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## Teacher's Roles in Technology-Mediated TBLT in EFL Class

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### Abstrak

Studi ini menyelidiki peran guru dalam Pengajaran Bahasa Berbasis Tugas yang Dimediasi Teknologi dalam konteks Bahasa Inggris sebagai Bahasa Asing di sebuah sekolah menengah kejuruan. Dengan menggunakan pendekatan studi kasus kualitatif, data dikumpulkan melalui observasi kelas dan wawancara guru. Temuan ini menyoroti peran guru di tiga tahap TBLT: Pra-tugas, Siklus Tugas, dan Fokus Bahasa. Pada tahap Pra-tugas, guru bertindak sebagai motivator dan presenter, mengaktifkan pengetahuan dasar siswa menggunakan PowerPoint dan membimbing pemahaman awal. Selama Siklus Tugas, guru memfasilitasi kolaborasi kelompok dan memantau kemajuan siswa saat menggunakan ponsel pintar untuk mengeksplorasi tenses. Pada tahap Fokus Bahasa, guru memberikan umpan balik dan menggunakan Baamboozle sebagai alat teknologi untuk penilaian formatif. Studi ini menunjukkan bahwa peran guru melampaui pedagogi hingga mencakup integrasi digital, yang sejalan dengan prinsip-prinsip TMTBLT. Temuan ini memberikan wawasan tentang bagaimana teknologi dan metode berbasis tugas dapat meningkatkan pengajaran bahasa di lingkungan sekolah dan mendorong pembelajaran yang berpusat pada siswa.

Kata Kunci: *Dimediasi Teknologi, Kelas EFL, Peran Guru, TBLT*

## Abstract

This study investigates the role of teachers in Technology-Mediated Task-Based Language Teaching (TBLT) in the context of English as a Foreign Language (EFL) at a vocational high school. Using a qualitative case study approach, data were collected through classroom observations and teacher interviews. The findings highlight the role of teachers in three stages of TBLT: Pre-task, Task Cycle, and Language Focus. In the Pre-task stage, teachers act as motivators and presenters, activating students' background knowledge using PowerPoint and guiding initial understanding. During the Task Cycle, teachers facilitate group collaboration and monitor students' progress while using smartphones to explore tenses. In the Language Focus stage, teachers provide feedback and use Baamboozle as a technological tool for formative assessment. The study demonstrates that teachers' roles extend beyond pedagogy to include digital integration, which aligns with the principles of TMTBLT. These findings provide insights into how technology and task-based methods can enhance language teaching in school settings and promote student-centered learning.

Keywords: *EFL Class, Teacher's Role, Technology-Mediated, TBLT*

## INTRODUCTION

The task-based language learning (TBLT) approach has become a focus of increasing attention among educators and researchers in Indonesia in recent years. TBLT is a learning approach that focuses on developing group work skills to understand, conclude and solve problems in tasks given by the teacher (Hermayawati, 2017). This phenomenon is reflected in various studies exploring the application of TBLT in educational contexts. The TBLT approach emphasizes learning through the development of collaborative skills to understand, summarize, and complete tasks or practices assigned by the teacher (Suci et al., 2022). With the growing use of technology in the learning process, technology is now being integrated into the TBLT approach, resulting in a new form of TBLT, namely technology-mediated task-based language teaching (hereinafter referred to as TMTBLT) (González-Lloret & Ortega, 2014).

TBLT is an innovative approach derived from the Communicative Approach. In this study, the author conducted a literature review on the application of task-based learning in English teaching, specifically regarding the benefits and challenges of its implementation in Indonesia. The results of the study indicate that the TBLT concept has been successfully implemented in the classroom (Sholeh, 2021).

In another study examining students' experiences with TBLT in vocabulary learning, it was found that students generally showed positive attitudes towards using the TBLT method in learning vocabulary (Putri, 2022).

TMTBLT has been an area of research interest for many researchers in the last five years. A researched study by (Vellanki & Bandu, 2021) shows that TBLT can help and increase student motivation in online learning English students. (Wang, 2022) examined the impact of technology mediated task-based language teaching (TMTBLT) in an English as a Foreign Language (EFL) writing class on students' descriptive writing performance.

In Indonesian education context, the implementation of TMBLT and its research studies are still limited. (Baetty, 2019) examines how TMTBLT can motivate students in vocational schools. (Pahlevi et al., 2022) investigate some EFL teachers' perceptions on TMTBLT training to equip teachers in designing meaningful activity-based learning through TBLT that is integrated with the use of technology media.

This research aims to explore teacher roles in technology-mediated TBLT in EFL class.

## RESEARCH METHOD

This study uses a qualitative approach with a case study design to in-depth investigate the role of teachers in implementing Technology-Mediated Task-Based Language Teaching (TMTBLT) in English as a Foreign Language (EFL) classes at the Vocational High School (SMK) level. The research location is one of the SMK in Jakarta, with the research subject being an English teacher who actively uses the TMTBLT approach in her teaching practice. Data collection was conducted through classroom observations and semi-structured interviews. The observation aimed to directly capture interactions between teachers and students during the learning process, including how teachers facilitate tasks, integrate technology, and respond to student participation. Interviews were conducted to explore teachers' views on the implementation of TMTBLT, challenges faced, and strategies used in aligning the task-based learning approach with the use of digital tools such as PowerPoint and Baamboozle. The entire data collection process was carried out during one learning period that included three TBLT stages: pre-task, task cycle, and language focus. Data were analyzed using the Miles and Huberman model which includes three main steps: data reduction, data presentation, and conclusion drawing. Data reduction was carried out by sorting relevant data from observations and interviews, followed by presenting the data in descriptive narrative form to facilitate interpretation. Finally, conclusions were drawn by interpreting emerging patterns and findings to answer the research problem formulation. Data validity was maintained through technical triangulation, namely comparing observational data with interview data, as well as through discussions between researchers and checking the validity of interview transcripts by participants (member checking). This

approach is expected to provide a complete picture of the role of teachers in TMTBLT and how technology is utilized pedagogically in the context of language learning in vocational schools.

## RESULT AND DISCUSSION

The findings of this study reveal that the teacher played multiple roles throughout the three core phases of Technology-Mediated Task-Based Language Teaching (TMTBLT): Pre-task, Task Cycle, and Language Focus. These roles were in line with the framework of TBLT as proposed by Willis (1996) and supported by contemporary literature, such as Van Den Branden (2016), Vellanki & Bandu (2021), and Azmy & Nanda (2024), emphasizing the importance of teacher adaptability, student engagement, and technology integration.

In the Pre-task phase, the teacher acted as a motivator and presenter. The teacher activated students' prior knowledge by asking reflective questions related to tenses and used PowerPoint slides to explain concepts and provide example sentences. Students responded actively, either verbally or by checking their notes. This phase fostered a communicative and student-centered atmosphere, aligned with TBLT principles. As supported by Van Den Branden (2016), such roles position teachers as key actors in scaffolding learning through contextual input and meaningful engagement. Furthermore, by incorporating PowerPoint and encouraging students to access materials on their smartphones, the teacher demonstrated an understanding of digital literacy as a fundamental component of modern language learning. This approach is echoed in the research of González-Lloret & Ortega (2014), who argue that technological mediation in TBLT promotes learner engagement and ensures the relevance of input.

During the Task Cycle, the teacher assumed the role of facilitator and monitor. Students were organized into small groups and tasked with constructing sentences using different tenses, with the freedom to choose relatable themes such as hobbies or daily activities. Digital tools like smartphones were utilized for grammar checks and reference. The teacher monitored the discussions, offering guidance only when necessary, which promoted learner autonomy. These practices resonate with Vellanki & Bandu (2021), who emphasize the role of digital tools in encouraging collaboration and independent learning in TBLT settings. Moreover, this stage highlighted the students' ability to negotiate meaning collaboratively, a hallmark of successful task-based instruction. As noted by Ellis (2003), tasks that require students to work together toward a communicative outcome not only enhance fluency but also foster strategic language use.

In the Language Focus stage, the teacher provided direct feedback and facilitated error correction through peer collaboration. To reinforce grammar accuracy, the teacher used Baamboozle, a gamified platform, as a formative assessment tool. This not only allowed students to review key concepts but also created an engaging and interactive learning environment. According to Wang (2022), such integration of digital tools into language learning enhances comprehension and motivation, validating the teacher's role as a technology integrator. The teacher further reinforced learning by regrouping students, allowing them to learn from peers outside their initial teams. This strategy promoted cross-collaboration and deeper understanding, demonstrating the teacher's role in managing classroom dynamics and sustaining engagement.

The data, drawn from both classroom observation and teacher interviews, demonstrate how TMTBLT was effectively implemented in this vocational high school context. The teacher exhibited flexibility in pedagogy and technology, creating a balanced approach that supported communicative competence and student-centered learning. As noted by Venketsamy & Hu (2024), teachers who act as change agents adapt their methods to meet learners' evolving needs through meaningful task design and technological mediation. In this study, the teacher's conscious effort to design tasks aligned with real-life language use reflects this agentive role, ensuring that students not only learn language structures but also apply them contextually.

The findings also imply that effective implementation of TMTBLT depends not only on familiarity with the approach but also on the teacher's ability to make pedagogical decisions that are sensitive to student needs and classroom contexts. This includes the integration of accessible technologies that support active learning, meaningful assessment, and student engagement. Furthermore, the use of smartphones as reference tools and gamified platforms such as Baamboozle indicates that technology can empower students to become autonomous learners when used appropriately under teacher guidance.

This research highlights several practical implications. For teachers, the study underscores the importance of continuous professional development, especially in the area of educational technology. Institutions must also support TMTBLT implementation through access to digital tools and structured training. Moreover, the observed instructional strategies, such as peer collaboration and digital-based formative assessments, suggest that effective task-based instruction should balance structure and flexibility, allowing students to explore and learn at their own pace.

Nonetheless, this study has its limitations. It was conducted in a single school and involved only one teacher, which may not represent the diverse realities of TMTBLT in other settings. Future research is recommended to explore different educational levels and skill areas, such as speaking, writing, and reading, to provide a more comprehensive understanding. Including students' perspectives would also enrich the findings by offering insight into how they perceive the teacher's roles in a TMTBLT environment. Comparative studies using various digital platforms beyond PowerPoint and Baamboozle are also encouraged to identify the most effective technological tools for TBLT implementation.

In conclusion, the study highlights the evolving roles of teachers in TMTBLT: from delivering content to facilitating active learning through technology. These roles—motivator, facilitator, monitor, feedback provider, and technology connector—were strategically enacted to enhance students' linguistic abilities and engagement. This reflects the shift toward more dynamic, learner-centered classrooms in the digital age. Teachers must continue to embrace both pedagogical and technological shifts to foster independent, collaborative, and communicative learning environments that align with 21st-century education goals.

## CONCLUSION

This research investigates the multifaceted roles of teachers in the implementation of Technology-Mediated Task-Based Language Teaching (TMTBLT) within English as a Foreign Language (EFL) classrooms at vocational high schools. The findings reveal that throughout the three main stages of TBLT Pre-task, Task Cycle, and Language Focus teachers perform various key functions, including acting as motivators, facilitators, monitors, providers of feedback, and integrators of technology.

In the Pre-task stage, teachers remind students of their background knowledge and clarify objectives through related questions and the use of visual materials such as PowerPoint presentations. During the Task Cycle, teachers encourage collaboration, monitor group activities, and enable students to construct knowledge independently using digital resources. In the Language Focus stage, teachers facilitate peer review, provide corrective feedback, and use Baamboozle as a gamified assessment tool to reinforce learning.

The study concludes that teachers' roles effectively align with the principles of TMTBLT. The practices promote student engagement, independence, and meaningful language use. Technology is successfully integrated not only as a delivery tool but also as

a medium to encourage interaction and assessment. Overall, teachers demonstrated the ability to shift from traditional learning to a more communicative, learner-centered, and digitally supported pedagogy.

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