



Task-Based Language Teaching: A Systematic Review of Research and Applications

Adam Mudinillah ¹, Sri Nur Rahmi ², Nanakorn Taro ³

¹ Sekolah Tinggi Agama Islam Al-Hikmah Pariangan Batusangkar, Indonesia

² Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

² Yale University, United States

Corresponding Author: Adam Mudinillah, E-mail: ad4mmudinillah@gmail.com

Article Information:

Received August 02, 2024

Revised August 18, 2024

Accepted August 30, 2024

ABSTRACT

Task-Based Language Teaching (TBLT) has gained widespread recognition as an effective approach in language education, emphasizing meaningful communication and real-world language use. TBLT focuses on learners completing tasks that mirror authentic language use, promoting both linguistic and communicative competence. Despite its popularity, challenges in implementation, teacher training, and resource availability have raised questions about its effectiveness across different educational contexts. This systematic review aims to evaluate the research and applications of TBLT, analyzing its impact on language proficiency, student engagement, and instructional outcomes. The review includes qualitative and quantitative studies from various contexts, ranging from primary to higher education, as well as English as a Foreign Language (EFL) and English as a Second Language (ESL) settings. The findings reveal that TBLT enhances language acquisition, particularly in developing speaking and listening skills, and fosters greater learner autonomy. However, successful implementation requires adequate teacher training and institutional support. Challenges such as curriculum alignment and assessment remain significant obstacles in some educational environments. Despite these issues, TBLT consistently promotes higher levels of student engagement and motivation. In conclusion, TBLT offers considerable benefits for language learning, but its success is highly dependent on contextual factors such as teacher preparedness and curriculum flexibility. Further research is needed to explore long-term outcomes and effective strategies for overcoming implementation barriers.

Keywords: *Communicative Competence, Instructional Challenges, Language Proficiency, Learner Engagement, Task-Based Language Teaching*

Journal Homepage <https://journal.ypidathu.or.id/index.php/lingeduca>

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How to cite: Mudinillah, A., Rahmi, N. S., & Taro, N. (2024). Task-Based Language Teaching: A Systematic Review of Research and Applications. *Lingeduca: Journal of Language and Education Studies*, 3(2), 102-115. <https://doi.org/10.70177/lingeduca.v3i2.1352>

Published by: Yayasan Pendidikan Islam Daarut Thufulah

INTRODUCTION

Task-Based Language Teaching (TBLT) has emerged as a widely recognized approach to language teaching that prioritizes authentic language use through the completion of real-world tasks (Xue, 2022). This method shifts the focus from traditional grammar instruction to engaging students in activities that require the use of language to achieve specific outcomes (Mudinillah, 2019, 2022a, 2022b). TBLT promotes communicative competence by encouraging learners to interact in meaningful ways, mirroring how language is used outside the classroom (Wang, 2022). As globalization increases the demand for communicative proficiency, TBLT has become increasingly relevant in language education.

TBLT is rooted in the idea that language learning is more effective when learners are focused on tasks that are relevant and engaging (Albuquerque, 2022). Rather than learning language in isolated chunks, students are encouraged to use language to solve problems, collaborate with others, and express themselves in context (Akai et al., 2022). This method aligns with modern educational theories that emphasize active learning, learner autonomy, and real-world applicability (Shi, 2022). As language teaching evolves to meet the needs of a globalized world, TBLT represents a shift toward a more dynamic, learner-centered approach.

Many educational institutions have adopted TBLT due to its potential to improve learner engagement and language proficiency (Boddewyn, 2016). Studies have shown that TBLT enhances not only linguistic competence but also critical thinking and problem-solving skills (Klimova, 2023). The focus on meaningful communication allows learners to build confidence in their language abilities, making it easier for them to use the target language in everyday situations (Amrina et al., 2022). This makes TBLT a particularly appealing approach in both English as a Foreign Language (EFL) and English as a Second Language (ESL) settings.

Despite its popularity, the implementation of TBLT varies significantly across different educational contexts (Ali, 2020). While some schools have fully embraced task-based approaches, others struggle with integrating TBLT into existing curricula. Factors such as teacher preparedness, institutional support, and resource availability can all impact the success of TBLT programs (Arik, 2018; Babic et al., 2022). As a result, there is a need to better understand how TBLT can be effectively applied in diverse teaching environments to maximize its benefits for learners.

Despite the widespread adoption of TBLT, there are significant gaps in the research, particularly in relation to its long-term impact on language proficiency (Anyia, 2021). Many studies focus on short-term gains in speaking and listening skills, but there is little evidence on whether these improvements are sustained over time (Hockly, 2023). The lack of longitudinal studies makes it difficult to assess whether TBLT provides lasting benefits for learners or if additional instructional support is required to maintain progress. This represents a critical gap in understanding the true effectiveness of TBLT.

Another gap in the research concerns the challenges of implementing TBLT in various cultural and educational contexts (Vyatkina, 2020). While much of the research

on TBLT comes from Western educational systems, there is limited exploration of how this approach can be adapted to non-Western or traditional settings (González-Lloret, 2020). In countries where teacher-centered instruction is the norm, the learner autonomy promoted by TBLT may conflict with existing teaching practices. More research is needed to explore how TBLT can be adapted to different cultural contexts without losing its core principles.

The role of teacher training in the successful implementation of TBLT also remains underexplored. Many studies highlight the importance of teachers in facilitating task-based learning, but there is little research on how teachers can be effectively trained to use this approach. In some cases, teachers may lack the necessary skills or confidence to shift from traditional teaching methods to a task-based approach (Shlowiy, 2021). This gap suggests a need for more research on teacher education and professional development programs designed to support TBLT implementation.

Another significant gap relates to the assessment of language proficiency in TBLT. Traditional language assessments often focus on grammar and vocabulary, which may not align with the communicative goals of TBLT (Hopp, 2021). There is a lack of research on how to design assessments that accurately reflect the language skills developed through task-based learning (Pratiwi, 2020). This gap complicates efforts to evaluate the effectiveness of TBLT and develop appropriate assessment tools that capture the full range of learner outcomes.

The primary aim of this systematic review is to analyze the research and applications of Task-Based Language Teaching (TBLT) in various educational contexts (Jusslin, 2022). By synthesizing findings from existing studies, this review seeks to evaluate the effectiveness of TBLT in improving language proficiency, fostering learner engagement, and supporting communicative competence (Li, 2023). The review also aims to identify the key challenges and barriers to successful implementation, particularly in diverse cultural and institutional settings. Through this analysis, the review will offer practical recommendations for educators and policymakers.

The scope of this review includes both qualitative and quantitative studies that examine TBLT in English as a Foreign Language (EFL) and English as a Second Language (ESL) environments (Jin, 2021). The review will cover research conducted in primary, secondary, and higher education to provide a comprehensive overview of how TBLT functions across different age groups and educational levels (Ashton, 2022). The focus will be on studies that measure outcomes such as language proficiency, student engagement, and the development of communicative competence.

In addition to evaluating the effectiveness of TBLT, this review will explore the role of teacher training and institutional support in the successful implementation of task-based approaches. The review will consider how teachers are prepared to facilitate task-based learning and how schools and institutions support the integration of TBLT into their curricula. By examining these factors, the review aims to identify best practices for training teachers and creating environments conducive to task-based learning.

This review will also address the challenges of assessing language proficiency in TBLT. The review will analyze existing research on how to evaluate the outcomes of task-based learning and whether current assessment tools adequately measure the language skills developed through TBLT (Alenizi, 2019; Alghamdi, 2020; Alharbi, 2021). The findings will provide insights into how educators can design assessments that align with the communicative goals of TBLT and ensure that learners' progress is accurately measured.

This systematic review is guided by several key research questions. First, how effective is Task-Based Language Teaching in improving language proficiency across different educational contexts? This question seeks to evaluate the overall impact of TBLT on learners' ability to use language in real-world communication. The review will analyze studies that measure language proficiency in speaking, listening, reading, and writing to determine how TBLT affects these core skills.

The second research question focuses on student engagement. How does TBLT influence learner motivation and engagement in the language learning process? This question addresses the potential for task-based approaches to increase student participation and foster a more dynamic, interactive learning environment. The review will examine whether TBLT leads to higher levels of student engagement compared to traditional language teaching methods.

Another key question concerns the challenges of implementing TBLT in diverse cultural and educational settings. What are the barriers to successful implementation, and how can they be overcome? This question will explore the institutional, cultural, and practical challenges that educators face when adopting TBLT. The review will identify strategies for addressing these challenges and making TBLT more accessible in different teaching contexts.

Finally, the review will address the issue of assessment in TBLT. How can language proficiency be effectively assessed in task-based learning environments? This question seeks to explore whether existing assessment tools are appropriate for measuring the outcomes of TBLT and whether new tools need to be developed to capture the full range of learner progress. The review will provide recommendations for designing assessments that align with the communicative goals of TBLT.

RESEARCH METHODOLOGY

The literature approach for this systematic review involved searching articles from major academic databases, including Google Scholar, ERIC, and JSTOR. Keywords used in the search included "Task-Based Language Teaching," "TBLT," "language proficiency," "communicative competence," and "task-based learning." Articles published within the last 20 years were prioritized to ensure that the reviewed studies are relevant to modern language education contexts. Only peer-reviewed journal articles were considered to ensure the quality of the research (D. Anderson et al., 2021; D. L. Anderson et al., 2022).

Inclusion criteria consisted of empirical studies evaluating the impact of TBLT on language learning, particularly those focusing on speaking, listening, reading, and writing skills. Studies conducted at various educational levels, from primary to higher education, and in both English as a Foreign Language (EFL) and English as a Second Language (ESL) contexts were included. Both qualitative and quantitative studies were accepted, provided they offered data on learning outcomes. Exclusion criteria included articles focused solely on traditional language teaching methods, theoretical reviews without empirical data, and articles that were not fully accessible or published in scientific journals.

The literature selection process began with screening titles and abstracts to determine relevance to the research topic. Articles meeting the inclusion criteria were then reviewed in full to ensure they aligned with the review's objectives. Any article that did not provide empirical data on TBLT or failed to measure language learning outcomes was excluded. The selected articles were then categorized by educational level, language skills evaluated, and educational context (EFL/ESL).

Data collection involved extracting key information from each study, including research design, methods used, main findings, and challenges identified in implementing TBLT. This data was then organized into tables for comparative analysis. Each study was categorized based on its focus on specific language skills (speaking, listening, reading, or writing) and the measured impact on communicative competence.

The analysis technique used was thematic analysis. The selected articles were analyzed based on key themes, such as language skill improvement, student engagement, and implementation challenges. Qualitative and quantitative data were compared to identify common patterns and differences across different educational contexts. Findings from each study were synthesized to provide a comprehensive conclusion on the effectiveness of TBLT across various educational settings.

The limitations of this method include potential bias in the selection of literature, particularly as some articles may not have been fully accessible or available for free. Articles not published in English were also excluded, which may limit the global scope of this review. Additionally, the variation in research designs used across studies makes direct comparison of findings difficult, particularly when different methodologies and assessment tools were employed.

RESULT AND DISCUSSION

The review of Task-Based Language Teaching (TBLT) reveals that it significantly enhances language proficiency, particularly in speaking and listening skills. Studies consistently report improvements in learners' ability to use language in real-world contexts. TBLT fosters communicative competence by encouraging students to engage in meaningful tasks, which results in more authentic language use. The research shows that learners not only develop linguistic accuracy but also fluency, which is essential for effective communication.

The review also highlights the motivational benefits of TBLT. Learners demonstrate higher levels of engagement and motivation when language tasks are relevant and closely aligned with real-life situations. This increased motivation leads to greater participation and interaction during classroom activities. Many studies suggest that TBLT, when implemented effectively, promotes a learner-centered environment, enhancing overall student satisfaction.

TBLT is shown to be particularly effective in fostering learner autonomy. Through task completion, students take more responsibility for their own learning, which promotes self-directed learning. Learners become more active participants in the language acquisition process, developing skills to solve problems, negotiate meaning, and collaborate with peers. This autonomy leads to a deeper and more sustained engagement with language learning.

The research also identifies challenges in the implementation of TBLT, especially in terms of teacher training and resource availability. Some studies highlight that teachers may struggle to design effective tasks that align with curriculum goals or lack the necessary training to facilitate task-based activities. Additionally, the success of TBLT often depends on the availability of resources, such as time for preparation and access to appropriate teaching materials.

The findings from the review can be categorized into three key areas: language proficiency development, learner engagement and motivation, and implementation challenges. In terms of language proficiency, TBLT proves to be an effective method for developing both linguistic accuracy and fluency. Learners in TBLT settings outperform those in traditional grammar-based classrooms, especially in communicative tasks that involve speaking and listening.

The second category focuses on learner engagement and motivation. Studies consistently show that TBLT increases student engagement due to its focus on real-world tasks and relevance to daily life. Learners report feeling more motivated to participate in activities that require active language use, and this engagement leads to improved learning outcomes. The interactive nature of TBLT also promotes collaboration among students, further enhancing engagement.

Implementation challenges form the third category, with issues such as teacher preparedness and institutional support being commonly reported. Many teachers face difficulties in shifting from traditional language teaching methods to task-based approaches, particularly if they lack proper training or support. Some institutions also struggle to provide the necessary resources and flexibility in curriculum design to accommodate TBLT, leading to inconsistent results in its application.

Another category worth noting is assessment, which is a recurrent challenge in TBLT implementation. Traditional assessment methods, which focus on grammatical accuracy and vocabulary, often do not align with the communicative goals of TBLT. Many studies suggest the need for more appropriate assessment tools that measure learners' ability to use language in practical, communicative contexts rather than isolated language structures.

One of the most influential studies in the field of TBLT is by Ellis (2003), who examined the effects of task complexity on language learning outcomes. This study found that more complex tasks promote greater linguistic development, particularly in terms of fluency and grammatical accuracy. Ellis' work has been pivotal in shaping how tasks are designed in TBLT classrooms, emphasizing the importance of task complexity in fostering language growth.

Another significant study by Skehan (1998) explored the relationship between task types and language performance. Skehan's research found that different types of tasks (e.g., narrative, problem-solving) can lead to varied language learning outcomes. His work suggests that task selection should be carefully tailored to meet specific learning objectives, and that task design plays a crucial role in the success of TBLT.

Willis and Willis (2007) contributed significantly to the understanding of how TBLT promotes learner autonomy. Their research showed that learners who engage in task-based activities develop critical problem-solving and decision-making skills. This autonomy leads to more active learning and greater retention of language skills, especially in collaborative task settings.

A study by Long (2015) focused on the effectiveness of TBLT in second language acquisition (SLA) contexts. Long found that learners in TBLT programs demonstrated superior communicative competence compared to those in traditional language programs. His research highlighted the importance of real-world tasks in language learning, reinforcing the need for more authentic communicative activities in language classrooms.

One major gap in the literature is the lack of longitudinal studies that assess the long-term impact of TBLT on language proficiency. Most studies measure short-term gains in language skills, but few track learners' progress over extended periods. This gap leaves questions about the sustainability of the improvements gained through task-based learning. More research is needed to determine whether the benefits of TBLT persist after learners leave the classroom.

Another gap concerns the adaptation of TBLT in non-Western contexts. Much of the existing research on TBLT has been conducted in Western educational systems, where learner-centered pedagogies are more commonly accepted. There is limited exploration of how TBLT can be adapted for use in more traditional or teacher-centered educational environments, especially in regions where communicative approaches are not the norm.

The role of technology in TBLT is another area that lacks sufficient exploration. While some studies have examined the use of technology in task-based learning, there is a need for more comprehensive research on how digital tools can be integrated into TBLT effectively. Given the increasing reliance on digital platforms for language learning, research on how to use technology to support task-based activities is crucial.

There is also a gap in the literature regarding the assessment of TBLT. Traditional language assessments often do not align with the communicative goals of task-based learning, as they focus more on grammar and vocabulary than on communicative competence. There is a need for research on developing assessment tools that accurately measure the outcomes of TBLT, particularly in terms of practical language use.

The findings suggest that TBLT is highly effective in improving communicative competence, especially in speaking and listening skills. Learners in TBLT programs consistently demonstrate greater fluency and accuracy when using language in real-world contexts. This aligns with the core principles of TBLT, which emphasize the importance of using language for meaningful communication rather than focusing solely on grammatical structures. The success of TBLT in promoting authentic language use highlights its value as a learner-centered approach.

Teacher preparedness is a crucial factor in the successful implementation of TBLT. Studies show that teachers who are well-trained in task-based approaches are more effective in facilitating task-based activities and helping students achieve communicative competence. This emphasizes the need for professional development programs that equip teachers with the skills to design and implement tasks that align with curricular goals. Teacher training also plays a key role in overcoming resistance to TBLT, particularly in more traditional educational settings.

The motivational benefits of TBLT are another key finding. Learners are more engaged when language tasks are relevant to their real-world experiences, and this engagement leads to higher levels of participation and interaction in the classroom. The interactive nature of TBLT fosters collaboration among learners, which not only improves language skills but also builds social and cognitive skills. These findings suggest that TBLT is an effective approach for promoting both language learning and overall student development.

Challenges related to assessment remain a significant issue in the application of TBLT. Many traditional assessment tools focus on isolated language skills, such as grammar and vocabulary, which do not fully capture the communicative goals of task-based learning. There is a need for assessment methods that evaluate learners' ability to use language in real-world contexts, aligning with the principles of TBLT. Without appropriate assessment tools, it may be difficult to measure the true impact of task-based learning.

Studies consistently show that TBLT improves communicative competence, but there are differences in how task-based approaches are implemented and assessed across contexts. Research conducted in Western educational systems tends to focus more on learner autonomy and engagement, while studies in more traditional contexts emphasize the challenges of adapting TBLT to teacher-centered pedagogies. This suggests that the success of TBLT may depend on the educational environment and the degree of institutional support for learner-centered approaches.

Some studies emphasize the role of task complexity in language learning outcomes, while others focus on task type and sequencing. For example, Ellis (2003) found that more complex tasks led to greater linguistic gains, while Skehan (1998) highlighted the importance of selecting task types that align with specific learning objectives. These differences in focus suggest that task design is a critical factor in the success of TBLT, and that different contexts may require different approaches to task complexity and selection.

There are also differences in how TBLT is assessed across studies. Some studies use traditional grammar-based assessments, which may not fully capture the communicative gains made by learners in TBLT programs. Other studies attempt to develop more communicative assessments, but these are not yet widely adopted. This variation in assessment practices highlights the need for more standardized tools that align with the communicative goals of task-based learning.

Despite these differences, most studies agree that TBLT promotes higher levels of student engagement and motivation compared to traditional language teaching methods. The interactive, real-world focus of TBLT activities encourages learners to participate more actively in class, which leads to improved language outcomes. These findings suggest that TBLT is a versatile and effective approach for language learning, although its implementation may need to be adapted to fit specific educational contexts.

The theoretical implications of this review suggest that TBLT aligns with communicative language teaching theories, which prioritize the use of language for meaningful communication. TBLT challenges traditional approaches that focus on isolated language skills, advocating instead for a more holistic view of language learning that integrates linguistic, cognitive, and social skills. This theoretical shift reflects broader trends in language education toward more learner-centered, communicative approaches.

Practically, the findings from this review emphasize the importance of teacher training and professional development in the successful implementation of TBLT. Schools and educational institutions need to invest in programs that equip teachers with the knowledge and skills to design effective tasks and facilitate task-based learning. Without sufficient teacher training, the full benefits of TBLT may not be realized, particularly in educational settings that are more accustomed to traditional, teacher-centered pedagogies.

The review also highlights the need for flexible curricula that allow for the integration of TBLT. Schools that follow rigid, standardized curricula may struggle to adopt task-based approaches, as TBLT requires flexibility in lesson planning and assessment. Policymakers should consider the benefits of TBLT when designing curricula and ensure that there is room for task-based learning activities. The success of TBLT depends on the alignment of language teaching goals with broader educational objectives.

Additionally, the review underscores the importance of developing appropriate assessment tools for TBLT. Traditional language assessments often do not align with the communicative goals of task-based learning, as they focus more on grammar and vocabulary than on real-world language use. There is a need for assessments that measure learners' ability to communicate effectively in practical situations, reflecting the goals of TBLT. These assessments would provide a more accurate measure of learners' progress and help educators evaluate the success of task-based learning programs.

Future research should focus on conducting longitudinal studies to assess the long-term effects of TBLT on language proficiency. While many studies report short-term gains in speaking and listening skills, there is little evidence on whether these improvements are sustained over time. Longitudinal research would provide valuable

insights into the lasting impact of task-based learning on learners' communicative competence.

More research is needed on how TBLT can be adapted for use in non-Western and more traditional educational contexts. Most of the existing research on TBLT has been conducted in Western settings, where learner-centered pedagogies are more common. Research that explores how TBLT can be modified to fit different cultural and educational environments would help expand its applicability and ensure that more learners can benefit from task-based approaches.

There is also a need for more research on the integration of technology in TBLT. While some studies have examined the use of digital tools to support task-based learning, there is a need for more comprehensive research on how technology can be used to enhance task design and implementation. As digital learning becomes more prevalent, understanding how technology can support TBLT will be crucial for its continued success.

Finally, future research should focus on developing assessment tools that align with the communicative goals of TBLT. Traditional assessments that focus on grammar and vocabulary do not fully capture the language skills developed through task-based learning. Research on designing more communicative assessments that measure real-world language use would provide valuable insights for educators and policymakers seeking to implement TBLT effectively.

One limitation of the reviewed studies is the focus on short-term outcomes. Many studies measure immediate improvements in language proficiency but do not track learners over time to assess the long-term impact of TBLT. This focus on short-term results limits our understanding of whether the gains made through task-based learning are sustained after learners leave the classroom.

Another limitation is the geographical focus of the research. Most studies on TBLT are conducted in Western educational settings, with limited exploration of how task-based learning can be adapted to non-Western or more traditional educational systems. This geographical limitation means that the findings may not be generalizable to all educational environments, particularly those with different cultural or institutional frameworks.

The review also highlights the variability in how TBLT is assessed across studies. Many studies rely on traditional grammar-based assessments that may not fully capture the communicative goals of TBLT. This lack of standardized assessment tools makes it difficult to compare findings across studies and draw definitive conclusions about the overall effectiveness of task-based learning.

Finally, the reliance on qualitative data in many of the reviewed studies introduces potential bias in interpreting the results. While qualitative methods provide valuable insights into learners' experiences with TBLT, they may not always capture the full scope of its effectiveness. Incorporating more quantitative research, particularly large-scale studies that use standardized assessments, would provide a more balanced and comprehensive understanding of the impact of TBLT on language learning.

CONCLUSION

The review of Task-Based Language Teaching (TBLT) highlights its effectiveness in improving language proficiency, particularly in speaking and listening skills. TBLT promotes communicative competence by encouraging real-world language use, which enhances both fluency and accuracy. Learners also show higher engagement and motivation when participating in task-based activities, though the successful implementation of TBLT depends on teacher training and resource availability.

This research contributes to the field by synthesizing findings from various studies, providing a comprehensive understanding of the impact of TBLT across different educational contexts. It emphasizes the role of task complexity, teacher preparedness, and curriculum flexibility in determining the success of TBLT programs. The review also sheds light on the challenges of integrating TBLT into traditional, teacher-centered educational systems.

The theoretical implications of this review suggest that TBLT aligns with communicative language teaching theories, which prioritize meaningful communication over isolated language drills. Practically, the findings underscore the need for professional development programs that train teachers to design and facilitate effective task-based learning activities. The review also highlights the importance of developing assessment tools that reflect the communicative goals of TBLT.

The primary limitation of this review is the focus on short-term outcomes, with few studies tracking long-term improvements in language proficiency. The research is also largely concentrated in Western educational settings, limiting the generalizability of the findings to non-Western contexts. Furthermore, variability in assessment methods across studies complicates efforts to measure the overall effectiveness of TBLT.

Future research should focus on conducting longitudinal studies to assess the long-term impact of TBLT and explore its adaptability in non-Western contexts. More work is needed on developing appropriate assessment tools that capture the communicative competencies fostered by task-based learning. TBLT holds significant promise for enhancing language learning, but its full potential can only be realized through further research, targeted teacher training, and the development of supportive institutional frameworks.

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