments were incorporated in the task designs and made possible through the incorporation of FlipGrid app particularly the FlipGrid display device function. Learners can both read their classmates descriptive writing compositions and reflect on their own performance. Similarly, learners review their writing performance to further identify their paper's weaknesses and strengths; this manifests that when learners are undertaking those activities, they become more cognizant of their own mistakes and their progress in learning. Furthermore, the tasks promote self and individualized learning because learners can get aware with the language skills at their own pace, which is advantageous to the development of their language. As students (S16) and (S11) narrated respectively, "*Tasks provided for us to complete encouraged us to learn at our own rate of speed which helped us became so familiarized with the language and thus, develop our language skills"* and *"since the suggestions and comments from FlipGrid display function were visible and easy accessible, it enabled me to facilitate it by myself."*

Meanwhile, the second sub-code focuses on "technology-mediated task(s) provide learners opportunities for interactions and collaborations in English". The students in the present study were provided ample opportunities to interact with their peers and classmates during and even after undertaking the tasks through TBLT using FlipGrid app. For instance, when they were trying to come up with consensus ideas for the completion of the task, both of the cultural and language proficiency differences between them provide an impetus for them to interact and communicate with one another in English using FlipGrid chat feature as a platform for clarification especially if there is a misunderstanding with regard to words, vocabularies (*e.g.*, use of sensory details). Actually, collaboration with peers takes place not only in the process of completing the task but also in evaluation part. Learners were as well more willing to ask questions and clarify understanding via FlipGrid app, especially when they are

presenting their own interpretation of the task with their peers. Student (S8) conveyed that, *"the tasks and FlipGrid chat feature became our "meeting place" to interact and collaborate more using the English language."*

The third sub-code, however relates on "technology-mediated task(s) nurture positive attitudes towards language learning". The students feel more motivated and more confident to communicate in English through the FlipGrid app because they feel less anxious about making mistakes. They also believe that their friends and classmates show their interest in their ideas whilst other peers are more willing to cooperate and participate in the completion of the tasks because FlipGrid app is a new technological tool for them to explore and exploit. In addition, they experience a sense of achievement because they are given the chance to complete the task and solve real-life problems with their friends and that encourages them to participate more actively in the spoken and written tasks. Some of them also realized the value of connectedness and relationship amongst each other which they molded in the process of completing the tasks provided on them. As students (S3), (S17), (S9) conveyed respectively: "*I have a positive feeling that my peers show interest hearing me as I share my views and ideas to the task"; "I feel excited to work both individual and with peers because I want to know more about the features FlipGrid app is offering to better my writing";* and *"using FlipGrid app enhanced our feeling of belongingness with our peers as well as our instructor."*

Finally, it is worthy to note as well that the exposures of the students to collaboration activities made them more active in sharing their ideas and made them more critical in giving replies and feedbacks via FlipGrid app either synchronously and asynchronously. Results of the study are in consistent with previous studies reporting that the learning outcomes following collaborative writing tasks increased creativity and complexity of learners' production (Pierson, 2015) heighten peer connection and participation (Lowenthal & Moore, 2020), foster communication engagement (Barlett, 2018; Budiarta & Santosa, 2020; Edwards & Lane, 2021; Fahey et al., 2019; Flanagan, 2019; Petersen et al., 2020; Plastina, 2015), and increased confidence and awareness of using applications to enhance task-based learning in English language (Ahmad & Farrukh, 2015). Barlett (2018) posits that when students communicate and interact better with each other, they can establish a stronger sense of classroom community, which can help them persist and be more effective in their courses even in on or offline settings.

CONCLUSION

The current study investigated the impact of technology-enhanced TBLT on learners' descriptive writing discourse across four writing components such as: task response, coherence-cohesion, grammatical range and accuracy, and lexical resource. Using FlipGrid app on TBLT aids EFL students to process their writing tasks. Task-based instruction can be heightened as a viable approach to the teaching of writing by incorporating new technological tools and applications and these new technologies can become distinctively advantageous for language learning when supported and motivated by the pedagogical aspects of TBLT.

Additionally, the researchers conclude that tasks to enhance students' descriptive writing achievement and are mediated by FlipGrid app might potentially foster students' motivation and interaction towards their peers (Pierson, 2015) while using a target language to make meaningful communications (Plastina, 2015) and negotiations. Moreover, technology-mediated tasks can lessen students' apprehension to express their understanding and insights using the language as well as minimize awkwardness in expressing their opinions; On that note, students can be able to continuously collaborate, interact, and communicate without fear of failure and rejection. It is worth noting as well that the when technology and tasks collaborate, it can foster active student learning engagement, interaction, and teamwork.

It is suggested however, that when technology-enhanced TBLT is used, it is necessary to repeat tasks in order to notice the progress and assess what can be considered to be improved during the next implementation. When teachers are vigilant to include these ideas into implementation, it might highly validate that technology-enhanced TBLT is a potential pedagogical approach in enhancing not only students' writing skill but also in reading, speaking, and listening skills in EFL.

Finally, the present study was not intended to fit fully quantitative expectations since it did not use two-group experimental design (*i.e.,* control and experimental groups), so there was no control over external factors or variables such as out-of-class English writing tutorials which could possibly affected learners' writing capabilities. In addition, studies with regard to writing focusing on writing genres (descriptive or other writing genres) using technology-enhanced TBLT should also be carried in the elementary and secondary educational institutions in order to yield more understanding on students' writing tasks that help empower them to effectively engage in writing activities with regard to or even regardless of writing genres.

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