

The Role Of Digital Technologies In Supporting Task-Based English Language Teaching Within Blended Learning Environments

J. Sajida Parveen, Dr. Bh. V. N. Lakshmi

*Trained Graduate Teacher APTWREIS (Girls) & Research Scholar,
Jawaharlal Nehru Technological University, Kakinada -A. P-533003
Professor & Head, Dept. Of English And Foreign Languages,
S. R. K. R Engineering College, Bhimavaram-534204, A.P*

Abstract

Present technology in language learning has reformed conventional approaches to teaching, making the process more interactive and student-oriented. This research is a quantitative research design that aims to investigate the contribution of technology in facilitating Task-Based Language Teaching (TBLT) through a blended learning setting. In this study, data were gathered from 420 English language students to evaluate the effect of the integration of technology, student involvement, blended learning modes, and teacher readiness on TBLT. Regression analysis was applied to find the correlations among these variables and their effects on English language competence. The research takes into account factors like technology integration, student engagement, blended learning, and teacher training. The study shows that higher technology integration increases student engagement and English language proficiency. Balance use of online and offline learning increases language proficiency. Teacher training is essential for effective technology implementation. The study emphasizes the importance of systematic technological integration in blended learning and recommends teacher training and further research into the long-term impact of digital tools on language learning.

Keywords: *Task-Based Language Teaching, Blended Learning, Technology Integration, Student Engagement, English Language Proficiency*

Date of Submission: 20-03-2026

Date of Acceptance: 30-03-2026

I. Introduction

Technology has had a significant impact on education, particularly in language learning, in the last decades. The ways of traditional teaching have been revolutionized with the use of digital resources, making learning more interactive, student-centric, and interesting. Task-Based Language Teaching (TBLT) is one of the most successful techniques in language learning, which has been widely used in recent times (Meng & Feng, 2019). This approach was a spin-off of Communicative Language Teaching (CLT), with the emphasis on applying authentic tasks in order to develop communicative competence among learners of English. TBLT is an educational model that facilitates language learning through authentic tasks instead of decontextualized linguistic exercises. Under this approach, students take part in purposeful tasks that necessitate them to employ the target language for the realization of certain, non-linguistic purposes.

Unlike conventional grammar-based teaching, TBLT invites students to construct fluency through realistic conversation and problem-solving exercises (Tusino et al., 2020). The underlying idea of a "task" in TBLT differs from typical classroom exercises; students are asked to do things through language to gain tangible outcomes. This process-based approach encourages authentic language use, and learning is more effective and meaningful. TBLT has been found to contribute greatly to confidence in the employment of a newly acquired language. In focusing on day-to-day communication, students do not memorize rules and lexis but, instead, they acquire useful, everyday communication. TBLT has, through time, implemented digital tools into task performance in order to offer more immersive language learning and provide easier access to it. Increasing use of technology in education further enhanced the English language teaching impact of TBLT, specifically in blended learning settings.

Blended Learning and Technology-Enhanced Language Education

Blended learning has been a new, innovative method of education that blends the advantages of face-to-face classroom instruction with online learning materials. The blended model has revolutionized language learning by providing more flexibility, tailored learning experiences, and enhanced interaction. The history of

blended learning dates back to the emergence of online learning platforms, with innovators such as Sal Khan popularizing video-based learning and interactive content with the rest of the world (Mulyadi et al., 2021). In 2015, education scholars Michael B. Horn and Heather Staker developed the classic definition of blended learning by categorizing three fundamental elements: online education, face-to-face instruction in the classroom, and reinforcement after class. This organized strategy enables learners to learn at their own time with the support of direct teacher interaction and shared learning activities. Blending digital technologies with learning has enabled learners to find alternative ways of applying and practicing language outside the confines of traditional classrooms.

Several technology tools have played a key role in enabling English language acquisition in blended learning environments. Online platforms like Duolingo, Babbel, and Rosetta Stone have revolutionized language learning through gamified learning experiences. These applications employ interactive exercises, speech recognition, and instant feedback to help learners develop their language skills in an interactive manner. Similarly, language learning apps such as Memrise, Busuu, and HelloTalk have combined language learning with social interaction, where the students are able to converse and write with native speakers worldwide. Real-time conversation has also been made possible among students and native speakers via platforms such as Tandem and Conversation Exchange, further enhancing language accuracy and fluency (Shifa, 2023). Additionally, social media platforms such as YouTube and Facebook Groups are now effective learning tools, offering a range of language learning content, including tutorial videos, live discussions, and group study sessions. Sites such as the British Council Learn English and BBC Learning English provide structured lessons, videos, audio recordings, quizzes, and interactive games that help learners at different levels of proficiency.

Gamification has also enhanced language learning activities with the inclusion of competition and rewards. Applications such as Kahoot and Quizizz enable teachers to design engaging quizzes, surveys, and discussions that enhance the dynamic and interactive nature of learning. These applications have been found effective in reinforcing vocabulary, grammar exercises, and overall language ability (Shadiev & Yang, 2020). In addition, audiobooks and podcasts have also given learners exposure to native speakers' pronunciation, intonation, and conversation style, enabling them to improve listening and speaking. The accessibility and flexibility of these online tools have also made blended learning a viable option for both teachers and students. Through the use of technology, instructors are able to produce a more individualized and responsive learning environment that accommodates unique student needs. This blending of technology with TBLT has created new avenues for language teaching, rendering learning more interactive, engaging, and efficient.

Managing TBLT in a Blended Learning Environment

The successful implementation of Task-Based Language Teaching in a blended learning environment requires careful planning and strategic integration of technology. It is the duty of teachers to plan and organize tasks that are aligned with the language capacity, interests, and learning goals of the students. Implementation of TBLT in a blended environment involves three phases: pre-task, task, and post-task. During the pre-task phase, teachers introduce students to learning goals and distribute materials and instructions (Sitawati et al., 2022). In a blended learning environment, such a phase usually involves online preparation, where students learn through digital platforms, instructional videos, or email messaging. Teachers also provide pre-task activities such as vocabulary practice, discussion forums, or collaborative research projects in preparation of the main task that prepares the student with background information before carrying out the main task.

The task stage is the central aspect of TBLT, wherein learners engage actively in language-centered activities. Within a blended learning setting, this stage entails integrating online and offline interactions. Students can work together to accomplish tasks, discuss issues through video conferencing, or utilize digital collaborative tools like Google Docs or Padlet to report their progress. These activities are supported by teachers through giving feedback in real-time, observing the level of student engagement, and resolving any challenges that emerge (Kamsa-ard & Khampusaen, n.d.). The post-task phase involves reinforcement and evaluation. Students, upon finishing the main task, review their learning experiences and are given feedback from peers and teachers. This phase can involve online quizzes, written comments, audio-presentations, or follow-up class discussions. By integrating digital technology like Learning Management Systems (LMS), teachers are able to monitor student progress, give targeted feedback, and measure learning results more efficiently.

Even with the benefits of blended learning, teacher-centered classroom teaching continues to dominate learning practices within most learning institutions. Nevertheless, these conventional methods tend to fall short in terms of stimulating learners and encouraging active learning. In traditional teacher-centered classrooms, learners tend to be passive and mere recipients of information, with little scope for participation and hands-on learning (Hu, 2024). This strict and theoretical method can be detrimental to creativity and critical thinking, and it is challenging for students to acquire vital language skills. Conventional methods of teaching languages generally focus on memorization and repetition, overlooking the mental processes of language acquisition. The

teacher-student interaction in such environments is hierarchical in nature, where students hear lectures and memorize information without engaging actively in their learning process. This method may result in alienation and less motivation among the students, since they might find it difficult to relate their language learning to everyday life.

Conversely, technology-enhanced TBLT in a blended learning setting provides a more dynamic and student-centered process. By incorporating digital resources and interactive tasks, teachers can design a learning process that is more engaging, personalized, and effective. Through the utilization of real-world tasks, online collaboration, and multimedia resources, students are able to practice language skills in authentic contexts, resulting in better retention and application of knowledge (Kacatl & Klímová, 2019). With the development of language instruction, the contribution of technology to augment TBLT in blended learning will be increasingly important. Teachers will need to keep developing their teaching and technology tools to further make language acquisition more interesting and efficient for learners. By tapping into the power of both paper-and-pencil and computer-based learning styles, TBLT under blended learning can potentially transform English language instruction and enable students to achieve higher linguistic competence. This study focuses on improving language learning outcomes by investigating the application of technology in blended learning (TBLT). It explores how digital tools improve learners' linguistic competencies, bridges the digital divide, provides practical insights for educators to design more effective TBLT curricula, and shapes the future of ELT methodologies by understanding the synergy between technology, task-based learning, and blended education. The research's objectives include identifying solutions for inclusive blended learning, bridging the digital divide, and shaping ELT methodologies. The objectives are given below:

- To examine the impact of technology integration level on student engagement in task-based English language teaching.
- To analyse the relationship between blended learning mode and English language proficiency improvement in a task-based learning environment.
- To assess the effect of teacher readiness for technology-enhanced TBLT on technology integration level in a blended learning environment.
- To evaluate the influence of technology integration level on English language proficiency improvement in task-based English language teaching.

The paper is organized as follows: Section 2 discusses current research on the use of technology in task-based English language teaching (TBLT) in a blended learning context with an emphasis on digital tools and their effects on language learning. Section 3 covers the methodology of the study in terms of data collection methods, participant selection, and technological tools employed for TBLT. Section 4 reports empirical evidence on how technology tools affect student motivation, engagement, and language skills in a blended learning environment. Lastly, Section 5 concludes the research with discussion and conclusion for teachers and curriculum developers on maximizing technology use in task-based English language instruction.

II. Literature Review

Task-Based Language Teaching (TBLT) has been a well-established method of English language teaching that emphasizes the accomplishment of meaningful tasks to facilitate linguistic proficiency. Blending technology with TBLT, especially in blended learning settings, has also drawn attention due to its ability to increase learner motivation and instructional efficiency. This review of the literature discusses the use of technology to support TBLT in a blended learning setting based on theoretical underpinnings, practical applications, challenges, and directions for the future.

(Bula-villalobos et al., 2019) Task-based Language Teaching (TBLT) is a communicative approach that uses real-life and pedagogical tasks as a central element for language instruction. This approach is particularly useful in English as a Foreign Language contexts, as it provides authenticity and effective communication. They explored the benefits of incorporating TBLT in lessons, provides a lesson plan based on TBLT tenets, and includes a section on criticism to provide a balance. TBLT has several implications within language classrooms, as students use language pragmatically. They also discussed criticisms of TBLT to provide a balance. (Ellis, 2020) discussed the use of input-based tasks in task-based language teaching (TBLT) for beginner-level learners. It challenges the common criticism that learners need language training before performing tasks, arguing that these tasks make TBLT possible and align with early stages of L2 acquisition research. The reviews on input-based tasks, identifying key features in task design and implementation, including topic choice, non-verbal devices, target language selection, verbal input, and task outcomes. Implementation options include task preparation, use of learners' first language, input modification, focus-on-form feedback, and task repetition.

(Albiladi & Alshareef, 2019) reviewed research on blended learning in English as a second language context, highlighting its academic and social benefits. Blended learning combines traditional teaching methods with distance and online learning, enhancing the learning environment and boosting student motivation. However, there is a lack of literature on challenges faced by language teachers in using blended learning,

indicating the need for further research to identify and address these issues. (Castro, 2019) explored blended learning implementations in higher education, focusing on digital educational technologies. It analyzes 45 peer-reviewed journal articles and highlights common capabilities, such as human-to-machine interaction, video capsules, and intelligent tutoring systems. These technologies enhance automated processes, provide access to more students, and offer individual learning paths. Educational technology capabilities (ETC) provide insights for aligning learning goals in technology-based implementations. Further research is needed.

(Chong & Reinders, 2020) explored the synergy of task-based language teaching (TBLT) and computer-assisted language learning (CALL) research for development and practice improvement. Naturalistic classroom-based studies have shown the benefits of TBLT in specific contexts, but their findings may be less generalizable. They used grounded theory to synthesize qualitative findings from 16 technology-mediated TBLT studies published between 2002 and 2017 in second and foreign language contexts. They identified characteristics, affordances, limitations, and factors affecting TBLT effectiveness. (Xue, 2022) Mobile technologies can be effectively used in language teaching and learning, but their application requires theoretical frameworks and methodological principles. Task-based language teaching (TBLT) provides rationale and principles for integrating mobile technologies. The Conversational Framework can be adapted for designing learning processes and testing affordances. They proposed a conceptual model for integrating mobile technologies into TBLT, illustrating specific procedures and discussing demands for teachers and students.

(M. Harsha Vardhini, 2023) Digital tools are crucial in teaching English as a second language, particularly integrated data management systems. These tools help organize, analyze, and retrieve data, ensuring timely submissions and regulatory compliance. English teachers should embrace technological advancements and use them to support their goals. This updated method of instruction has increased student enthusiasm and engagement. Multimedia will be essential for teaching English to contemporary norms. Evaluation of English language proficiency is crucial for implementing contemporary educational frameworks and improving overall communication skills. (Moorhouse & Yan, 2023) examined the use of digital tools by English language schoolteachers in Hong Kong. Through an online survey and in-depth interviews, the study identified fourteen categories of tools used by teachers, categorized into core, additional, and remote digital tools. The affordability of these tools was also examined, along with examples of their pedagogical uses. The findings can help teachers prepare for the digital realities of schools and provide a model for understanding the bidirectional relationship between tools, affordances, and teachers' professional tasks.

(Ahmad et al., 2021) compared the effectiveness of technology-mediated task-based language teaching (TBLT) and traditional language teaching methods for writing English at higher secondary level. The research aims to determine if TBLT is more effective, especially when tasks are supported by technology. They used quantitative methods, pretests, posttests, and a questionnaire to assess students' experiences. Their results showed that TBLT helps students increase their writing skills more than traditional methods, and students are satisfied with the use of TBLT and prefer it over traditional methods. (Chunliu & Guangsheng, 2025) evaluated task-based language teaching (TBLT) as a method to enhance learners' communication skills, particularly in English as a foreign language (EFL) settings. It found that TBLT improves fluency, accuracy, and confidence through real-life communication tasks. However, factors like cultural expectations, institutional policies, and teacher training affect its effectiveness. They suggested that TBLT should be adapted to meet learners' specific needs and context, and recommends further research to develop adaptable models and explore language progress time.

(Vaishnav, 2024) studied the future of English Language Teaching (ELT) and its technical and pedagogical changes. A mixed-methods approach included literature reviews, surveys, and case studies. Communication and intercultural competency were emphasized via technology integration. Future trends include AI, VR/AR, and gamification to improve learning. To prepare students for global communication, they stressed the need of continual professional growth. Technology integration in Task-Based Language Teaching (TBLT) and its advantages in blended learning are a subject of concern. Nevertheless, there are some gaps in the research, for example, not enough studies have been conducted on the effects of technology integration on learner engagement, the correlation between blended learning modes and the improvement of English language skills, and the influence of teacher preparedness on the level of technology integration. Additional studies will be necessary in order to quantify the effect increased technology integration has on the development of English language proficiency. Bridging such gaps will best maximize technology-based TBLT for better learning outcomes and motivation among students.

III. Methodology

This research adopts a quantitative research design to examine the contribution of technology in facilitating task-based English language teaching (TBLT) in a blended learning setting. A systematic survey questionnaire is employed to gather primary data from 420 students enrolled in English language learning. The survey contains 5-point Likert scale statements assessing the level of key variables, including the level of

technology integration, level of student engagement, mode of blended learning, and teacher preparation for technology-mediated TBLT. The population is sampled based on a simple random sampling to achieve equal representation of students across blended learning environments. Participants are selected based on enrollment in English language courses with task-based learning features and technology integration. This method guarantees that the sample is representative of students' experience with technology-supported TBLT.

IV. Result:

The data collected is analyzed with the use of SPSS, where regression analysis is used to analyze the relationship between major variables. In particular, the analysis investigates the effect of the level of technology integration on students' participation in TBLT, the relationship between the mode of blended learning and the improvement of English language proficiency, the effect of teacher preparedness on technology integration in blended learning, and the effect of the level of technology integration on the improvement of English language proficiency. Confidentiality and ethical practice are preserved during data collection in order to provide a guarantee of participant anonymity and non-biased answers. The outcomes will serve to offer insight into the efficacy of technology-enhanced TBLT to assist teachers in creating stimulating and efficient blended learning sessions.

Table 1 Demographic variables

Variables	Categories	Frequency	Percent
Age	16–17 years	126	30
	18–19 years	148	35.2
	20–22 years	146	34.8
	Total	420	100
Gender	Male	200	47.6
	Female	220	52.4
	Total	420	100
Role in Education	English Language Teacher	108	25.71
	English Language Learner (Student)	63	15.00
	Curriculum Designer/Administrator	79	18.81
	Technology Support Staff	89	21.19
	Other	81	19.29
	Total	420	100.00
Educational Qualification	High School or Equivalent	79	18.81
	Diploma	87	20.71
	Bachelor's Degree	76	18.10
	Master's Degree	76	18.10
	Doctoral Degree (PhD/EdD)	102	24.29
	Total	420	100.00
Experience with Blended Learning	Less than 1 year	97	23.10
	1–3 years	113	26.90
	4–6 years	113	26.90
	More than 6 years	97	23.10
	Total	420	100.00

The demographic profile of the 420 respondents indicates a well-balanced representation across different categories. The age distribution revealed that the predominant group consisted of respondents aged 18–19 years (35.2%), with a near-equivalent representation from those aged 20–22 years (34.8%) and 16–17 years (30%). This suggests that the majority of participants were young learners or early adults. Nonetheless, in terms of gender, the sample exhibited a fairly balanced distribution, with 52.4% of participants identifying as female and 47.6% as male. In the educational sector, the distribution of roles included approximately 25.6% as English Language Teachers, 21.3% as Technology Support Staff, 18.8% as Curriculum Designers or Administrators, 19.3% in various other roles, and 15% identified as English Language Learners (students). This distribution reflects a varied engagement within the education sector. In terms of educational qualifications, approximately 24.4% possessed Doctoral degrees, while 20.6% held Diplomas. Master's and Bachelor's degree holders each represented 18.1%, and 18.8% had completed High School or its equivalent. This indicates a respondent pool characterised by a high level of education and robust academic credentials. Consequently, the participants' experience with blended learning exhibited a well-distributed range 26.9% had between 1 to 3 years and 4 to 6 years of experience, while 23.1% had less than 1 year and more than 6 years of exposure. Furthermore, this suggests that the study sample included a balanced representation of both novice and experienced users of blended learning approaches.

Hypotheses

H₁: Higher technology integration level leads to greater student engagement in task-based English language teaching.

Table 2 Coefficients

Model	Standardized Coefficients	t	Sig.	R-Value	F-Value
	Beta				
1 (Constant)		7.998	.000	.712	429.568
Technology integration	.691	20.726	.000		
a. Dependent Variable: Student engagement					

Technology integration level and student participation in task-based English language instruction are significantly positively correlated, according to the regression analysis findings shown in Table 2. A significant effect of technology integration on student engagement is shown by the standardized beta coefficient ($\beta = 0.691$). A p-value of 0.000 and a t-value of 20.726 attest to the statistical significance of this association. The two variables also show a high degree of correlation, as shown by the R-value of 0.712, and the relevance of the whole model is further supported by the F-value of 429.568. According to these results, students are more engaged in a task-based English language learning setting when there is a higher degree of technology integration.

H₂: A well-balanced blended learning mode positively influences English language proficiency improvement in task-based language teaching.

Table 3 Coefficients

Model	Standardized Coefficients	t	Sig.	R-Value	F-Value
	Beta				
1 (Constant)		8.292	.000	.734	488.655
Blended learning mode	.718	22.106	.000		
a. Dependent Variable: English language proficiency					

A well-balanced blended learning approach has a favourable impact on the increase of English language competency in task-based language instruction, according to the hypothesis (H₂). Given that the standardized beta coefficient for the blended learning mode is 0.718, which indicates a moderate to strong positive link between the two variables, the data from Table 3 (Coefficients) corroborate this assertion. The mixed learning method is a strong predictor of increase in English language ability, as shown by the statistically significant t-value of 22.106 ($p = 0.000$). Furthermore, a substantial correlation is suggested by the R-value of 0.734, and a good fit is shown by the F-value of 488.655. These results demonstrate how task-based learning environments may improve students' language ability by using an efficient combination of online and offline learning components.

H₃: Higher teacher readiness for technology-enhanced TBLT is associated with increased technology integration level in blended learning environments.

Table 4 Coefficients

Model	Standardized Coefficients	t	Sig.	R-Value	F-Value
	Beta				
1 (Constant)		7.486	.000	.800	742.053
Teacher readiness for technology enhanced TBLT	.778	27.241	.000		
a. Dependent Variable: Technology integration					

The hypothesis (H₃) that greater teacher readiness for technology-enhanced task-based language teaching (TBLT) is linked to more technology integration in blended learning contexts is supported by the data shown in Table 4 (Coefficients). Technology integration and teacher preparedness have a somewhat favourable link, according to the standardized beta coefficient (.778). There is substantial statistical evidence that teacher preparedness has a major role in technology integration, as shown by the t-value (27.241), which is significant at $p < .001$. Additionally, the F-value (742.053) validates the significance of the whole model, while the R-value (.800) points to a moderate correlation. These results suggest that the degree of technology usage in blended learning contexts rises as educators get more equipped and at ease using technology into task-based language instruction.

H₄: Increased technology integration level significantly improves English language proficiency in task-based English language teaching.

Table 5 Coefficients

Model	Standardized Coefficients Beta	t	Sig.	R-Value	F-Value	
1	(Constant)	13.182	.000			
	Technology integration	.525	14.035	.000	.566	196.976
a. Dependent Variable: English language proficiency						

In task-based English language instruction, the findings from Table 5 (Coefficients) show a strong positive correlation between the degree of technology integration and English language competency. Technology integration seems to have a moderate to high effect on enhancing English language ability, according to the standardized beta coefficient (.525). The statistical significance of this impact is confirmed by the t-value (14.035, $p = .000$), which shows that students' language abilities significantly improve with increased technological integration. Additionally, the F-value (196.976, $p = .000$) confirms the significance of the whole model, while the R-value (.566) indicates a moderate correlation between the two variables. These results provide significant support for H₄, confirming that in a task-based blended learning setting, greater usage of technology improves English language learning outcomes.

V. Discussion:

The results of this research demonstrate how important it is to include technology into a blended learning setting in order to improve task-based English language teaching (TBLT). Higher levels of technology integration considerably increase student engagement, according to the data, which strongly support H₁. This implies that using digital technologies in task-based activities encourages learners to engage, be motivated, and actively participate.

A well-balanced blended learning mode has a favourable impact on the development of English language competence, as shown by the validation of H₂. Combining offline and online learning materials improves comprehension, offers flexibility, and strengthens linguistic abilities.

Furthermore, H₃ attests that raising the degree of technology integration depends critically on teachers' preparedness for technology-enhanced TBLT. Instructors that possess more technical proficiency and flexibility are more likely to successfully integrate digital resources, resulting in a dynamic and engaging educational environment.

Last but not least, H₄ is supported, suggesting that more technological integration results in significant gains in English language competency. Students' language learning, fluency, and general learning outcomes are improved by the use of digital platforms, multimedia materials, and interactive apps.

All things considered, the research highlights how technology may revolutionize task-based language learning and stresses the need of teacher preparation and systematic implementation to optimize its advantages in a blended learning environment.

VI. Conclusion:

The study paper "Investigating the Role of Technology in Supporting Task-Based English Language Teaching in a Blended Learning Environment" offers factual proof that technology may improve language competency and student engagement. The results show that using technology encourages active involvement in task-based learning and that increasing degrees of technology integration considerably boost student engagement ($\beta = 0.691$, $t = 20.726$, $p = 0.000$, $R = 0.712$, $F = 429.568$). A well-balanced blended learning mode also has a favourable impact on the development of English language competence ($\beta = 0.718$, $t = 22.106$, $p = 0.000$, $R = 0.734$, $F = 488.655$), indicating the value of combining online and offline learning components. Furthermore, one of the most important factors affecting technology integration in blended learning settings is teacher preparedness for technology-enhanced TBLT ($\beta = 0.778$, $t = 27.241$, $p < 0.001$, $R = 0.800$, $F = 742.053$), underscoring the need of proper training and preparation. Lastly, the findings highlight the benefits of digital tools in task-based English language instruction by confirming that greater degrees of technology integration substantially improve English language competency ($\beta = 0.525$, $t = 14.035$, $p = 0.000$, $R = 0.566$, $F = 196.976$).

All of these results highlight how crucial it is to carefully incorporate technology into blended learning settings in order to maximize task-based English language training. Future studies might examine long-term effects on language learning as well as other technical issues.

Reference

- [1]. Ahmad, H. N., Islam, M., & Naqvi, S. A. H. (2021). The Effectiveness Of Technology-Mediated Task-Based Language Teaching In Teaching English Writing Skills To The Students Of Higher Secondary Level. *Ilkogretim Online*, 20(2), 1119–1127. <https://doi.org/10.17051/ilkonline.2021.02.127>
- [2]. Albiladi, W. S., & Alshareef, K. K. (2019). Blended Learning In English Teaching And Learning: A Review Of The Current

- Literature. *Journal Of Language Teaching And Research*, 10(2), 232–238. <https://doi.org/10.17507/Jltr.1002.03>
- [3]. Bula-Villalobos, O., Murillo-Miranda, C., Idiomias, C. De, Estatal, U., & Rica, C. (2019). Task-Based Language Teaching : Definition , Characteristics , Purpose And Scope. 6, 1869–1878.
- [4]. Castro, R. (2019). Blended Learning In Higher Education: Trends And Capabilities. *Education And Information Technologies*, 24(4), 2523–2546. <https://doi.org/10.1007/S10639-019-09886-3>
- [5]. Chong, S. W., & Reinders, H. (2020). Technology-Mediated Task-Based Language Teaching: A Qualitative Research Synthesis. *Language Learning And Technology*, 24(3), 70–86.
- [6]. Chunliu, X., & Guangsheng, L. (2025). The Effectiveness Of Task-Based Language Teaching In Improving Communicative Competence. *International Journal Of Advanced And Applied Sciences*, 12(1), 263–273. <https://doi.org/10.21833/Ijaas.2025.01.025>
- [7]. Ellis, R. (2020). Task-Based Language Teaching For Beginner-Level Young Learners. *Language Teaching For Young Learners*, 2(1), 4–27. <https://doi.org/10.1075/Ltyl.19005.El1>
- [8]. Hu, J. (2024). The Challenge Of Traditional Teaching Approach: A Study On The Path To Improve Classroom Teaching Effectiveness Based On Secondary School Students' Psychology. *Lecture Notes In Education Psychology And Public Media*, 50(1), 213–219. <https://doi.org/10.54254/2753-7048/50/20240945>
- [9]. Kacetl, J., & Klímová, B. (2019). Use Of Smartphone Applications In English Language Learning—A Challenge For Foreign Language Education. *Education Sciences*, 9(3), 1–9. <https://doi.org/10.3390/Educsci9030179>
- [10]. Kamsa-Ard, T., & Khampusaen, D. (N.D.). The Implementation Of The Blended Learning Model With A Speaking Task-Based Design On Thai EFL Students' English Speaking Ability. *Academia.Edu*. https://www.academia.edu/download/68472551/1624786923_10_75_89_.pdf
- [11]. M. Harsha Vardhini. (2023). Role Of Digital Tools In English Language Teaching. *Shanlax International Journal Of English*, 12(S1-Dec), 507–512. <https://doi.org/10.34293/Rtdh.V12is1-Dec.85>
- [12]. Meng, F., & Feng, Chi. (2019). Task-Based Language Teaching For EFL Students Based On Blended Learning. *328(Ichssd)*, 142–145. <https://doi.org/10.2991/Ichssd-19.2019.28>
- [13]. Moorhouse, B. L., & Yan, L. (2023). Use Of Digital Tools By English Language Schoolteachers. *Education Sciences*, 13(3). <https://doi.org/10.3390/Educsci13030226>
- [14]. Mulyadi, D., Wijayatiningih, T. D., Swaran Singh, C. K., & Prastikawati, E. F. (2021). Effects Of Technology Enhanced Task-Based Language Teaching On Learners' Listening Comprehension And Speaking Performance. *International Journal Of Instruction*, 14(3), 717–736. <https://doi.org/10.29333/Iji.2021.14342a>
- [15]. Shadiev, R., & Yang, M. (2020). Review Of Studies On Technology-Enhanced Language Learning And Teaching. *Sustainability (Switzerland)*, 12(2). <https://doi.org/10.3390/Su12020524>
- [16]. Shifa, D. N. N. (2023). The Role Of Technology In Enhancing English Language Learning. 11(1), 424–433. <http://pustakailmu.id/index.php/pustakailmu/article/view/415>
- [17]. Sitawati, A. A. R., Putra, I. M. A., Sucani, N. K., Widanta, I. M. R. J., Ardika, I. W. D., & Hudiananingsih, P. D. (2022). A Model Of Task-Based Blended Learning For The EFL Writing Classroom. *Journal Of Language Teaching And Research*, 13(2), 361–370. <https://doi.org/10.17507/Jltr.1302.17>
- [18]. Tusino, Faridi, A., Saleh, M., & Fitriati, S. W. (2020). The Effect Of Hybrid Task-Based Language Teaching And Critical Thinking On Writing Performance In Indonesia. *New Educational Review*, 61, 109–118. <https://doi.org/10.15804/Tner.2020.61.3.09>
- [19]. Vaishnav, P. B. (2024). Current Trends And Future Prospects In English Language Teaching (ELT). *Asian Journal Of Education And Social Studies*, 50(7), 1–10. <https://doi.org/10.9734/Ajess/2024/V50i71438>
- [20]. Xue, S. (2022). A Conceptual Model For Integrating Affordances Of Mobile Technologies Into Task-Based Language Teaching. *Interactive Learning Environments*, 30(6), 1131–1144. <https://doi.org/10.1080/10494820.2019.1711132>