Exploring the Impact of Task-Based Language Teaching and Technology on Oral Communication Skills

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Abstract

This paper aims to address the question, "How can task-based language teaching (TBLT) with technology integration affect students' oral communication skills? students now have more interesting and motivating surroundings for learning; the task-based language teaching (TBLT) approach helps them to apply the language in practical settings by means of pertinent assignments. Using a quantitative research design and 60 university students from Diyala University English, this relationship was evaluated. Before and after the eight-week intervention, students' speaking performance was statistically analyzed and questionnaires were used as part of data collecting techniques. Students taught using TBLT and technology showed far better oral proficiency than those taught using conventional approaches, according the findings. Students' communication skills improved with their more independence, practical assignments, and access to digital tools. Still, availability of time and technological tools were challenges as well. According to the study, digital educational tools and task-based language instruction (TBLT) help language learners be more practical and involved. The study offers recommendations regarding training teachers showing that it is crucial to use technology for language education and increasing digital materials availability to maximize learning outcomes.

الملخص

تهدف هذه الورقة إلى معالجة السؤال: "كيف يمكن أن يؤثر تعليم اللغة القائم على المهام (TBLT) مع دمج التكنولوجيا على مهارات التواصل الشفهي لدى الطلاب؟" يمتلك الطلاب الآن بيئات تعليمية أكثر إثارة وتحفيزًا؛ يساعد نهج تعليم اللغة القائم على المهام (TBLT) في تطبيق اللغة في سياقات عملية من خلال مهام ذات صلة. تم تقييم هذه العلاقة باستخدام تصميم بحث كمي وشمل 60 طالبًا من جامعة ديالى. تم تحليل أداء الطلاب في التحدث إحصائيًا قبل وبعد التدخل الذي استمر ثمانية أسابيع، وتم استخدام الاستبيانات كجزء من تقنيات جمع البيانات. أظهرت النتائج أن الطلاب الذين تم تعليمهم باستخدام TBLT والتكنولوجيا أظهروا كفاءة شفهية أفضل بكثير من أولئك الذين تم تعليمهم باستخدام الأساليب التقليدية. تحسنت مهارات التواصل لدى الطلاب مع استقلاليتهم الأكبر، والمهام العملية، والوصول إلى الأدوات الرقمية. ومع ذلك، كانت توافر الوقت والأدوات التكنولوجية تحديات أيضًا. وفقًا للدراسة، تساعد الأدوات التعليمية الرقمية وتعليم اللغة القائم على المهام (TBLT) المتعلمين في اللغة على أن يكونوا أكثر عملية ومشاركة. تقدم الدراسة توصيات بشأن تدريب المعلمين، مشيرة إلى أنه من الضروري استخدام التكنولوجيا في تعليم اللغة وزيادة توافر المواد الرقمية لتعظيم نتائج التعلم.

1.INTRODUCTION:

Success in the social, intellectual, and business spheres of the modern linked society depends on mastery of oral communication. Usually giving grammatical exercises and memorization icient help for top priority, conventional language teaching approaches have shown insuff raising students' speaking skills (Long, 2015). Emerging as a main tool in response stressing Based -on involving students in meaningful activities to improve language acquisition is Task e Instruction (TBLT) TBLT based Languag-Language Teaching (TBLT). Grasping Task centered approach around practical tasks -arranges language instruction using a learner needing active language use. By pushing functional language use above traditional methods ents to participate in group emphasizing grammatical ability, TBLT encourages stud solving (Ellis, 2003). This method seeks to build -playing, and problem-discussions, role world contexts needing the -communicative competency by surrounding students in real s, 2007). By concentrating on activities appropriate use of the target language (Willis & Willi world situations, TBLT increases oral communication accuracy and fluency. -mirroring real Based Language Teaching: Including Technology TBLT's potential has been much -Task mic and immersive environments made possible raised by including technology into it. Dyna by digital tools and platforms help to enable real language use. Virtual reality environments, language learning programs, and online communication platforms help students to engage in actions and provide chances to practice speaking skills in many world inter-simulated real Lloret & Ortega, 2014). Technology lets students track their -contexts (González development and progressively improve their speaking abilities by allowing instantaneous nstruction (Chapelle, 2001feedback and tailored i).

Factors Affecting Verbal Communication Skills Integration of TBLT with technology has shown to improve oral communication skills of students. Using technology tools to help eases their motivation and involvement, so oriented activities incr-students participate in task creating more chances for important language use (Ziegler, 2016). This mix improves learners' confidence in natural use of the target language (Lai & Li, 2011) and fluency and iated by technology can expose different linguistic pronunciation. Furthermore, tasks med inputs and cultural settings, so improving the whole language acquisition process (Blake, Based -Obstacles and Factors Although the incorporation of technology in Task .(2013 ides various advantages, it also poses obstacles. Access to Language Teaching (TBLT) prov technical resources may be inequitable, potentially resulting in differences in educational chances (Stockwell, 2013). Furthermore, instructors and students may necessitate training to oriented framework (Hubbard, 2004). It -y employ technological tools inside a taskproficientl is imperative that technology functions as a tool to enhance meaningful communication is rather than becoming an objective in its own right. Consequently, meticulous preparation essential to synchronize technological instruments with educational goals (Thomas & .(Reinders,   2015

Based Language Teaching with technology constitutes a dynamic -The amalgamation of Task es. This approach promotes and efficacious method for improving oral communication abiliti significant language application, enhances motivation, and elevates speaking proficiency by Lloret, -involving learners in genuine tasks facilitated by technological resources (González s overcoming issues associated with resource Successful implementation necessitate .(2020 accessibility and the efficient utilization of technology to ensure alignment with educational objectives. Ongoing study and application in this domain offer potential for the enhancement in the digital era (Long, 2015 of language instruction

Problem statements:
Despite the acknowledged significance of oral communication abilities in English for numerous second language ، (2006 ،academic, professional, and social success (Richards L2) learners persist in facing challenges with speaking proficiency. Traditional language) teaching methods often prioritize grammatical accuracy and rote memorization over the rules of the language but lack meaningful interaction, leading to students who may know Based -Task .(world communication (Ellis, 2003-the confidence and fluency to engage in real real, communicative activities to improve speaking is presented (Language Teaching (TBLT implementation may not sufficiently resolve the complexity of lonely but its—proficiency .language acquisition across diverse learning environments

including artificial —Furthermore, despite the rapid advancement of educational technology —classrooms, and speech recognition systems powered language apps, virtual-intelligence there is a dearth of empirical data on the successful integration of these digital tools with Based Language Teaching (TBLT) to improve oral proficiency development. Many -Task imited practice opportunities, and poor feedback in language learners still face fear, l conventional classrooms (Horowitz et al., 1986), suggesting a demand for more dynamic, .based approaches-enhanced task-technology

This research aims to identify the following critical deficiencies:
Based Language Teaching (TBLT) has been extensively -dagogical Gap: Although TaskPe .1 studied, its efficacy in enhancing oral communication skills differs among various .educational contexts, and its integration with technology is little examined

2. Technological Gap: Despite the availability of digital tools for interactive speaking practice, their congruence with task-based approaches has not been rigorously assessed to ascertain their impact on fluency, accuracy, and engagement.

. Practical Gap: Numerous language educators lack direction on effectively integrating Task-Based Language Teaching with technology to foster immersive, communicative learning experiences.

Research Question:

Given these challenges, this study aims to investigate:

- How does Task-Based Language Teaching (TBLT) impact on students' oral communication skills?
- What role does technology play in enhancing task-based speaking activities?
- To what extent does the integration of TBLT and technology improve students' speaking proficiency compared to traditional methods?

Research Objectives

This study seeks to:

1. Examine the impact of TBLT on students' oral communication skills.
2. Investigate how technology enhances task-based language learning.
3. Assess the combined effect of TBLT and technology on speaking proficiency.

Significance of the Study

The findings will contribute to the fields of applied linguistics and educational technology by providing empirical evidence on optimizing oral skill development through integrated pedagogical and technological approaches. Educators and curriculum designers can use these insights to create more effective, engaging, and technologically enriched language learning environments.

2. LITERATURE REVIEW:

To better connect your theoretical framework to your study's title ("The Effect of Task-Based Language Teaching and Technology on Students' Oral Communication Skills"), we should explicitly highlight how sociocultural theory and constructivist learning theory justify the integration of TBLT and technology in developing oral communication skills. Below is a refined and expanded version with stronger theoretical connections:

THEORETICAL FRAMEWORK

Based on Vygotsky's (1978) sociocultural theory, which holds that language acquisition is a socially mediated process whereby students develop abilities by major contact and support from more competent peers or teachers, this study is grounded. Task-Based Language Teaching (TBLT) is therefore the best pedagogical approach in this context since it gives collaborative, real-world activities requiring meaning negotiation, feedback, and peer interaction top priority—qualities that are necessary for oral skill development (Long, 2015).

Furthermore, constructivist learning theory (Jonassen, 1999) holds that rather than by passive information absorption, students actively build knowledge by means of experienced and problem-solving activities. TBLT follows this concept by involving students in goal-directed speaking activities reflecting real communication environments (such as debates, role-plays, presentations). Technology improves the effectiveness of these activities since digital technologies (such as artificial intelligence chatbots, video conferences, speech recognition software) provide multimodal input, instantaneous feedback, and immersive practice environments (González-Lloret & Ortega, 2014).

Technology, in this context, acts as a scaffolding mechanism (Chapelle, 2001), bridging the gap between classroom learning and real-life communication. For instance:

- **Virtual exchanges** (e.g., Zoom discussions with native speakers) extend social interaction beyond the classroom, reinforcing Vygotsky's concept of the **Zone of Proximal Development (ZPD)**.
- **AI-powered pronunciation tools** (e.g., ELSA Speak, Google's speech recognition) offer individualized feedback, supporting constructivist principles by allowing learners to **self-monitor and refine their speaking skills autonomously**.

Thus, the integration of TBLT and technology is theoretically justified as a powerful combination for enhancing oral communication skills—TBLT provides the communicative context, while technology amplifies interaction, feedback, and engagement, aligning with both sociocultural and constructivist perspectives.

Strengthened Connection to the Title

By explicitly linking TBLT (as a social, task-driven method) and technology (as a mediator of interaction and feedback), this framework directly supports your study's focus on how these two elements jointly affect oral communication skills.

Related Studies:

In her 2023 study, "Investigating EFL Oral Production in a Technology-Mediated TBLT Context," published by De Gruyter, Ghadah Albarqi analyzed the effects of incorporating Task-Based Language Teaching (TBLT) with technology on the oral output of English as a Foreign Language (EFL) learners. The study, conducted over two months with 38 EFL learners, employed TBLT tactics in an online learning environment, leveraging a Learning Management System (LMS) to facilitate activities. According to the results, this integration raised students' oral production, so enhancing fluency and linguistic complexity. The study underlined the need of more research to investigate the long-term effects of technology-mediated TBLT and its applicability in different degrees of proficiency and cultural surroundings.

Published by De Gruyter, the 2018 study "The Effects of Technology-Mediated TBLT on Enhancing the Speaking Ability of EFL Learners," sought to investigate the impact of technology-mediated Task-Based Language Teaching (TBLT) activities necessitating student cooperation on the enhancement of English-speaking skills in EFL learners. Focusing on cooperative speaking activities enabled by technology, each group assigned to create seven five-minute video projects over a semester. Twenty-25 students were divided into groups of 4 to 6. Particularly in fluency and confidence in using English, the results revealed that these group projects significantly enhanced students's speaking skills. The study exposed research gaps, implying the need of more research to validate findings and investigate the effects on several language competencies outside speaking.

Published by Clausius Press, the 2022 study "Research on the Effectiveness of Task-Based Language Teaching in Higher Education," sought to examine how well Task-Based Language Teaching (TBLT) raised oral competency among students of higher education. The approach involved the development of several oral assignments allowing students to interact with language in useful contexts. The results showed that TBLT greatly enhanced students' communication and oral expression skills. The study revealed research gaps that call for more study on task designs and their impact on many aspects of oral proficiency.

These studies taken together show how much Task-Based Language Teaching (TBLT) combined with technology can help language learners have better oral communication skills. Still, they underline the need of more research to look at long-term consequences, applicability in different contexts, and implications on several language competencies

3. Methodology

3.1 Research Design

This study uses a quantitative research design, in which the researchers incorporate the collection and statistical analysis of numerical data to investigate relationships among the variables. It is quantitative research that focuses on objectivity and the use of standardized instruments to gather data. Creswell (2018) argues that quantitative designs are appropriate for hypothesis testing and evaluating the prevalence of occurrences within a society.

3.2 ResearchInstruments

The questionnaire in this research is a set of questions and answers to obtain information by student teachers and statistical data in order to know their academic level. This questionnaire was approved by a group of English language experts after reviewing it. Which statistical methods were utilized to analyze the data collected from the questionnaire? Inferential statistical techniques were employed to examine the combined effect of TBLT and technology on speaking proficiency. Additionally, descriptive statistics were utilized to gain insights into the strategies adopted by student teachers to address these effects.

Research Validity: To ensure the validity of the questionnaire in this study, a series of quality checks were followed. In the first place, a panel of English language experts thoroughly reviewed it so that its purpose is aligned with what it measures. Moreover, teachers University Diyala /College of Humanities/Department of English Language participated in providing their opinions and ideas about its appropriateness and relevance for further improvement. By subjecting the questionnaire to this extensive review, we can be confident that it adequately assesses the difficulties student teachers experience regarding the impact of task based on oral communication skills.

Questionnaire Reliability: Determining reliability was the basis for constructing a consistent measure of performance to be used consistently in order to find a genuine difference between performance effects and experimental interference or variables. The tool identified the problems faced by student teachers as low reliability (mean = 0.60, SD = 1.24), with a Cronbach's alpha coefficient of 0.92, which indicates high internal consistency.

3.3 Data Collection

Students will receive structured questionnaires asking about their impressions of Task-Based Language Teaching (TBLT) and the use of technology into their language development. These tools will gather student comments, drive, and expected improvement in speaking ability data. Surveys are a common approach in quantitative research to compile consistent data from individuals.

The project will gather demographic information including age and educational background to assist to contextualize the results and investigate possible correlations between these elements and language acquisition results. Evaluating the generalizability and relevance of the study depends on an awareness of the demographic traits of the subjects.

3.4 Data Analysis

The study compared survey data before and after TBLT and technology-enhanced instruction to determine their impact. We rated participants' experiences and changes using established criteria. Two complimentary statistical methods were used for core analysis. First, paired t-tests measured group score changes between baseline and follow-up surveys. This approach improves cohort tracking. Second, ANCOVA corrected for historical knowledge and demographic factors that might skew findings. By including these elements, the research on teaching strategies was directed.

3.5 Participants

There will be sixty English language learners aged twenty to twenty-four registered at Diyala University. The sample consists of male and female students, so providing a varied pool of subjects to assess the success of the intervention over a spectrum of backgrounds. Choosing participants from this age range and educational environment enables one to investigate Task-Based Language Teaching (TBLT) and technology integration in an environment where students are most likely ready for academic or professional activities needing competent oral communication skills.
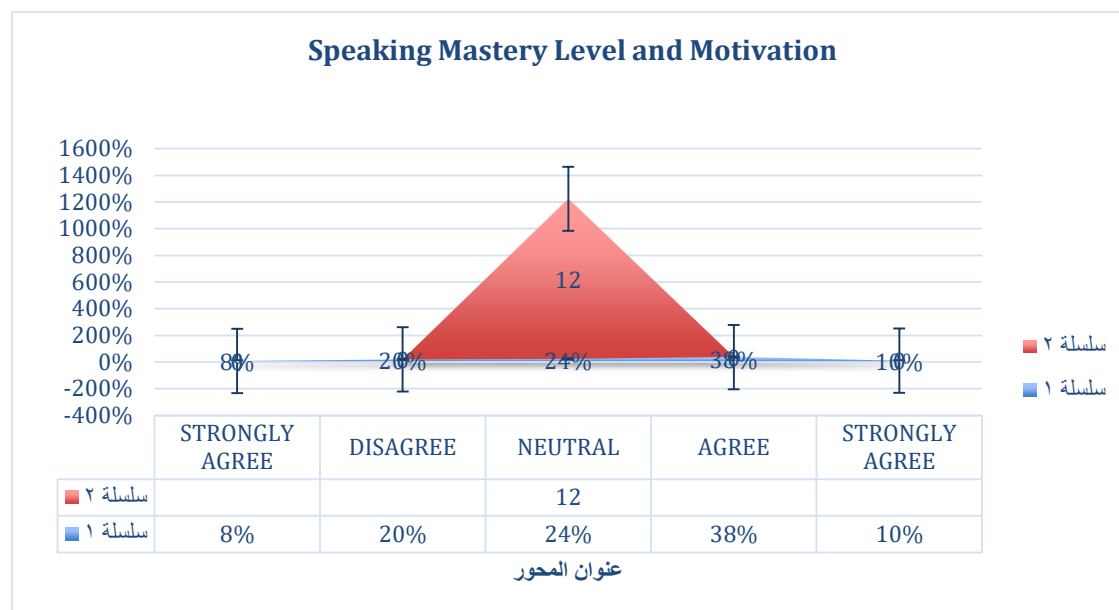
FINDINGS AND RESULTS.4

Given these challenges, this study aims to answer the following questions:

- How does Task-Based Language Teaching (TBLT) impact students' oral communication skills?
- What role does technology play in enhancing task-based speaking activities?
- To what extent does the integration of TBLT and technology improve students' speaking proficiency compared to traditional methods?

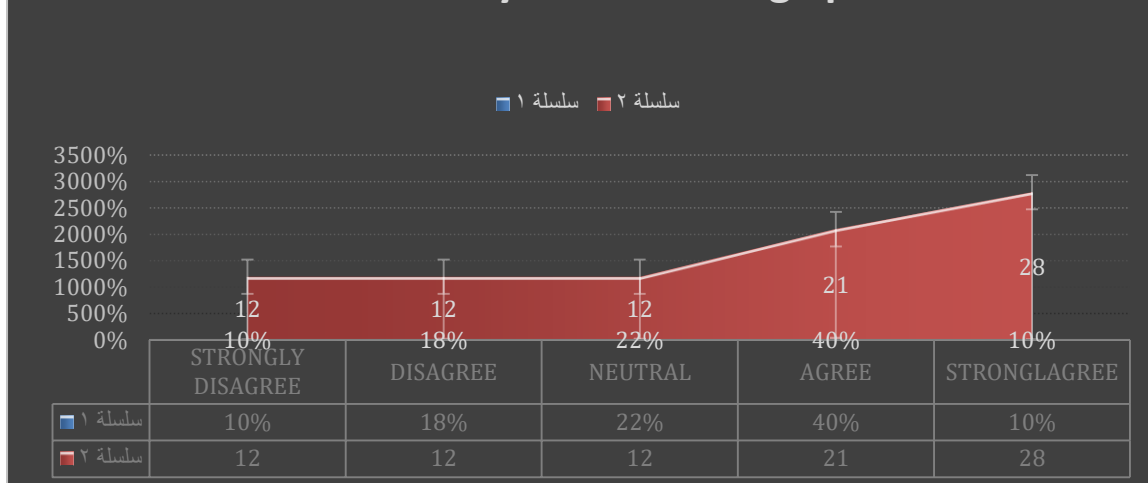**Findings on Students' Speaking Proficiency and Learning Environment**

1. **Speaking Mastery Level and Motivation:**

	STRONGLY AGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
سلسلة ٢			12		
سلسلة ١	8%	20%	24%	38%	10%

عنوان المحور

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The majority of students (38%) agree that they are motivated to communicate fluently and clearly in English, demonstrating a positive attitude toward improving their speaking skills. However, a notable 24% remain neutral, indicating that some students may lack confidence or interest, which could impact their motivation.

2. **Time and Facility for Practicing Speaking:**

Time and Facility for Practicing Speakin :

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLAGREE
سلسلة ١	10%	18%	22%	40%	10%
سلسلة ٢	12	12	12	21	28

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While 40% of students agree that the time allocated for speaking practice is sufficient, a significant number either disagreed or remained neutral. This suggests that improvements in the structuring and frequency of speaking activities could further enhance students' learning experiences.

3. **Effectiveness of Speaking Activities:**

Effectiveness of Speaking Activitie

6%   14%   20%   45%   15%

■ STRONGLY DISAGREE ■ DISAGREE ■ NEUTRAL ■ AGREE ■ STRONGLY AGREE

a
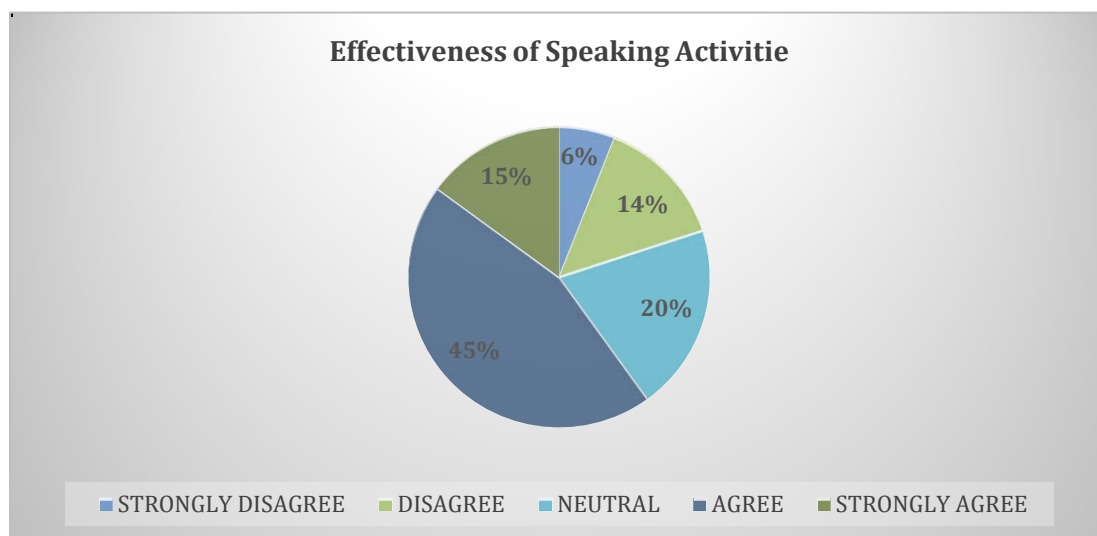
lf (45%) of the students agree that classroom speaking activities encourage active participation in English communication. Despite this positive response, some students may still struggle with participation due to shyness or a lack of confidence.
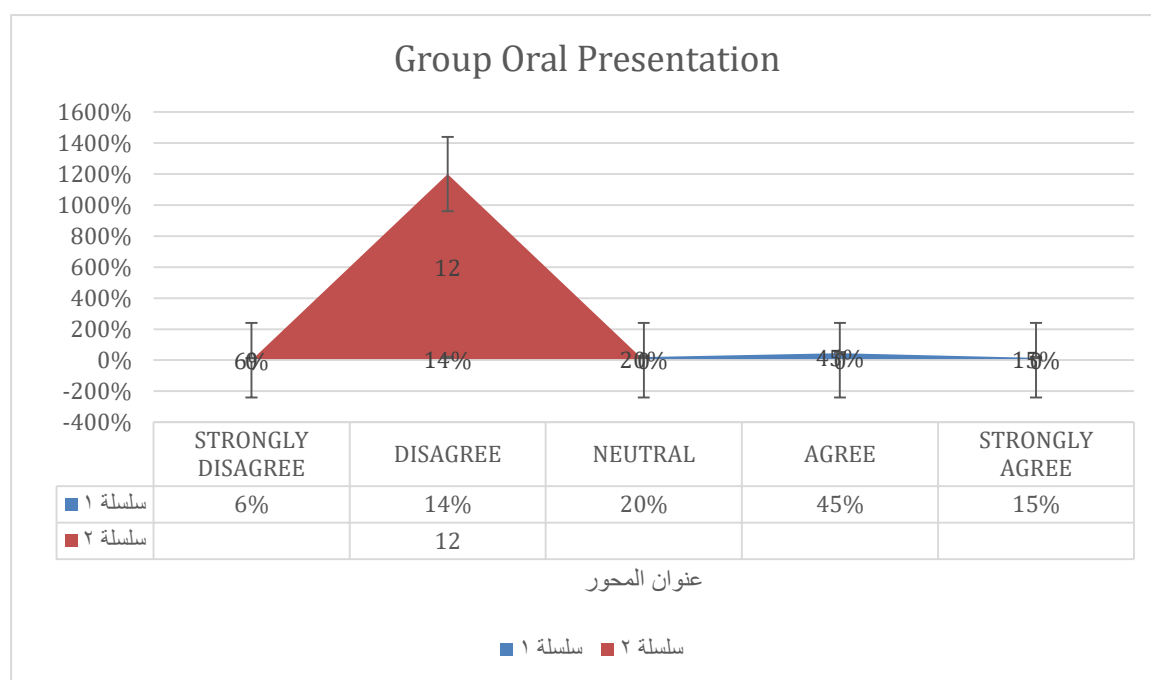
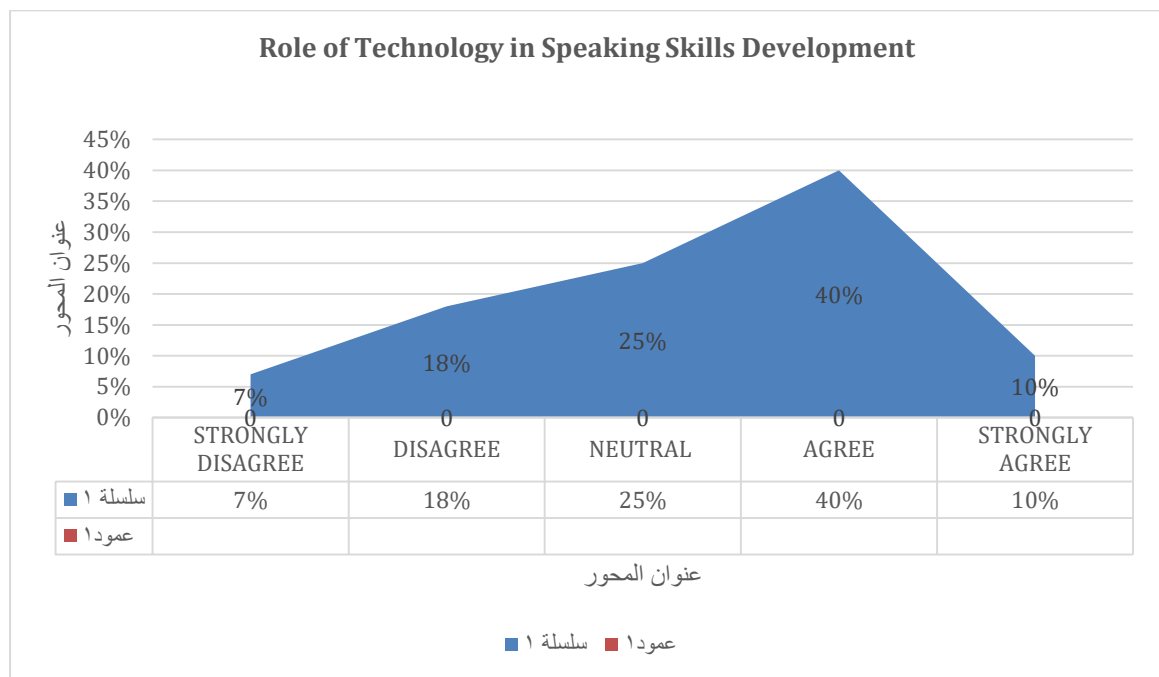4. **Students' Speaking Barriers:**

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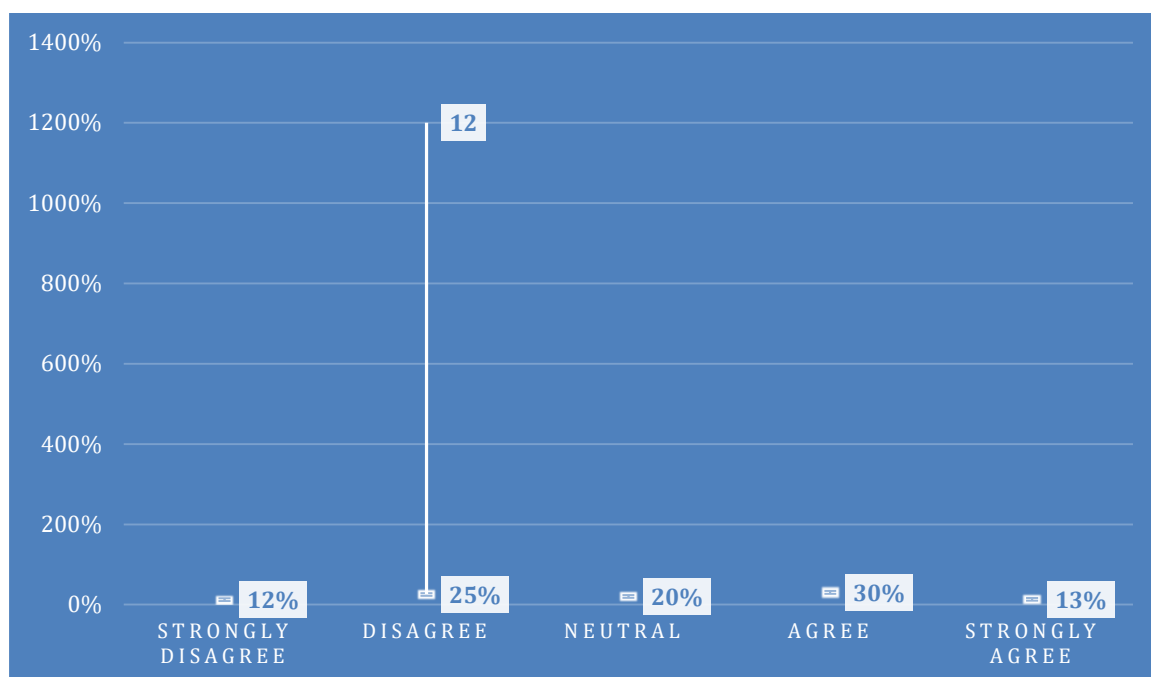
Interestingly, the highest percentage (25%) disagreed with the idea that confidence is a major barrier to speaking English. However, 30% of students acknowledged confidence as a challenge, indicating that while many do not struggle with self-assurance, a considerable portion still faces difficulties in this area.

5. **Group   Oral   Presentations   ::**   **:**

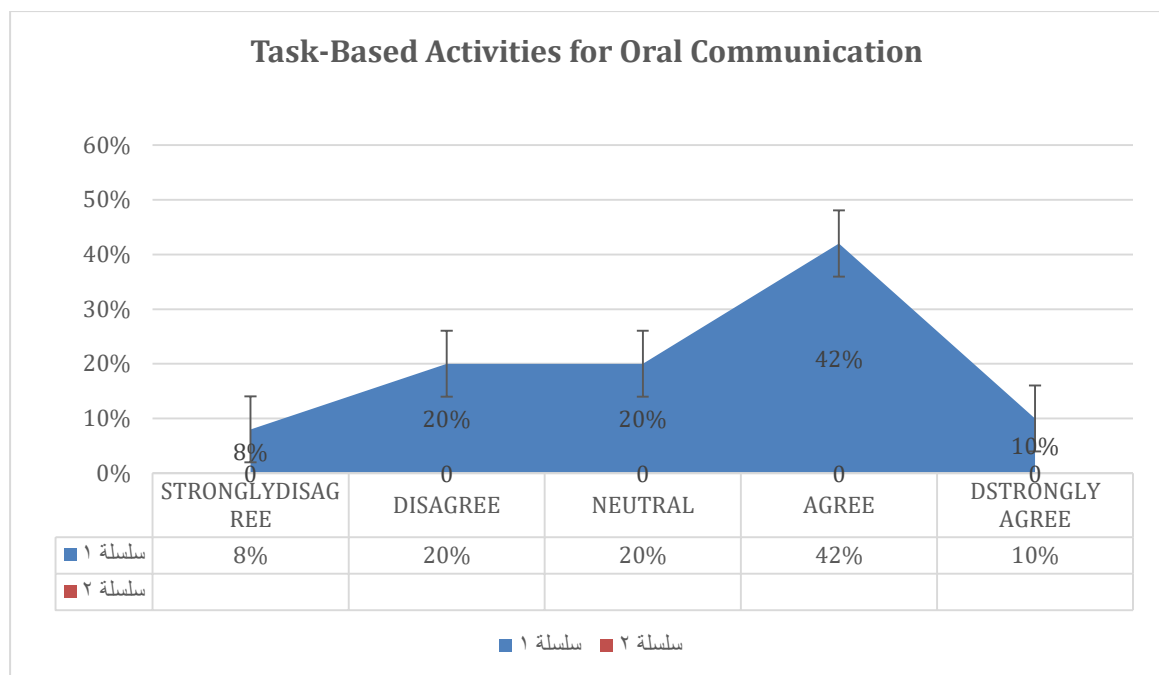|	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
■ سلسلة ١	6%	14%	20%	45%	15%
■ سلسلة ٢		12			

عنوان المحور

■ سلسلة ٢ سلسلة ١

Group presentations received strong approval, with 45% of students agreeing that they effectively enhance speaking skills. This suggests that collaborative speaking tasks play a crucial role in improving confidence and engagement.

6. **Role of Technology in Speaking Skills Development:**

Role of Technology in Speaking Skills Development

|	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
■ سلسلة ١	7%	18%	25%	40%	10%
■ عمود١					

عنوان المحور

■ عمود١ ■ سلسلة ١

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A significant portion (40%) believes that technology positively contributes to speaking skill development. However, with 25% remaining neutral, it is possible that not all students have access to or feel comfortable using technological tools for language learning.

7. **Task-Based Activities for Oral Communication:**

Task-Based Activities for Oral Communication

	STRONGLYDISAG REE	DISAGREE	NEUTRAL	AGREE	DSTRONGLY AGREE
■ سلسلة ١	8%	20%	20%	42%	10%
■ سلسلة ٢					

■ سلسلة ١   ■ سلسلة ٢

:

Task-based learning methods, such as role-plays and simulations, were found to be effective, with 42% of students agreeing that these activities improve oral communication skills. This indicates the need to integrate more hands-on, practical learning experiences into language lessons.

8. **Collaboration with Classmates:**

Collaboration with Classmates

■ سلسلة ١   ■ سلسلة ٢

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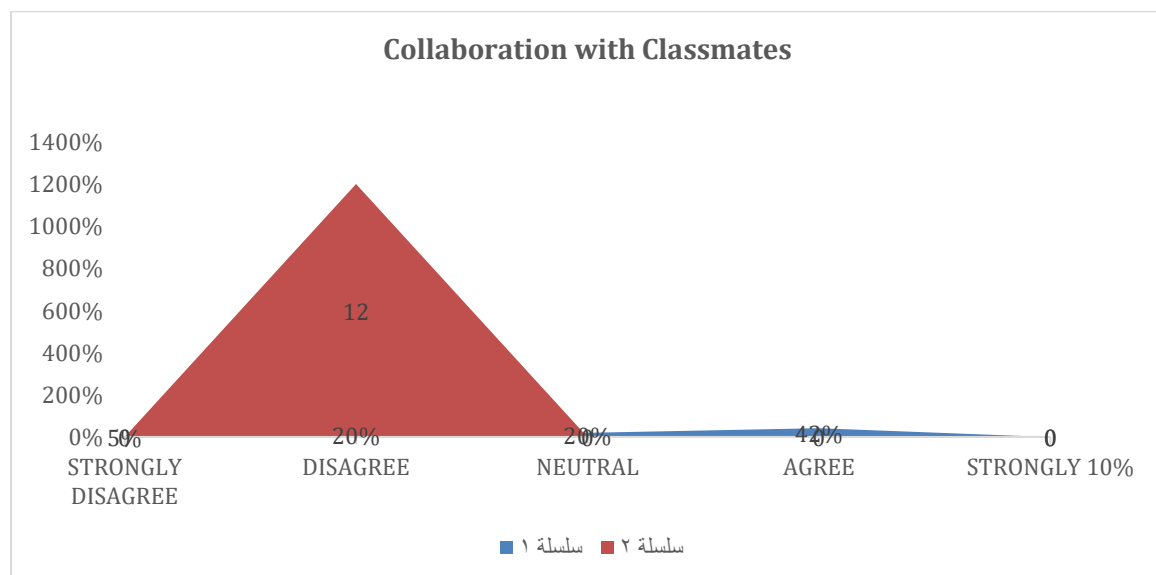
Most students (42%) recognize that collaborating with peers is beneficial for improving speaking skills. These findings highlight the importance of peer interaction in language learning.

Overall Summary

The findings suggest that students generally value speaking practice, group activities, and collaboration as essential elements in enhancing oral communication skills. However, challenges such as confidence issues, the structuring of speaking practice, and the integration of technology remain areas for further improvement. Addressing these concerns can help create a more effective and engaging language-learning

Discussion:

The study's findings provide a comprehensive analysis of various factors influencing English-speaking proficiency, aligning with and expanding upon existing research. Below is a detailed examination of each aspect: Speaking Mastery Level and Motivation ; The study highlights a strong correlation between speaking proficiency and learner motivation. Students possessing superior speaking proficiency have enhanced motivation, accompanied by diminished nervousness and elevated confidence. This corresponds with Dörnyei's claim that desire serves as both a catalyst and an outcome of language acquisition. The research underscores the need of ongoing evaluation and tailored feedback in maintaining student motivation. Duration and Resources for Oral Practice A significant difficulty identified is the inadequate time and resources allocated for speaking practice. In accordance with Richards' views, learners frequently lack organized chances for spoken communication. The research emphasizes the importance of institutional assistance, including access to language laboratories and conversation groups, to effectively improve speaking abilities.   Oral Exercises The research indicates that interactive speaking exercises, such as role-plays, debates, and storytelling, markedly enhance learners' confidence and fluency. This corroborates Thornbury's viewpoint on the effectiveness of such exercises. The study highlights a student preference for activities that facilitate personal expression, emphasizing the importance of student-centered learning methodologies. Barriers to Student Communication

 Psychological impediments, including the fear of errors and diminished self-esteem, are recognized as substantial hindrances to fluent English communication. This corresponds with the findings of Horwitz et al. about the influence of affective elements in language acquisition. The research indicates that organized practice, encouraging surroundings, and affirmative feedback can alleviate these obstacles. Group Oral Presentations Group presentations are recognized as effective in enhancing speaking skills by fostering collaboration and reducing anxiety. This corroborates Brooks and Wilson's findings that such activities promote peer support and knowledge sharing. Allowing students to choose their topics further increases engagement and the meaningfulness of the activity. Technology and Speaking Skills The study highlights the significant role of technology in improving speaking skills. Consistent with Chapelle's research, the use of digital tools like language learning apps and video conferencing facilitates speaking practice. Students engaging with technology report increased confidence and fluency. Task-Based Activities

Task-Based Language Teaching (TBLT) is affirmed as an effective approach for developing speaking skills. The study aligns with Ellis's work, demonstrating that tasks such as problem-solving and simulations enable meaningful language use, encouraging active participation and reducing assessment pressure. Collaboration with Classmates Collaborative learning is identified as a key factor in improving speaking skills. The study supports Norman's findings that peer collaboration enhances confidence, provides constructive feedback, and fosters a supportive community, benefiting students with speaking anxiety.

Support of Current Research This study adds empirical data on the interaction among motivation, speaking activities, psychological barriers, and technology, so supporting studies on language acquisition. It provides useful advice for teachers trying to create successful presentations since it suggests that structured practice, peer interaction, and technology integration can greatly improve speaking competency.

5.Concluion

According to the studies, Task-Based Language Teaching (TBLT) combined with technology significantly increases oral communication skills of students. TBLT puts students in real-world, authentic activities that promote active participation and major language application, so improving fluency and confidence. Technology's integration presents interactive platforms and instantaneous feedback, so creating an immersive learning environment that supports students to track their development and enable self-directed learning. This combination produces more drive, less anxiety, and more inclination to interact in the target language. Teachers have to design projects that effortlessly incorporate digital tools so that pedagogical approaches and technical resources work together to maximize these benefits and enhance language learning outcomes. Future studies should look at the long-term advantages of this method and its application across many linguistic and cultural settings to improve best practices in language education.

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APPENDEX 1

1 = Strongly Disagree | 2 = Disagree | 3 = Neutral | 4 = Agree | 5 = Strongly Agree

No.	Statement	1 2 3 4 5
1	I am eager to communicate fluently and clearly in English.	☐ ☐ ☐ ☐ ☐
2	The time allocated for oral communication practice in English classes is sufficient.	☐ ☐ ☐ ☐ ☐
3	I regularly use English when interacting with my classmates during class.	☐ ☐ ☐ ☐ ☐
4	I avoid speaking in English because I lack confidence. *(Reverse-scored)*	☐ ☐ ☐ ☐ ☐
5	Group oral presentations motivate me to practice and improve my speaking skills.	☐ ☐ ☐ ☐ ☐
6	Technology (e.g., interactive apps, videos, digital tools) supports my development of oral communication skills.	☐ ☐ ☐ ☐ ☐
7	Task-based activities such as role-plays, simulations, and real-life tasks effectively improve my speaking abilities.	☐ ☐ ☐ ☐ ☐
8	Collaborating with classmates enhances my oral communication practice and development.	☐ ☐ ☐ ☐ ☐