



RESEARCH PAPER

**Exploring the Practical Difficulties faced by the Rural Pakistani
EFL Teachers in Implementing TBLT**

Ayesha Riaz*¹ Asifa Yaqoob² Iram Alaudin³

1. Lecturer, Department of English, Govt. College, Gujranwala, Punjab, Pakistan
2. CII Lecturer, Department of English, Govt. Degree College Bajra Garhi, Sialkot, Punjab, Pakistan
3. Sr. Instructor, Learning Zone School System, Sialkot, Punjab, Pakistan

***Corresponding Author:** ayeshakamran1000@gmail.com

ABSTRACT

The focus of this study is to examine the challenges that English language teachers encounter when using Task-Based Language Teaching (TBLT) in rural areas. The research utilized observations and interviews as data collection methods. Additionally, the study discovered that students are unfamiliar with TBLT and find it challenging to adapt since they have been taught using the Grammar Translation Method (GTM) since their initial days in school. The study aims to help English teachers overcome their limitations when implementing TBLT by assisting them in overcoming the barriers. It also provides new avenues for further research that can assist future researchers. The findings indicate that English teachers face numerous obstacles due to insufficient training in TBLT and the disparity between the TBLT approach and the examination system used by the Punjab Boards. The study suggests that the government should arrange training for teachers at all levels to support them in effectively using TBLT.

KEYWORDS Authentic Material, GTM, Rural Areas Teachers, TBLT

Introduction

Teaching a second language to students can be a daunting undertaking for any teacher, and it is particularly challenging for rural EFL teachers in Pakistan to utilize the Task-Based Language Teaching (TBLT) method, as TBLT is a pragmatic language teaching framework. TBLT has garnered the attention of both teachers and researchers in recent years, as this approach prioritizes authentic language use and engages students in various tasks through the target language. Utilizing TBLT to teach a second language is beneficial for learners to acquire communicative skills, and tasks provide students with ample opportunities to communicate in English. According to Nunan (1989), tasks should be incorporated into classroom activities where students can comprehend, produce, and communicate in English. Various researchers have differing perspectives regarding the teacher's role in TBLT, emphasizing the practical application of tasks with the proper involvement of learners.

Despite the apparent focus on English language education in rural areas of Pakistan, language learners still encounter difficulties across all areas of language acquisition, including reading, writing, listening, speaking, vocabulary, and grammar, as noted by Dar and Khan (2015, p. 122). Additionally, teachers in rural areas encounter numerous challenges when teaching language to their students, particularly when using the TBLT method. While many researchers have shed light on the difficulties faced by students during English language learning, little attention has been given to the implementation of task-based language teaching at the SSC level in rural areas of Pakistan, where the challenges faced by English language teachers often go unnoticed.

Thus, it is imperative to highlight these issues and their potential solutions. This research delves into the practical difficulties that English language teachers in rural areas of Pakistan face and proposes potential resolutions.

The primary emphasis in Pakistan's English education is on developing reading and writing abilities. Nonetheless, despite studying English for twelve years as a compulsory subject, many secondary-level students struggle to write effectively. The reasons for this deficiency in English proficiency among students may vary, including a shortage of qualified educators, unfavorable learning conditions, outdated teaching techniques, inadequate textbooks, and insufficient access to appropriate learning resources and technology (Warsi, 2004). In Pakistan, the Grammar Translation Method is mainly utilized for teaching English, with an emphasis on reading and writing skills. The students' performance is typically evaluated through a written test at the conclusion of the academic year. Since students are solely concerned with passing exams and achieving good grades, they cram the necessary material for the tests. Consequently, teachers prefer methods that are more exam-oriented. Unfortunately, communicative and technology-based approaches to teaching English are entirely disregarded in Pakistani EFL classrooms, particularly in public sector schools and colleges (Shamim, 2008). This lack of contemporary and innovative techniques in English language instruction may lead to several drawbacks in students' communication abilities and proficiency.

In Pakistan, the integration of technology and communicative approaches in language instruction is uncommon. While a few private institutions employ these methods, they are typically not introduced until the undergraduate level in public institutions (Ahmad & Rao, 2013). Task-Based Language Teaching (TBLT) is a sophisticated and logical progression of communicative language teaching (Richards & Rodgers, 2014, p.174). Consequently, the use of TBLT, particularly with technology's assistance, may be more effective than traditional methods in helping students develop their language abilities (Cook, 2016). Since the utilization of TBLT, especially with the support of technology, is infrequent in Pakistan, this research is an effort to examine the possibility of its implementation in Pakistani EFL classrooms via a small-scale experiment.

Literature Review

Several instructors and researchers who taught Content-based instruction (CBI) programs created a meaning-focused approach that emulated the use of language in real-life situations. They aimed to develop an environment for language learning that could be transferred to the real world by engaging students in similar activities. According to Willis & Willis (2007), the focus should be on activities (tasks) rather than locations (classrooms) for effective language learning that can be communicative in a real sense. Authentic materials from real-life situations are typically used in these programs, and practitioners, such as Prabhu (1987), used tasks as they believed that task-based teaching could encourage and motivate young learners and facilitate natural acquisition of L2 learning processes. Long (1985) and Prabhu (1987) recommended a language teaching/learning method that involves providing students with functional tasks to promote meaningful communication and the use of real-world language. (Nassaji, 2007).

According to Nunan (2006), a task is comparable to the various activities we engage in daily, such as writing a poem, making a flight reservation, or sharing information with a new colleague. These three examples exemplify Halliday's three macro-functions of language, which include transactional, interpersonal, and aesthetic functions, as explained by Halliday, Matthiessen, and Matthiessen (2014). Language is

utilized for providing and receiving goods and services, staying connected with others, and deriving pleasure from it. To create better learning opportunities in the classroom, similar real-world tasks are modified into educational tasks (Ellis, 2003; Nunan, 2006; Willis & Willis, 2007).

As per Nunan (2006), traditional language classrooms do not reflect natural language use, as they usually focus on language practice that is not applicable outside the classroom. While early learners can benefit from a focus on form (Long, 1985, 1998; Long & Robinson 1998; Williams & Doughty, 1998), long-lasting language learning can occur when learners are exposed to the systematic relationship among form, use, and meaning (Nunan, 1998). An essential aspect of Task-Based Language Teaching (TBLT) is the involvement of pedagogical tasks in communication (Ellis, 2003; Nunan, 2006). In TBLT, language acquisition takes place subconsciously, and direct grammar teaching is not necessarily required (Krashen & Terrell, 1983).

The practical implementation of TBLT may encounter several challenges in the classroom environment, as noted by Lai and Li (2011). To address these challenges, integrating technology in contemporary L2 classrooms is a possible solution. The use of technology provides instructors with a broad range of resources to create tasks (Stone & Wilson-Duffy, 2009), enhances learners' motivation and task authenticity (Sadler, 2009), and engages them in more meaningful ways of learning (Reinders & White, 2010). Moreover, technology offers learners the opportunity to follow up on their work (Lai & Li, 2011) and enhances their cultural knowledge and language learning.

Theorists and practitioners of TBLT have provided guidelines for selecting and designing appropriate technology for tasks, and research in digital literacy has emphasized the use of technology in task-based language learning (Lai & Li, 2011; Chapelle, 2005). Language learning through technology has become a prevalent trend in the 21st century, which has resulted in the promotion of digital literacy (Murray, 2005; Warschauer, 2006). As a result, a different learning environment, behavior, activities, and sources are required compared to traditional language teaching approaches (Chun, 2008; Hampel, 2006). The use of technology in a TBLT classroom may enhance learning opportunities, and this study aims to investigate the effectiveness of technology-mediated TBLT in a Pakistani context.

Material and Methods

The study aimed to investigate the challenges faced by EFL teachers in implementing TBLT in rural areas of Pakistan. Qualitative research design was utilized, and data was collected through interviews and self-observation during visits to four government schools in different rural areas of Gujranwala, Punjab, Pakistan. Ten teachers were interviewed using a semi-structured format, and mixed methods were employed to analyze the data. The observation of TBLT implementation was combined with teacher interviews, where they were questioned about their teaching practices. The teachers' focus was on translating foreign language texts into the first language and having students repeat them repeatedly for learning. The only material used by the teachers for English teaching was the textbook, which the students followed.

Data Analysis

The researcher conducted interviews with the teachers from the aforementioned schools and asked them the specific questions. The interviews were arranged via phone calls prior to visiting the schools, and some were conducted in person while others were noted down during phone calls. All interviews were documented in a diary. The teachers

were at ease while sharing their experiences, and the recorded data was paraphrased in the analysis section. During the interviews, the researcher noted down important points, which was crucial since some teachers were hesitant to have their interviews recorded due to cultural and privacy concerns. The researcher also kept a diary during fieldwork, where observations such as body language and gestures were recorded, as they are important in such interviews (Van Lier, 1988; Nunan, 1989). The interviews were conducted in the target language, and the researcher observed that the teachers responded in the target language, but also used code switching. Most teachers were not willing to implement TBLT in their classrooms, as they had never practiced it during their teaching career. Some were willing to use the method, but the syllabus and examination system did not permit it. Additionally, some teachers were mixing TBLT and GTM, as they believed that learners were not satisfied with TBLT alone.

In this study, the researcher utilized two books from the Punjab Text Book Board that are designed for 9th grade students in the academic year 2021-22. The first book, English 9, is designed to improve students' reading comprehension skills, while the second book, English Grammar and Composition 2021-22, focuses on developing their grammar and composition skills. To gain insights into the teachers' use of TBLT, the researcher presented several pictures related to speaking, reading, and writing tasks to the teachers during the interviews. These pictures were selected to stimulate discussions around the implementation of TBLT in the classroom setting. Additionally, the researcher included some of these pictures in the research paper to illustrate the kinds of tasks that were used during the interviews. Overall, the use of these textbooks and pictures in the study provided a context for the teachers to share their experiences and perceptions of using TBLT in rural Pakistani classrooms.

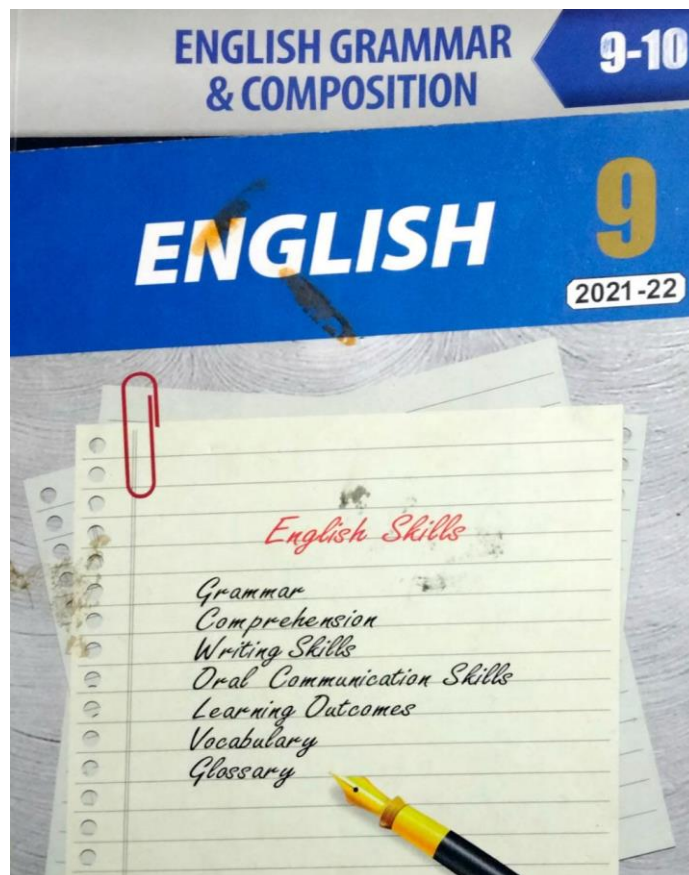


Figure-I: Title Page of the Book Used in this Research

According to the research, the teachers did not use the material provided by the Punjab Text Book Board for task-based activities in the classroom. In response to the question regarding the use of the material, the teachers mentioned that they did not see the need to read the questions with the class, as it was not included in the annual examination of Punjab Boards. They preferred to focus on the topics and content that would be assessed in the exam, rather than implementing task-based activities in the classroom.

Similarly, the teachers were not utilizing the essay on the topic of "The Kindness of the Rasool (PBUH)" as part of their classroom activities. They stated that such activities were not included in the syllabus and if they tried to teach such topics, it might negatively affect the annual results of their students. Therefore, they were following the suggestions provided for the exam, rather than using the material provided by the textbook for task-based activities.

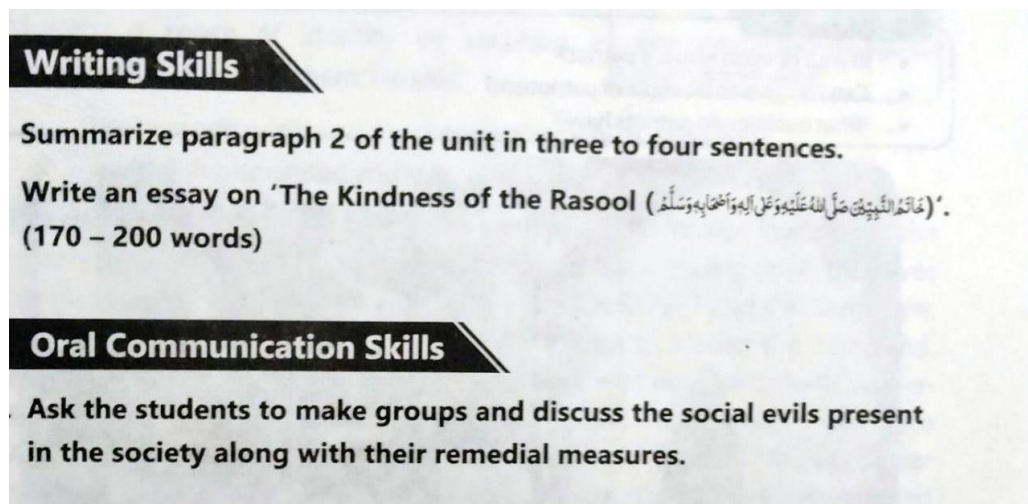


Figure-II: Chapter 2, The Saviour of Mankind

The statement suggests that teachers in Punjab, Pakistan did not use the material provided by the Punjab Text Book Board for task-based activities in the classroom. The material provided by the board was not utilized by the teachers because they did not see the need to read the questions with the class. The reason for not implementing task-based activities in the classroom was that such activities were not included in the annual examination of Punjab Boards.

In other words, teachers in Punjab were more focused on preparing students for exams and meeting the requirements of the Punjab Boards rather than implementing innovative teaching methodologies like task-based activities. This approach to teaching may limit students' ability to develop critical thinking skills and practical application of knowledge.

The teachers' response also suggests that there may be a lack of understanding of the importance of task-based activities in the classroom. Task-based activities are known to be an effective teaching approach, as they engage students in meaningful, real-world activities, and promote student-centered learning. By not using the material provided by the Punjab Text Book Board, teachers may be missing out on an opportunity to create an interactive and engaging learning environment for their students.

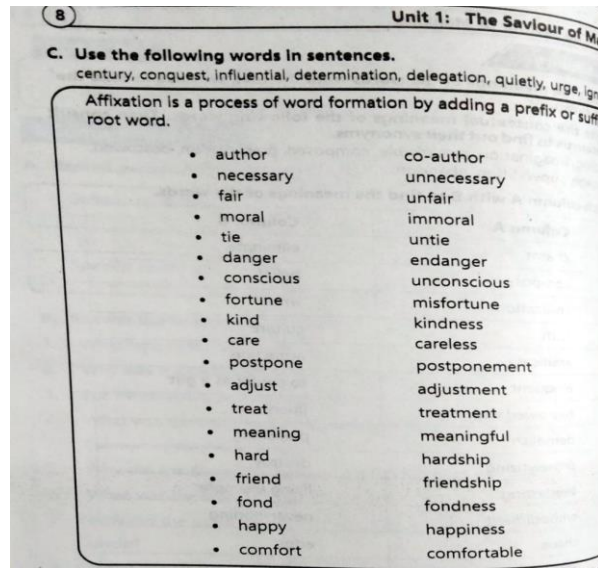


Figure-III: Use of Affixes

Figure-III presents the concept of neologism, or the creation of new words, is an important aspect of language learning and development of vocabulary. In addition to learning new words, students can also benefit from learning about the use of prefixes and suffixes in creating new words. Unfortunately, many teachers fail to cover this important topic in the classroom, which can impede the students' language learning progress. Furthermore, oral communication is an essential aspect of language learning and teaching, and the Punjab Text Book Board has included effective portions in their textbooks, such as the example presented in figure 4. However, despite the importance of oral communication skills, many teachers are limited by the constraints of the exam pattern and relevant questions, which can result in a lack of emphasis on oral communication skills in the classroom. As a result, students may not receive the necessary instruction and practice to develop their oral communication skills, which are essential for effective language use in real-life situations.

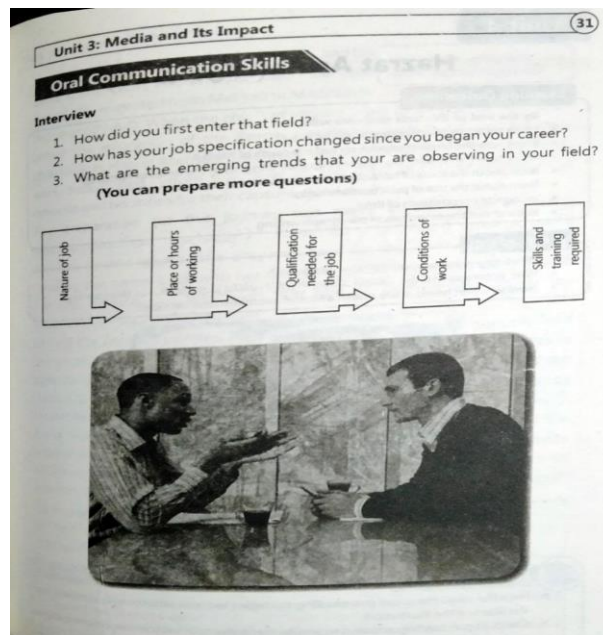
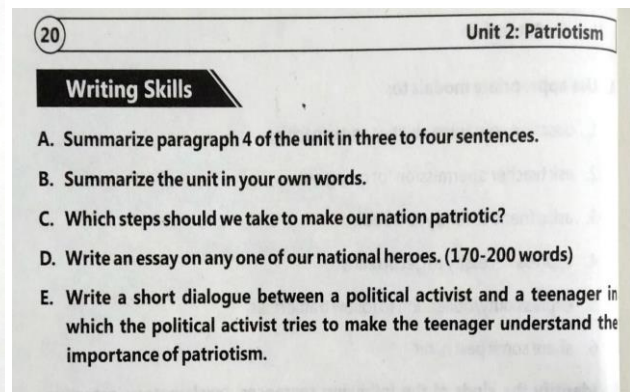
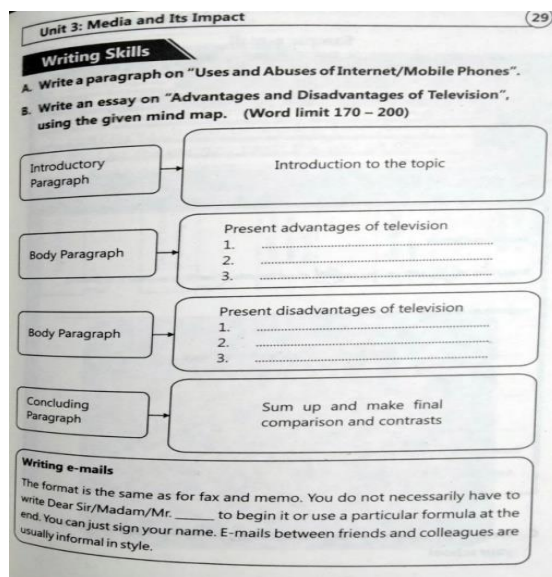


Figure-IV: Oral Communication

The Communicative Approach

The statement suggests that the approach of Task-Based Language Teaching (TBLT) was given great importance and emphasized the audience for which a piece of writing is being composed. In this approach, students are encouraged to behave like great writers in real life and were asked to consider questions such as why they are writing and who will read their composition. Traditionally, teachers are the only audience for the students' writings, but in TBLT, readership is given more emphasis. The scope of readership is extended in the class by the teacher, where students not only read the text but can also summarize, analyze, and rewrite it. They may change the form or make comments about the writing.

In TBLT, the teacher guides the students in selecting appropriate content, context, and level of formality for their writing. By doing this, students are encouraged to think critically and apply their language skills in a real-world context, which is an effective way to improve their writing abilities. However, despite the potential benefits of TBLT, the participants in the research did not apply this approach in their classes. It is not clear why this approach was not utilized, but it could be due to various factors such as lack of training or resources, teacher resistance to change, or a lack of understanding of the approach. In any case, the importance of the audience and the real-world application of language skills are crucial components of TBLT, and it is important for teachers to incorporate this approach in their teaching to help students develop their writing abilities and prepare them for real-world communication.



Writing Skills

Writing Types & Topics

Figure-V: Writing

Writing Skills

The statement "but teachers never used it for TBLT because again they claimed that it is not the part of the exam question" suggests that there may be a missed opportunity for teachers to incorporate certain types of writing tasks into their teaching. TBLT, or Task-Based Language Teaching, is an approach to language teaching that emphasizes the use of real-life tasks as a way to teach language skills. However, it seems that some teachers may be hesitant to incorporate certain tasks into their TBLT approach because they don't align with exam questions.

One particular task that the statement mentions as being potentially overlooked is persuasive writing. Persuasive writing is a type of writing that aims to persuade the reader or listener to take a particular action or adopt a particular point of view. It involves making a convincing argument and providing evidence to support that argument. This type of writing can be a valuable addition to a language learning curriculum, as it allows learners to practice expressing and defending their opinions in a logical and effective way.

However, if teachers are solely focused on preparing students for exam questions, they may overlook the potential benefits of incorporating persuasive writing tasks into their TBLT approach. By emphasizing the importance of exam questions over the value of real-life language tasks, teachers may inadvertently limit their students' ability to develop important language skills that go beyond what is necessary for the exam.

Persuasive writing, also known as an argument essay, is a type of writing that aims to influence readers to take a specific action or adopt a particular point of view. The primary objective of persuasive writing is to convince the audience through the presentation of solid evidence and strong arguments in favor of the author's viewpoint or idea. This type of writing is commonly used in marketing and can help students to articulate their ideas in a clear and precise manner while also providing opportunities to conduct research and gather supporting evidence. Effective persuasive writing requires careful word selection, logical argumentation, and a strong, cohesive closing argument. As a biased form of writing, persuasive essays present the author's opinion and are filled with justifications and reasons. Ultimately, the goal of persuasive writing is to persuade the audience to agree with the author's perspective.

Narrative writing Task

Narrative writing is a form of storytelling that can feature a narrator, character, or series of characters who recount a linked sequence of events, whether real or imaginary. The format of narrative writing is similar to that of a story, complete with plot, setting, and characters that experience conflict and resolution, with a clear beginning, middle, and end. The narrator is the key character in narrative writing and possesses knowledge of the story's characters, plot, and setting. If there are multiple narrators, the point of view can range from first person, second person, and third person. In the first person, the narrator describes events that happened to or through them. Second person narration directly addresses the reader, while a third person narrator describes the story from an observer's perspective. Narratives often contain a message for readers, conveyed through the events of the story, characters, and their dialogues. They can be divided into two types: fiction and nonfiction, but share common elements such as plot, setting, characters, and conflict. Understanding these narrative elements can help writers to develop a compelling story.

Process and Data

The objective of the research is to identify the challenges encountered by teachers in rural areas of Pakistan when implementing Task-Based Language Teaching in their English language classrooms. The study focuses on the teaching methodology of the teachers and highlights the effectiveness of TBLT as an approach for language teaching. It aims to raise awareness among Pakistani educators about the potential benefits of TBLT for both the private and government sectors. The research findings suggest that Task-Based resources can be useful for teaching grammar to students in rural schools.

This chapter provides details on the data collection process, including the interview schedule, interview questions, and observational notes.

The researcher obtained special permission and arranged interviews with English teachers, using personal references to facilitate the process. Participants were assured that their data would be used in an educational research paper but their identities would remain confidential. Despite having permission, the researcher encountered difficulties entering the schools located on the outskirts of Gujranwala, but was able to attend four schools as scheduled. The researcher motivated the participants to enthusiastically take part in the study, and some were initially hesitant but were encouraged by the references provided. The researcher observed that the research could be beneficial for both secondary schools and colleges, as participants were from both levels. The questions posed by the teachers were recorded in a diary along with their corresponding answers. Following questions were asked from the teachers of rural area schools of Gujranwala to conduct this research:

- i. How would you define Task-Based Language Teaching (TBLT) and what kinds of tasks do you typically conduct in your classroom?
- ii. How do you incorporate TBLT in accordance with the guidelines provided by the Punjab Text Book Board?
- iii. What advantages do you see in using TBLT in exams?
- iv. What are the challenges that teachers face when teaching English to students in rural areas?
- v. What difficulties do students encounter when participating in TBLT?
- vi. Do your students face any challenges in applying TBLT in the classroom and during exams?
- vii. Do you believe that teachers require training to effectively implement TBLT in the classroom?
- viii. What particular challenges arise when implementing TBLT in rural areas?

Problems in Implementing TBLT

The implementation of TBLT in the classroom poses various challenges for teachers, as they are required to adhere to the Punjab Text Book for teaching. However, in TBLT, tasks should be created based on students' interests and daily life activities. The basic principles necessary for teachers to follow are often overlooked in rural areas of Pakistan. David Wilkins highlighted the differences between "Synthetic approaches" and "Analytical" approaches and suggested that certain syllabuses are more suitable for one or the other approach. The Punjab Text Book board uses traditional methods for organizing syllabuses, which are not well-suited for TBLT classrooms. Teachers typically use a synthetic approach to teach English, breaking down content into constituent parts and explaining each part separately. This is because students are often tested on individual components rather than the content as a whole, which can be demotivating for them.

The main objective of the TBLT approach is to foster communication among students. In the 1960s, a popular method was widely used in schools to help students'

master grammar. Teachers continued to use this traditional approach, which was deemed more helpful from an exam perspective. Today, this method has become the dominant approach to language teaching in Asia and is favored by many teachers. Even current teachers were taught their own language through this approach and consider it a suitable technique for teaching language. However, Wilkins proposed an alternative to synthetic approaches in the form of Notional Syllabuses. These analytical approaches involve presenting learners with complete "chunks" of language and requiring them to analyze or break them down into their constituent parts.

The analysis of the language system into discrete components, which is necessary for the synthetic approach, is largely unnecessary. Rather, approaches to language teaching should be organized around the purposes for which learners are acquiring the language and the specific language required to meet these needs, as noted by Wilkins in 1976. The researcher found that Task-Based Language Teaching is more effective than the GTM method. As outlined in the methodology chapter, government teachers were employed as a means of data collection, and ten teachers teaching SSC and HSSC were interviewed by the researcher. The teachers were asked a variety of questions related to their experiences in the classroom, and they answered them based on their own experiences.

The Punjab Text Book Board used a synthetic approach to design their syllabus, while TBLT relies on an analytical approach, where syllabuses are designed around project-based, thematic-based, and content-based activities. However, in Gujranwala, teachers are using the GTM approach to teach grammar and the book's content. They are constrained by the prescribed text and exam patterns. Task-Based Language Teaching emerged as an alternative approach to language teaching, emphasizing the use of "tasks" in syllabus design, classroom instruction, and learner evaluation. While the concept of "task" has gained importance in these areas, teachers who were brought up in traditional methods still struggle with the idea. A, B, C, D, E, F, G, and H represent the percentage of teachers who answered questions 1 to 8.

- a. TBLT is a language learning approach where students complete language tasks, whether written or oral, outside of the classroom. This method was defined by them.
- b. While the textbook is a valuable resource for teaching English, the exam is solely based on rote memorization, leading some teachers to reject GTM and praise TBLT for its target language focus.
- c. TBLT cannot be applied to current exam formats as students are provided with set questions and a predetermined syllabus. They are not given any English text to read and comprehend in the exam, but are instead forced to rely on translation to Urdu, leading to a heavy emphasis on GTM.
- d. Teachers have encountered numerous challenges in promoting English language use among students, as their peers and society discourage its use outside of the classroom.
- e. Students are apprehensive about the upcoming exam and are not interested in tasks that are not directly related to it.
- f. Present-day students may find it challenging to adopt TBLT due to their prior education being solely based on GTM.

- g. It is necessary for all teachers to receive training on TBLT as it is a new approach that most government teachers, who were themselves taught through GTM, have not previously implemented in their classrooms.

Rural area teachers face various challenges, including dealing with parents who may have limited education and therefore prioritize good exam grades above other educational goals.

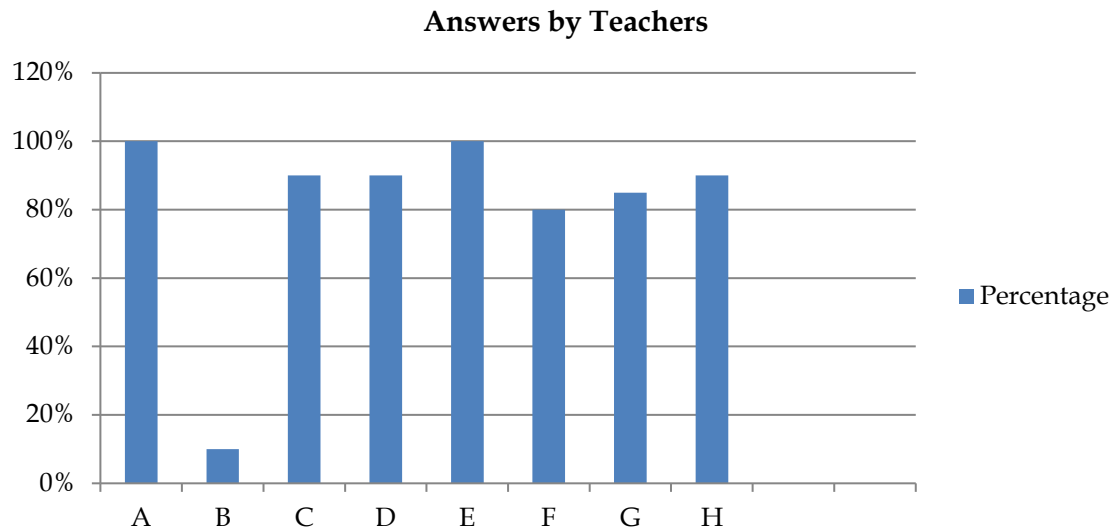


Chart-I: Answers Given by the Teachers of Four Govt. Schools of Gujranwala

The results indicate that while rural teachers are knowledgeable about TBLT and willing to use it, they face several challenges in implementing it effectively. These obstacles include exam-related issues, pressure to cover the syllabus, and student resistance due to lack of familiarity with the method. Additionally, parental focus on grades and a lack of awareness about the value of English language use further hinder the adoption of TBLT. Teachers have not previously employed communicative or free writing approaches, which can foster creativity and generate new ideas. Free writing emphasizes quantity over quality, allowing students to produce large amounts of content with minimal error correction. Content and audience are prioritized over form, and students' personal interests serve as a basis for future writing tasks. While teachers provide writing assignments, they typically only require memorization of a paragraph, resulting in students regurgitating memorized ideas during exams.

Findings

According to this research, the Punjab Text Book Board employs the TBLT method extensively, but the syllabus for Punjab Boards is fixed, and the subjective section of the exam primarily comprises text-based questions. Students are required to memorize the text, and the subjective section of the exam is also based on rote learning, with "short questions and answers" having no context in the question paper. As a result, students simply memorize the answers and reproduce them on the answer sheets. In addition, when translating into Urdu, students and teachers rely on supplementary materials and do not pay attention to contextual meanings. The summary of the "Poem" is also memorized for the exam. The only part of the exam that is based on the TBLT method is the comprehension paragraph and the conversion of active voice to passive voice.

Additionally, the teachers lack proper understanding of the TBLT approach and would benefit from training, regardless of their level, whether primary, elementary, secondary, or higher secondary. Many teachers believe that TBLT cannot be used at these levels because students are not familiar with the approach and have only been taught through the GTM, making it difficult to transition to TBLT. The weaknesses of the TBLT approach include extensive memorization and over-learning, which do not promote language acquisition through habit formation. Research suggests that a single teaching methodology cannot be effective for all students, given their differing attitudes and behaviors. Therefore, to achieve better results and promote communicative competence in learners, it is advisable to combine TBLT with communicative language teaching.

Nowadays, the TBLT method is seldom utilized; nonetheless, it is a significant milestone in the history of English language teaching (ELT). As the first task-based method, it has replaced traditional approaches like GTM and opened up new possibilities for more advanced techniques. The current research was conducted at a secondary and higher secondary school located in the outskirts of the Gujranwala district in Pakistan. In this school, both Urdu and English were used as mediums of instruction. The researcher observed that during the implementation of TBLT, both students and teachers were hesitant to adopt the method due to their focus on achieving results through rote learning.

Conclusion

This research highlights that while the TBLT method is extensively used by the Punjab Text Book Board in Pakistan, the fixed syllabus and text-based exam questions lead to rote learning and memorization among students. The subjective section of the exam primarily comprises text-based questions, which do not promote language acquisition through habit formation. The only part of the exam that employs TBLT is the comprehension paragraph and the conversion of active voice to passive voice. The study suggests that to achieve better results and promote communicative competence in learners, it is advisable to combine TBLT with communicative language teaching. Additionally, the teachers lack proper understanding of the TBLT approach and require training. The research was conducted at a secondary and higher secondary school in Pakistan, where both Urdu and English were used as mediums of instruction. Despite being a significant milestone in ELT, TBLT is seldom utilized nowadays due to the focus on rote learning.

Overall, the research highlights the need for a change in the teaching approach in Punjab, where the focus on exam preparation should not be the sole priority. Teachers need to understand the importance of task-based activities and incorporate them into their teaching to promote critical thinking and practical application of knowledge among students. In conclusion, while it is important for language learners to be well-prepared for exams, it is also important for teachers to recognize the value of real-life language tasks such as persuasive writing. By incorporating such tasks into their TBLT approach, teachers can help their students develop a broader range of language skills that will serve them well beyond the exam.

Recommendations

The present study focused on government-sector secondary school teachers in rural areas, specifically in the peripheral region of Gujranwala, Pakistan. Although this research was limited to this particular region, it could be extended to the private sector, with an expanded range of participants and duration. While this research was not a

comparative study, it provides a framework for comparing the Punjab Text Book Board syllabus and exam patterns with those of internationally recognized boards, such as Cambridge and Oxford, at the same educational level. This is particularly important for practitioners of English for Specific Purposes (ESP) to choose or design courses that cater to learners' needs.

Educators who specialize in specific purpose teaching often encounter challenges when designing courses, especially when it comes to selecting appropriate materials for their students. Newspapers and magazines, for instance, present a variety of multidimensional and multicultural aspects of language, which can make it difficult to cater to specific language needs. In these cases, practitioners can choose relevant material such as forms, advertisements, and reports that are related to the specific purpose. However, newspapers and magazines may not always provide material that fits the desired purpose. Consequently, most teachers prefer using a book that contains newspaper articles and other relevant material that fits the specific purpose.

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