



## **Understanding and Enacting Technology-Mediated Task-Based Language Teaching in Their Classrooms: The Voice of Indonesian In-Service English Teachers**

**Elih Sutisna Yanto**

*Universitas Singaperbangsa Karawang, Indonesia*

**Muhammad Reza Pahlevi**

*Universitas Singaperbangsa Karawang, Indonesia*

**Hilmansyah Saefullah**

*Universitas Singaperbangsa Karawang, Indonesia*

### **Introduction**

Language pedagogy should help students communicate effectively in the target language. Schools have applied the communicative agenda in different ways. One such realization is task-based language instruction (hereinafter TBLT). TBLT is a “learner-centered approach to language education (e.g., Van den Branden et al., 2009, p. 3). Given the many definitions of tasks and the distinctiveness of task performance in technology-enhanced environments, it is critical to operationalize what we mean by tasks in this review. Samuda and Bygate (2008) define a task as “a holistic activity that integrates language use to attain a non-linguistic objective while facing a linguistic challenge, with the overarching aim of increasing language learning, through process or product or both” (p. 69). In addition, Ellis and Shintani (2014, p. 135) define TBLT as an approach that “aims to develop learners’ communicative competence by engaging them in meaning-focused communication through the performance of tasks.” On the same page, they add that “a key principle of TBLT is that even though learners are primarily concerned with constructing and comprehending messages, they also need to attend to form for learning to take place.”

The present study identifies in-service English teachers’ understanding and performance of Technology-Mediated Task-Based Language Teaching (hereafter TMTBLT) in their classrooms. Moreover, the study aims to assist in-service English teachers in designing and implementing Technology-Mediated Task-Based Language Teaching (TMTBLT) in their classrooms. Finally, the study investigates the in-service English teachers’ reflections on the change in their practice in implementing TMTBLT in their classroom. Therefore, the current research endeavours to address the following research questions:

1. Are Indonesian in-service English teachers familiar with TMTBLT Instruction?
2. What are in-service teachers’ responses after participating in three workshops in TMTBLT?



## Theoretical Framework

The key terms describing the core of TBLT are “tasks” and “learners.” Although there are variances in how researchers in the field conceptualize tasks and TBLT, they all agree on a set of key features that define what a task is. Gonzalez-Lloret (2017) emphasizes three points about tasks. First, tasks are meaning-oriented and communicative. They focus on the content of the message rather than the language. This means that tasks should be goal-oriented and as authentic as possible, integrating real-world contextualized language with technology that may be used outside of the activity. Second, the success of the learner on tasks is considered if she or he is successful in doing the task and completing the assignment in the language rather than learning a specific linguistic element. A key principle of TBLT is the idea of doing something with the language rather than simply knowing something about it. The TBLT methodology, which suggests that a language can be acquired by involving learners in its use, is based on learning by doing or experiential learning (Dewey, 1997). Finally, the primary purpose of TBLT is language acquisition rather than communicative efficiency. Followers of TBLT distinguish between learners' development of communicative abilities in language usage and their language acquisition. The major aim of TBLT is how activities, and more broadly a task-based syllabus, may facilitate students' learning of new languages. The purpose of TBLT is to support language acquisition at three levels: fluency, accuracy, and complexity. These three dimensions serve as benchmarks for assessing language acquisition achievement, which goes beyond success on any single task.

A number of researchers have emphasized the necessity of task design and task-based learning and teaching in light of the unique affordances and features available in computer-mediated contexts (e.g., Chapelle, 1998; Doughty & Long, 2003; Hampel, 2006; Rosell-Aguilar, 2005; Skehan, 2003). However, to date, there has been limited investigation into how technology-mediated tasks are understood and performed in the classroom by in-service English teachers in the Indonesian context. To fill this void, this study examines in-service English teachers' understanding and enactment of TMTBLT.

## Methodology

The present study aims to investigate in-service English teachers' understanding and performance of TMTBLT in their classrooms during the COVID-19 pandemic. To achieve this, a critical participatory action research method was used (see Table 1). The use of such research design would help obtain comprehensive answers.

The first author's responsibilities include writing research questions; preparing the workshop series and associated instruments; determining research paradigms; reviewing the literature review; collecting data; and preparing consent forms. The second and third authors help the first author gather and organize data and find references.

## Participants

The participants in the study were Indonesian in-service English teachers from different secondary schools. The TMTBLT webinars were offered to over 200 Indonesian in-service English teachers from different secondary schools. Only 20 participants (female:  $n = 15$ , male:  $n = 5$ ) were interested in participating in the webinar and the survey. The online questionnaires (see Table 2, Table 3, Table 4 and Table 5) were sent by email to 20 participants before and after they participated in the TMTBLT workshops. The data was collected from 20 in-service English teachers from 15 schools situated in six districts of West Java, Indonesia, who share Indonesian as their L1. Due to the number of in-service teachers involved, this is a very limited number of participants, but this study should provide a starting point for more in-depth research. Due to the COVID-19 pandemic, the authors interviewed ten of the participants who have taught at least two semesters through apps-mediated online ELL and participated in two TMTBLT webinars and the face-to-face workshop mentored by the first author. Within the consent

form, all participants were informed about how their confidentiality and privacy would be kept. Those who did not volunteer faced no penalties, and fortunately, none of them withdrew from the research.

### Data Collection Instruments and Data Analysis

To collect data for the specified questions, a survey was developed based on Jeon and Hahn's (2006) Teacher Questionnaire. It assessed EFL teachers' perceptions of TMTBLT in terms of perspectives on knowledge of TMTBLT instruction, their responses to their previous TMTBLT and after two webinar sessions, their response to understanding of task and TBLT, as well as their views on implementing TMTBLT. Data was also collected qualitatively using semi-structured interviews. Throughout the interviews, prompt questions were also used to elicit more information on the subject under investigation. The collected data was analysed using a set of predefined procedures. To begin with, the data was transcribed. Next, the transcribed data was read numerous times and grouped according to themes. Then, it was re-read, and the final categorizations under each theme were made. Finally, the data saturation was estimated, and thematic saturation was reached. (Lowe et al., 2018).

TABLE 1  
*Stages of AR (Adapted from Dikilitaş and Griffiths (2017))*

<i>Stages</i>	<i>Activities</i>
Stage 1: Develop a Plan of Action	<ul style="list-style-type: none"> <li>• discussion and identification of research problems with all of the researchers;</li> <li>• establishing research questions;</li> <li>• discussion and planning the workshop series of TMTBLT for in-service English teachers;</li> <li>• determining research paradigms;</li> <li>• reviewing the relevant literature;</li> <li>• discussion and deciding on data collection methods;</li> <li>• discussion and preparing tools for data collection (pre-survey, post survey, semi-structured interview, and reflection);</li> <li>• obtaining consent and dealing with other ethical procedures;</li> </ul>
Stage 2: Act to Implement the Plan	<ul style="list-style-type: none"> <li>a. Workshop series of TMTBLT for in-service English teachers                             <ul style="list-style-type: none"> <li>• filling the pre-survey questionnaires of TMTBLT;</li> <li>• introducing in service English teachers to the nature of TBLT and TMTBLT in English Language Teaching (ELT);</li> <li>• showcasing some best practices in implementing TMTBLT in ELT;</li> </ul> </li> <li>b. Teachers' exploration &amp; implementation of TMTBLT                             <ul style="list-style-type: none"> <li>• facilitating teachers in in designing a lesson plan of TMTBLT;</li> <li>• showing and guiding them how to write a TMTBLT lesson plan;</li> </ul> </li> <li>c. Teaching English using TMTBLT                             <ul style="list-style-type: none"> <li>• asking teachers to teach their students using TMTBLT;</li> </ul> </li> <li>d. Reflection and filling the post survey questionnaires of TMTBLT                             <ul style="list-style-type: none"> <li>• asking and helping teachers reflect on their teaching practice using TMTBLT which had been conducted;</li> </ul> </li> <li>e. Collecting data                             <ul style="list-style-type: none"> <li>• inviting teachers to complete a questionnaire;</li> <li>• asking them to participate in a semi-structured interview;</li> </ul> </li> <li>f. Sorting the data                             <ul style="list-style-type: none"> <li>• sorting the data from the questionnaire and interview that were relevant to the focus of research.</li> </ul> </li> </ul>
Stage 3: Observe the effects of action in the context	<ul style="list-style-type: none"> <li>• carrying out the analysis procedures by coding all collected data and identifying themes qualitatively;</li> </ul>
Stage 4: Interpret the results	<ul style="list-style-type: none"> <li>• answering the research questions with the evidence from the data;</li> <li>• drawing out implications;</li> <li>• considering limitations of the study;</li> <li>• looking into the future by providing future research agenda that has not been investigated yet in this study;</li> </ul>

## Findings and Analysis

This section presents the findings and the discussion of the thematic data analysis. In the discussion section, the results are presented on four themes: knowledge of TMTBLT instruction and responses to TMTBLT from before and after two webinar sessions, response to understanding of task and TBLT, and teachers' view on implementing TMTBLT. Both quantitative and qualitative data are compared, combined, and discussed.

### Teachers' Knowledge of TMTBLT Instruction Before Participating in the TMTBLT Workshop Series

TABLE 2

*In-Service Teachers' Responses to the Pre-Survey*

Questionnaire items	Teachers' Responses					Mean	Standard deviation
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree		
1. I do not know about TMTBLT as an approach in teaching and learning English	3 (15%)	9 (45%)	3 (15%)	4 (20%)	1 (5%)	3.45	1.1
2. I have not yet taught English using TMTBLT.	3 (15%)	8 (40%)	4 (20%)	4 (20%)	1 (5%)	3.30	1.13
3. I do not have any learning experiences with TMTBLT as an approach in teaching and learning English before participating in the workshop series	6 (30%)	6 (30%)	4 (20%)	3 (15%)	1 (5%)	3.6	1.31
4. I have no ideas, enthusiasm, or confidence in using TMTBLT in my classroom because I have yet to learn from an expert in this field since becoming an English teacher.	4 (20%)	7 (35%)	4 (20%)	2 (10%)	3 (15%)	3.4	1.35
5. There is no English teaching and learning approach with TMTBLT in my school	3 (15%)	8 (40%)	5 (25%)	2 (10%)	2 (10%)	3.4	1.23

Table 2 deals with the teachers' responses to the pre-survey (before participating in the TMTBLT workshops). The results show that, in response to Q1, approximately twelve teachers or 60% of participants reported that they knew of TMTBLT as an English pedagogical approach. Six teachers said they self-studied TBLT by attending "conferences" and reading "articles and books," while six said they had "formal instruction" in TBLT. Five participants knew nothing about TBLT. Only 60% of participants felt they had a high level of TMTBLT knowledge through self-study and formal instruction. Q2 and Q3 investigated the teachers' experiences in teaching English using TMTBLT. Four (20%) participants did not have experience of teaching English with TMTBLT. Twelve participants (60%) reported that they had experience. Q4 investigated the teachers' ideas, enthusiasm, and confidence in using TMTBLT. 11 (55%) of the 20 participants had ideas, enthusiasm, and confidence in TMTBLT, but only 5 had training. Q5 asked the teachers if their schools implemented TMTBLT in English teaching and learning. Eleven (55%) said they used TMTBLT as a method of teaching English. Only 4 (20%) of the participants did not use it. From those data findings, it can be inferred that teachers' self-development and previous knowledge on

TBLT have a crucial role in the implementation of TMTBLT in the classroom. It can be seen that self-study and formal instruction encourage the teachers to implement TMTBLT in their classroom and have positive attitudes to that teaching approach.

### Teachers' Responses to TMTBLT After Participating in Three Workshops

TABLE 3  
*In-Service Teachers' Responses to the Post-workshop Survey*

Questionnaire items	Teachers' Responses					Mean	Standard deviation
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree		
1. I have better knowledge and understanding about TMTBLT as an approach in teaching and learning after participating in the 3-day workshop series.	0 (0%)	0 (0%)	2 (10%)	15 (75%)	3 (15%)	4.05	0.51
2. I have a better skill in implementing TMTBLT in my classroom.	0 (0%)	0 (0%)	1 (5%)	19 (95%)	0 (0%)	3.95	0.22
3. I have more learning experience with TMTBLT as an approach in teaching and learning English after participating in the workshop series.	0 (0%)	0 (0%)	7 (35%)	7 (35%)	6 (30%)	3.95	0.83
4. I have more ideas, enthusiasm, and confidence in using TMTBLT as an approach in teaching and learning English after I learned about it in this workshop	0 (0%)	0 (0%)	2 (10%)	16 (80%)	2 (10%)	4.05	0.51

Table 3 deals with the teachers' responses to the post-workshop survey. The results show that, in response to Q1, 90% of participants reported that they had better knowledge of TMTBLT after participating in the workshop. In this study, the majority of teachers (19 teachers) claimed to have better skills in creating instructional design of TMTBLT. Thirteen participants said they had more learning experience with TMTBLT. Furthermore, after attending the workshop, 18 (90%) participants claim to have more ideas and enthusiasm for using TMTBLT as an approach in English teaching and learning.

To this end, for example, Teacher 1 said that *"materials in textbooks are not suited for use with task-based learning techniques"* and that *"large class sizes remain a challenge to the application of task-based learning methods."* *Inexperienced teachers have little expertise in task-based education, and students are not used to task-based instruction.*

Based on the findings, it can be inferred that the teaching workshop on TMTBLT provides the teachers with better understanding, skills, and experience in applying TMTBLT in their English classroom. The teaching workshop also encourages the teacher to use TMTBLT for their English instruction, and they also have positive attitudes toward this approach.

TABLE 4

*In-Service Teachers' Response to the Understanding of Task and TBLT*

Questionnaire items	SA	A	U	D	SD	Mean	Standard deviation
1. A task is a directed communicative goal.	11 (55%)	9 (45%)	0	0 (0%)	0 (0%)	4.55	0.51
2. A task involves a primary focus on meaning.	10 (50%)	8 (40%)	2 (10%)	0 (0%)	0 (0%)	4.4	0.68
3. A task has a clearly defined outcome.	8 (40%)	11 (55%)	1 (5%)	0 (0%)	0 (0%)	4.35	0.59
4. A task is an activity where learners use the target language.	7 (35%)	11 (55%)	2 (10%)	0 (0%)	0 (0%)	4.25	0.64
5. TBLT agrees with communicative language teaching principles.	8 (40%)	12 (60%)	0 (0%)	0 (0%)	0 (0%)	4.4	0.50
6. TBLT is based on the student-centred instruction approach.	11 (55%)	9 (45%)	0 (0%)	0 (0%)	0 (0%)	4.6	0.5
7. TBLT includes pre-task, task, and post-task implementation.	9 (45%)	10 (50%)	1 (5%)	0 (0%)	0 (0%)	4.4	0.6

Table 4 deals with the teachers' response to the understanding of task and TBLT. The results show that, in answer to Q1 to Q7, more than 90% of participants agreed that: (1) a task is a communicative goal that has been provided; (2) the major focus of an activity is on meaning; (3) the objective of a task is well-defined; (4) a task is an activity in which the target language is used by learners; (5) TBLT is in agreement with the principles of communicative language teaching; (6) student-centred learning is the foundation of TBLT; and (7) TBLT covers pre-task, task, and post-task implementation.

The data from Table 4 deals with the teachers' understanding of "task" and TBLT after they have attended the teaching workshop on TMTBLT. All of their responses are in agreement with the principles of TBLT. Therefore, the workshop successfully provides relevant knowledge about TBLT.

TABLE 5

*In-Service Teachers' Views on Implementing TMTBLT*

Questionnaire items	SA	A	U	D	SD	Mean	Standard deviation
8. I have interest in implementing TMTBLT in the classroom.	10 (50%)	10 (50%)	0 (0%)	0 (0%)	0 (0%)	4.50	0.51
9. TMTBLT provides a relaxed atmosphere to promote EFL use.	7 (35%)	12 (60%)	1 (5%)	0 (0%)	0 (0%)	4.30	0.57
10. TMTBLT activates learners' needs and interest.	7 (35%)	13 (65%)	0 (0%)	0 (0%)	0 (0%)	4.35	0.49
11. TMTBLT pursues the development of the integrated skills.	8 (40%)	11 (55%)	0 (0%)	1 (5%)	0 (0%)	4.35	0.75
12. TMTBLT is a psychological burden for the teacher as a facilitator.	7 (35%)	10 (50%)	0 (0%)	3 (15%)	0 (0%)	4.05	1
13. TMTBLT needs more preparation time than other approaches.	7 (35%)	12 (60%)	0 (0%)	0 (0%)	1 (5%)	4.20	0.89
14. TMTBLT is proper for controlling classroom arrangements.	6 (30%)	14 (70%)	0 (0%)	0 (0%)	0 (0%)	4.30	0.47
15. TMTBLT materials should be meaningful and purposeful, as well as based on real-world context.	8 (40%)	12 (60%)	0 (0%)	0 (0%)	0 (0%)	4.40	0.50

Table 5 deals with teachers' views on implementing TMTBLT. The results show that, in answer to Q8 to Q15, more than 90% of participants agreed that: (1) TBLT is something they would like to try out in the classroom; (2) TMTBLT creates a friendly atmosphere for English language learners; (3) TMTBLT focuses on the interests and needs of students; (4) It is TBLT's goal to develop a wide range of interconnected skills; (5) A teacher's role as a facilitator of TMTBLT is psychologically challenging; (6) Preparation time for TMTBLT is longer than for other methods; (7) TMTBLT is an appropriate approach for controlling the arrangement of a classroom; and (8) TMTBLT materials should be relevant to the real-world context in which they are used. From the findings, it can be concluded that most teachers have positive views on implementing TMTBLT after they have attended the workshop.

One teacher said that traditional classroom instruction may be "monotonous." Instead, she uses TMTBLT to liven it up. She claims that TMTBLT can help students become more engaged and motivated in class. She stated that

*TMBLT is a technique I use to raise the energy level and build curiosity in a room. As a result, students may get the impression that studying English is really rather enjoyable. It has the potential to correct a problem in the conventional teaching style.*

## Discussions and Conclusions

This research examines in-service English teachers' understanding and use of Technology-Mediated Task-Based Language Teaching (TMTBLT). The project also aims to help in-service English teachers create and implement TMTBLT in their classrooms. Finally, the research examines in-service English teachers' perspectives on their classroom use of TMTBLT. The majority of the participants who participated in this research had positive attitudes toward, and highlighted numerous benefits of the application of TMTBLT in their classroom. In a similar vein, Azis and Husnawadi (2020), based on their research, argue that the nature of collaborative learning and the affordances of task design make students feel more confident when using English. However, a number of participants stated their problems with implementing the TMTBLT approach. The drawbacks of TMTBLT are that textbook contents are not well adapted for use with task-based learning strategies, and high-class size is still a burden in the implementation of task-based learning methods. Task-based education is unfamiliar territory for many inexperienced teachers, and students are not accustomed to task-based educational contexts. This is in accordance with a study from Liu, Mishan, and Chambers (2018) that revealed limited knowledge of task-based language teaching and learning in the educational context has been a key barrier to its implementation. Furthermore, TMTBLT has problems providing students with easy-to-use tools and a stable internet connection. Teachers believe that incompatible devices produce tech-based learning problems. Students lacked the technology required for task-based language teaching. Teaching should incorporate materials and technologies based on tasks.

Gonzalez-Lloret (2017) argues that "the approach to curriculum design known as task-based language teaching (TBLT) is appropriate for informing and realizing the full potential of technology breakthroughs for language acquisition" (p.234). The key aspects of the nature of technology-mediated activities include how they must be constructed, executed, and evaluated in order to be used effectively in language-learning tasks (Gonzalez-Lloret, 2017).

Accordingly, Smith and González-Lloret (2020) claim that TMTBLT has the potential to make language learning more accessible. The incorporation of technology-mediated tasks could have significant long-term benefits for students. The lives of students could be improved if they knew how to use technology to find and obtain employment online. This includes searching for jobs on the appropriate websites; writing and submitting applications; creating a video resume; and performing well in a video-based job interview. To begin, it is necessary to acknowledge the wider variety of studies into different aspects of TMTBLT that are currently taking place in many different places around the world. This variety of research is constantly expanding. This variety of research is constantly expanding.

The results of investigations of various aspects of task implementation and usage help us to take incremental strides forward in our knowledge and understanding of the topic. Numerous studies illustrate the effectiveness of tasks in promoting Second Language Acquisition. This empirical study is critical and must be conducted indefinitely.

Before implementing any policy, extensive surveys and research on teachers' viewpoints should be conducted and analysed. This was part of the study's rationale, but our sample size was limited. It is well acknowledged that teachers' opinions are crucial in the realization of any curricular innovation (Graves & Shoen, 2006). To conclude, it is critical to investigate teachers' opinions and attitudes before implementing any policy.

### Acknowledgements

The research was supported by Universitas Singaperbangsa Karawang, Indonesia under The Institution of Research and Community Service (261.47/SP2H/UN64.10/LL/2021). We would like to express our gratitude to the language teachers for their willingness to collaborate with us. We appreciate the anonymous reviewers' contributions to earlier drafts of this article.

### The Authors

*Elih Sutisna Yanto* (corresponding author) holds a Master of Arts in English Education from Universitas Profesor DR. Hamka, Jakarta. He is also a certified master teacher trainer and an English Language instructor. His research interests include language teaching methodology, systemic functional linguistics in language education and the use of corpus in teaching grammar.

English Education Department, Faculty of Teacher Training Education,  
Universitas Singaperbangsa Karawang  
Jawa Barat, Indonesia  
Email: elih.sutisna@fkip.unsika.ac.id  
ORCID: <https://orcid.org/0000-0003-0701-6454>

*Muhammad Reza Pahlevi* is an English lecturer at Universitas Singaperbangsa Karawang, West Java, Indonesia. He obtained a Master of Arts degree in English Education from Universitas Negeri Surabaya. He also contributes on writing articles in ELT. His professional interests include research methodology, language course design, and task-based language teaching.

English Education Department, Faculty of Teacher Training Education,  
Universitas Singaperbangsa Karawang  
Jawa Barat, Indonesia  
E-mail: mreza.pahlevi@fkip.unsika.ac.id  
ORCID: <https://orcid.org/0000-0002-3061-6637>

*Hilmansyah Saefullah* is a lecturer at Universitas Singaperbangsa Karawang, West Java, Indonesia. He earned his Master of Arts degree in English Education from Indonesia University of Education (UPI). His professional interests include task-based language teaching and literature in ELT.

English Education Department, Faculty of Teacher Training Education,  
Universitas Singaperbangsa Karawang  
Jawa Barat, Indonesia  
E-mail: hilmansyah.saefullah@fkip.unsika.ac.id  
ORCID: <https://orcid.org/0000-0003-4729-6083>



## References

- Azis, Y. A., & Husnawadi. (2020). Collaborative digital storytelling-based task for EFL writing instruction: Outcomes and Perceptions. *The Journal of Asia TEFL*, 17(2), 562-579. <https://dx.doi.org/10.18823/asiatefl.2020.17.2.16.562>
- Chapelle, C. A. (1998). Analysis of interaction sequences in computer-assisted language learning. *TESOL Quarterly*, 32(4), 753-757. <https://doi.org/10.2307/3588009>
- Dewey, J. (1997). *Experience and education*. Simon & Schuster Touchstone.
- Dikilitaş, K., & Griffiths, C. (2017). *Developing language teacher autonomy through action research*. Springer Nature.
- Doughty, C., & Long, M. (2003). Optimal psycholinguistic environments for distance foreign language learning. *Language Learning & Technology*, 7, 50-80.
- Ellis, R., & Shintani, N. (2014). *Exploring language pedagogy through second language acquisition Research*. Routledge.
- González-Lloret, M. (2017). Technology for task-based language teaching. In C. A. Chapelle & S. Sauro (Eds.), *The handbook of technology and second language teaching and learning* (pp. 234-247). John Wiley & Sons, Inc. <https://doi.org/10.1002/9781118914069.ch16>
- Graves, V., & Shoen, B. (2006). Innovability analysis teachers in task-based language education. *The Electronic Journal for English as a Second Language*, 16(4), 1-21.
- Hampel, R. (2006). Rethinking task design for the digital age: A framework for language teaching and learning in a synchronous online environment. *ReCALL*, 18(01), 105-121. <https://doi.org/10.1017/s0958344006000711>
- Jeon, I., & Hahn, J. (2006). Exploring EFL teachers' perceptions of task-based language teaching: A case study of Korean secondary school classroom practice. *Asian EFL Journal*, 8(1), 123-143.
- Liu, Y., Mishan, F., & Chambers, A. (2018). Investigating EFL teachers' perceptions of task-based language teaching in higher education in China. *The Language Learning Journal*, 49(2), 131-146. <https://doi.org/10.1080/09571736.2018.1465110>
- Lowe, A., Norris, A. C., Farris, A. J., & Babbage, D. R. (2018). Quantifying thematic saturation in qualitative data analysis. *Field Methods*, 30(3), 191-207. <https://doi.org/10.1177/1525822x17749386>
- Rosell-Aguilar, F. (2005). Task design for audiographic conferencing: Promoting beginner oral interaction in distance language learning. *Computer Assisted Language Learning*, 18(5), 417-442. <https://doi.org/10.1080/09588220500442772>
- Samuda, V., & Bygate, M. (2008). *Tasks in second language learning*. Palgrave Macmillan.
- Skehan, P. (2003). Focus on form, tasks, and technology. *Computer Assisted Language Learning*, 16(5), 391-411. <https://doi.org/10.1076/call.16.5.391.29489>
- Smith, B., & González-Lloret, M. (2020). Technology-mediated task-based language teaching: A research agenda. *Language Teaching*, 54(4), 518-534. <https://doi.org/10.1017/s0261444820000233>
- Van den Branden, K., Bygate, M., & Norris, J. (2009) Task-based language teaching: Introducing the reader. In K. Branden, M. Bygate, & J. Norris (Eds.), *Task-based language teaching: A reader* (pp. 1-13). John Benjamins.

(Received June 17, 2022; Revised August 23, 2022; Accepted Sep 18, 2022)