

THE INFLUENCE OF TASK-BASED LANGUAGE TEACHING (TBLT) AND LEARNING TECHNOLOGY ON SPEAKING SKILL DEVELOPMENT: A LITERATURE REVIEW OF RECENT RESEARCH AND METHODOLOGICAL INNOVATIONS

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Abstract

This literature review analyses the synergistic influence of Task-Based Language Teaching (TBLT) and learning technology on the development of EFL students' speaking skills through a review of the literature. The main findings confirm the superiority of TBLT over traditional methods, with the integration of technology-TBLT strengthening effectiveness through personalisation and real-time interaction in accordance with Interactionist Theory and the Output Hypothesis, identifying methodological gaps such as the lack of longitudinal research in the Indonesian context. The study recommends the adoption of hybrid TBLT-technology in the Merdeka Curriculum through teacher training and culturally relevant task design to optimise speaking proficiency in the digital age.

Keywords: Task-Based Language Teaching, TBLT, speaking skills, learning technology, EFL, speaking skills, TMTBLT, literature review

Introduction

In the context of learning English as a foreign language (EFL) in Indonesia, speaking skills remain a major challenge for students at various levels of education, where factors such as a lack of authentic exposure to the target language, teaching methods that are still teacher-centred, and cultural norms that inhibit oral expression result in low fluency and confidence among students when interacting orally. A national survey shows that more than 70% of EFL students in secondary schools experience significant difficulties in producing complex sentences without long pauses or word repetition, which ultimately affects their ability to communicate globally, which is increasingly needed in today's digital age (Nazri, 2025);(Sartika & Fransiska, 2024) .

This is due to several factors, including a lack of vocabulary (15-25% of cases), grammatical errors (around 50%), and pronunciation problems (25%), which are exacerbated by a learning environment that lacks authentic speaking practice and a fear

of making mistakes in front of classmates, so that students tend to be passive and rely on mental translations from their mother tongue during the speaking process (Wariyati, 2025). In addition, low self-confidence and anxiety about speaking are even more pronounced in rural areas of Indonesia, where access to authentic materials is limited and traditional teaching methods dominate, causing students to have difficulty spontaneously organising their ideas and producing coherent discourse, as seen from the analysis of video recordings of students' speaking, which showed an average fluency score of less than 3 on a scale of 5 (Melansari, 2025); (Fitroh & Aslan, 2026); (Aslan et al., 2020)

Task-Based Language Teaching (TBLT) has emerged as an innovative approach that places authentic tasks at the centre of learning, where students engage in real-world activities such as role-play or problem-solving to achieve communicative goals, thereby encouraging creative and spontaneous language use rather than mere grammatical memorisation (Willis, 1996; Ellis, 2003).

Task-Based Language Teaching (TBLT) is a language learning approach that places authentic and meaningful tasks at the centre of the teaching process, where students are actively involved in completing real-world activities such as role-plays, interviews, problem solving, or group discussions to achieve specific communicative goals. so that the target language is learned naturally through a focus on meaning rather than memorising grammatical structures or vocabulary separately. This approach, which is rooted in Communicative Language Teaching (CLT), emphasises principles such as authentic interaction, negotiated meaning between participants, the role of the teacher as a facilitator, and Willis' (1996) three-stage cycle—namely, pre-task (preparation with schema activation and topic introduction), task cycle (individual/pairs/groups followed by a report), and language focus (reflection on language forms through feedback)—which as a whole encourages an increase in students' fluency, accuracy, and confidence in spontaneous language use, as defined by Ellis (2003) as a methodology that facilitates second language acquisition through tasks that have clear communicative outcomes and are relevant to real life.

The main principles of TBLT include a focus on meaning, the use of authentic tasks that mimic real-life situations such as ordering food or job interviews, student-centred learning in which the teacher acts as a facilitator, and the simultaneous integration of language skills, which has been shown to increase motivation and risk-taking in EFL speaking (Nunan, 2004). Recent research demonstrates the effectiveness of TBLT in improving speaking proficiency, with a systematic review of 38 articles finding significant improvements in fluency, linguistic complexity, and engagement among EFL students, particularly through collaborative task design that facilitates negotiated meaning (Yan et al., 2024).

The integration of learning technology with TBLT is increasingly relevant in the post-pandemic era, where digital tools such as Zoom, Padlet, and AI speaking tutors provide real-time feedback and opportunities for remote collaborative practice, thereby overcoming geographical limitations in Indonesia and improving the accessibility of

speaking learning (Fei, 2024). Platforms such as Duolingo, Kahoot, and YouTube have been proven to improve vocabulary acquisition and listening skills that support speaking, with 87% of EFL teachers reporting a positive impact on student engagement through personalisation and gamification (Widiantari et al., 2024); (Aslan & Imelda, 2025); (Rahman & Aslan, 2025)

However, there is a research gap regarding methodological innovations in TBLT based on the latest technology, particularly in the context of EFL in Indonesia, where most studies still focus on small-scale experiments without longitudinal analysis or comparison with the local cultural context (Zhang et al., 2020). Therefore, a study is needed to synthesise the latest findings on the influence of TBLT and technology on speaking skills, identify innovation trends such as AI-mediated tasks, and provide recommendations for an adaptive curriculum for Indonesian educators.

Research Method

The research method in this article uses a systematic and qualitative literature review approach. The purpose of this literature review is to synthesise and critically analyse the latest empirical findings from research on the influence of Task-Based Language Teaching (TBLT) and the integration of learning technology on the development of EFL students' speaking skills, particularly in identifying patterns of TBLT methodology effectiveness through authentic tasks that improve fluency, linguistic complexity, and student confidence, as well as the innovative role of technology such as digital platforms (Zoom, Padlet, AI tutors) in strengthening collaboration and real-time feedback. Specifically, this study aims to reveal methodological gaps in previous studies (e.g., the lack of longitudinal analysis in the Indonesian context), develop a synergistic TBLT-technology theoretical framework that can be adapted in the Merdeka Curriculum, and provide practical recommendations for EFL educators in designing technology-based tasks to overcome speaking barriers such as anxiety and lack of authentic exposure, thereby contributing to improving the quality of English language teaching in Indonesia through various literature reviews (Eliyah & Aslan, 2025).

Results and Discussion

The Effectiveness of TBLT on Speaking Skills

Speaking skills in the context of learning English as a foreign language (EFL) are productive abilities to generate and convey oral messages in authentic communicative situations, which include key dimensions such as fluency (smoothness without excessive pauses or filler words), accuracy (grammatical accuracy, appropriate vocabulary, and clear phonetic pronunciation), complexity (syntactic complexity through compound clauses and advanced structures), coherence (coherence and cohesion of discourse through turn-taking, topic development, and pragmatic features such as politeness), and prosody (natural intonation, stress, and rhythm), enabling speakers to interact effectively, convey ideas, feelings, or arguments spontaneously to listeners in real-world contexts such as

discussions, presentations, or negotiations, as explained by Brown (2004) and Hughes (2002), who emphasise the integration of these skills with task-based listening and output input to achieve full communicative competence.

The effectiveness of Task-Based Language Teaching (TBLT) in developing speaking skills has been proven through various quasi-experimental studies that show significant improvements in EFL students' fluency, with the TBLT group achieving an average post-test score 25% higher than the control group using the traditional PPP (Presentation-Practice-Production) method, because authentic tasks such as job interview simulations encourage spontaneous language production without excessive grammatical pressure, thereby significantly reducing speech pauses and filler words (Yan et al., 2024).

Research in Indonesian secondary schools found that implementing TBLT through collaborative tasks such as group discussions on environmental issues increased student engagement by 40%, with speaking scores improving from 65 to 82 (on a scale of 100) after 12 weeks of intervention, where the key factor was negotiated meaning that facilitated natural peer correction. A systematic study of 20 Southeast Asian EFL articles confirmed that TBLT excels at improving syntactic complexity in speaking, with the ratio of complex clauses increasing by 30% post-task, as students become accustomed to constructing lengthy arguments to achieve task outcomes, in contrast to drill-based methods that are limited to simple patterns (Chunliu & Guangsheng, 2025); (Hamid & Aslan, 2025)

In the context of EFL Vietnam, TBLT with information-gap tasks such as jigsaw puzzles resulted in a 35% increase in lexical accuracy, where students learned contextual vocabulary through interaction, thereby reducing idiomatic errors and increasing lexical diversity. A meta-analysis of 15 studies found a moderate effect size ($d=0.68$) of TBLT on pronunciation and intonation, as self-recording tasks followed by peer review encouraged self-monitoring, with Indonesian secondary school students showing a reduction in vowel pronunciation errors from 45% to 18% (Dao & Newton, 2021).

TBLT is also effective in overcoming speaking anxiety, as seen from the 22-point decrease in the Foreign Language Classroom Anxiety Scale (FLCAS) score in the experimental group, through initial low-stakes tasks that gradually build confidence. A 6-month longitudinal study at an Indonesian university showed higher retention of speaking skills in TBLT (85% vs 62% control), as repeated tasks reflect the input-output-interaction cycle of .

Modern TBLT innovations include task sequencing, where simple tasks (describe picture) lead to complex ones (debate), improving pragmatic competence such as turn-taking by 50%. A mixed-methods study with 120 EFL students found that TBLT enhances the motivational self-system, with intrinsic motivation increasing by 28%, due to the relevance of tasks to daily life, such as ordering food online (Ahmadian & Mayo, 2017).

In online classes, TBLT via Zoom breakout rooms resulted in an increase in discourse coherence, with cohesion scores rising from 2.5 to 4.2 (on a scale of 5), even though latency challenges were overcome with pre-task scripting. A comparative study of TBLT vs. Content-Based Instruction (CBI) showed that TBLT was superior in oral fluency with an

effect size (ES) = 0.75, due to its explicit focus on output production, which encouraged students to practise speaking intensively through communication-oriented tasks, while CBI placed more emphasis on subject content input. these findings are based on a meta-analysis of 12 EFL studies in Asia, where TBLT resulted in an average increase of 15 words per minute (WPM), thus being recommended for intensive speaking programmes (Aprilia et al., 2021); (Trinova et al., 2025)

The effect of TBLT on low-proficiency learners was proven by an increase from basic to intermediate level in 8 weeks, through scaffolded tasks with visual aids such as pictures and videos that provided visual support to reduce cognitive load, enabling beginner students to produce a 2-minute monologue without a script. This intervention was tested on 60 high school students using a pretest-posttest design, showing a gain score of 28 points ((& Yuxin, 2025) . Limitations of TBLT, such as cognitive overload in complex tasks, are addressed through zoning (easy-medium-hard tasks) that gradually increases difficulty, maintaining effectiveness in 92% of students and reducing the intervention dropout rate to 3%; this strategy, tested in a study with 150 EFL participants, ensures a balance between challenge and support through pre-task assessment (Yu et al., 2024)]

Overall, TBLT is the gold standard for EFL speaking development, with recommendations for cultural adaptation in Indonesia such as integrating the value of mutual cooperation in collaborative tasks to maximise local benefits and relevance. This approach not only increases TOEIC speaking scores by up to 20%, but also prepares students for global communication in the digital age.

Integration of Technology with TBLT

The integration of technology with Task-Based Language Teaching (TBLT) is theoretically based on Technology-Mediated Task-Based Language Teaching (TMTBLT), where digital tools such as video conferencing provide affordances for authentic remote tasks, allowing EFL students to practise speaking through synchronous interactions such as virtual debates that mimic global communication, thereby improving fluency through repeated exposure and instant feedback without geographical boundaries (Chapelle, 2001; Gonzalez-Lloret, 2014).

The theory of Computer-Assisted Language Learning (CALL) in TBLT emphasises digital scaffolding, where platforms such as Padlet facilitate collaborative pre-task brainstorming for speaking tasks, allowing students to organise their ideas visually before oral production, thereby reducing cognitive load and improving discourse coherence in accordance with Vygotskian Zone of Proximal Development (ZPD) (Levy, 2009). Within the framework of Interactionist Theory (Long, 1996), the integration of AI chatbots such as Duolingo for TBLT tasks triggers negotiated meaning through simulated conversation, where automatic feedback on pronunciation and lexicon enriches speaking output, theoretically supporting students' hypothesis testing in the target language (Stockwell, 2010).

Blended TBLT with Learning Management Systems (LMS) such as Moodle enables a hybrid task cycle—pre-task online reading, in-class speaking production, and post-task forum reflection—which theoretically optimises the input-output balance for speaking skills acquisition (Thornbury, 2005). The Affordances Framework theory (Gibson, 1979) is applied to mobile apps in TBLT, where the recording and playback features in apps such as VoiceThread support self-assessment of speaking, allowing students to reflect on prosody and fluency independently for iterative improvement (Warschauer, 2010).

Gamification in TBLT technology, such as Kahoot for opinion-gap tasks, theoretically motivates speaking through competition and rewards, in line with Self-Determination Theory (Deci & Ryan, 1985), which emphasises autonomy and competence in task completion (Deterding, 2012). Virtual Reality (VR) for TBLT tasks such as simulated interviews theoretically provides authentic immersion, reduces affective filters (Krashen, 1982) and enhances pragmatic competence through contextualised practice (Henderson et al., 2017).

AI-based Adaptive Learning Systems in TBLT adjust task difficulty in real-time based on speaking performance, supporting Personalised Learning Theory which maximises individual ZPD (Dede, 2008). Social media platforms such as TikTok for TBLT micro-tasks theoretically facilitate authentic audience interaction, increasing authenticity and motivation to speak in accordance with Sociocultural Theory (Vygotsky, 1978) (Godwin-Jones, 2019).

Speech Recognition Technology (SRT) such as Google Speech-to-Text in TBLT provides immediate feedback on accuracy, theoretically reinforcing the Output Hypothesis (Swain, 2005) through pushed output and noticing gaps (Chapelle & Sauro, 2017). Collaborative Tools such as Google Jamboard for TBLT planning stages enable co-construction of knowledge before speaking, in line with Collaborative Learning Theory which emphasises distributed cognition (Dillenbourg, 1999).

Podcast creation tasks via Audacity in TBLT theoretically develop narrative speaking skills through the production of long monologues that require sequencing of ideas and cohesion, with editing features supporting metalinguistic awareness and repeated rehearsal for fluency enhancement and reduction of disfluencies such as hesitations; this approach allows students to revise audio drafts before publication, thereby gradually building confidence and rhetorical skills (Hedge, 2000). Big Data analytics on LMS for TBLT predicts speaking progress through machine learning algorithms that analyse error patterns and WPM from task recordings, theoretically supporting Formative Assessment Theory for targeted interventions such as specific task recommendations; this ensures dynamic adaptation that maintains engagement and minimises learning plateaus (Black & Wiliam, 1998).

Overall, the TBLT technology integration theory forms a multimodal ecosystem that holistically supports speaking development through enhanced synchronous-asynchronous interaction, data-based personalisation, and real-life simulation authenticity, thereby integrating input, output, and feedback into a continuous learning

cycle; this framework is recommended for scalability in EFL contexts (Doughty & Long, 2003).

Thus, the integration of Task-Based Language Teaching (TBLT) with learning technology synergistically and significantly improves EFL students' speaking skills through authentic tasks that encourage fluency, accuracy, and linguistic complexity, as evidenced by various recent empirical studies showing moderate to high effect sizes and reduced speaking anxiety through digital affordances such as AI feedback, VR immersion, and collaborative platforms. Theoretically, this approach is in line with Interactionist Theory, Output Hypothesis, and Sociocultural Framework, with the main recommendation for Indonesian educators to adopt hybrid TBLT-technology in the Merdeka Curriculum through teacher training, locally-based task design, and longitudinal evaluation to address the domestic EFL context gap and prepare students for the demands of global communication in the digital era of 2026.

Conclusion

Task-Based Language Teaching (TBLT) is empirically superior in developing EFL students' speaking skills, with evidence from meta-analyses showing improvements in fluency (ES=0.68), complexity (ES=0.72), and a reduction in anxiety of up to 25%, through the principles of authentic tasks, negotiated meaning, and task cycles that encourage spontaneous output and language reflection. Thus, TBLT is an effective foundation for speaking development in the Indonesian context, where traditional methods are still dominant.

The integration of learning technology with TBLT further strengthens its effectiveness, as seen in the TMTBLT study which reported a 30-40% gain in speaking scores through tools such as AI speech recognition, VR simulations, and collaborative apps that provide real-time feedback, personalisation, and authentic immersion, in line with CALL affordances theory and the Output Hypothesis to optimise EFL students' ZPD.

Overall, the synergy between TBLT and technology forms the latest methodological innovation recommended for the Merdeka Curriculum in Indonesia, with suggestions for teacher training, culturally relevant task design, and future longitudinal research to measure long-term impact, thereby contributing to the improvement of EFL students' global communicative competence in the digital era of 2026.

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