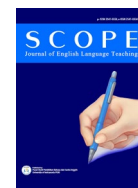




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Research Article

Sustaining TBLT during Online Learning: The Role of EFL Teacher Agency

Dias Fatatin Birrina¹, Ive Emaliana²

^{1,2} Universitas Brawijaya, Malang, East Java 65145, Indonesia

KEYWORDS

TBLT;
 EFL teacher;
 Online learning.

ABSTRACT

While task-based language teaching (TBLT) is among the most preferred methods for teaching foreign languages, it has not received enough study to be empirically verified in the English as a Foreign Language (EFL) classroom. Few studies have looked into instructors' reactions towards TBLT in the setting of Indonesian college English. This study contributes to closing the gap by studying EFL teachers' perspectives of TBLT and evaluating the present use of TBLT in online learning. Data from classroom observations, interviews, and course materials were triangulated to give a descriptive synthesis of teacher participants' experiences with TBLT instruction. The data analysis indicated that the teacher displayed proactive and reactive agencies in overcoming the conflicts in the instructional activity system via teaching as both learning and adaptation. A variety of mediational elements were revealed to account for their agency. In order to influence teachers' adoption of task-based language teaching, the study emphasizes the significance of teachers' shared attitudes regarding the usefulness of TBLT, curricular change, and institutional support. The article finishes with a discussion of the practical implications of the findings of this small-scale study on how to facilitate successful application of TBLT during emergency remote teaching in Indonesia.

CORRESPONDING AUTHOR(S):

E-mail: ¹diasfatatin@student.ub.ac.id

²ive@ub.ac.id

INTRODUCTION

One of the primary aims of many language programs around the world is to be able to communicate effectively in a foreign language (Brown, 2007; Richards and Rodgers, 2014). Since its inception in the early 1990s, the principle of communicative language teaching (CLT), which places an emphasis on 'what it means to be able to communicate with people in a range of settings and situations using the understanding of a language has become increasingly central to the teaching of English as a Foreign Language (EFL) in a number of Asian countries (Butler, 2011). CLT has seen several realizations and

emphases since its start. These have arisen as theorists and practitioners seek to improve the utility of CLT by identifying what East (2016) refers to as the most efficient teaching and usage combination and sequence. One such breakthrough is task-based language teaching (TBLT). The learner-centered and experiential concept of TBLT is that second language acquisition will improve if students are actively involved in activities that require them to use language in a real-world context and hold themselves accountable for identifying underlying language rules as they use it (Nunan, 2004).

TBLT is an approach to language learning which focuses on presenting tasks to improve the acquisition of

knowledge and language skills (Prianty, Ngadiso, and Wijayanto, 2021). This approach has a tendency to help students increase their skills while communicating with others. As Liu, Mishan, and Chambers (2018) state that TBLT has dramatic positive impacts in providing students with many huge opportunities to use English. Therefore, many believe that TBLT can significantly impact being implemented in the EFL classroom. Ellis (2009:223) defines 'task' using a clear and comprehensive set of criteria: (1) The main focus should be on 'meaning' (i.e. learners should be most concerned with the semantic and pragmatic meaning processing of utterances); (2) 'Gap' should be present (i.e. a need to convey information, express an opinion, or infer meaning); (3) Students should depend heavily on their own resources (linguistic and non-linguistic) to accomplish the activity; and (4) There is a clearly defined outcome (i.e. the language serves as the means for achieving the outcome, not as an end in its own right). Based on previous research in EFL contexts (for example, Prianty, Ngadiso, and Wijayanto, 2021; Richards and Rodgers 2014; Butler, 2011), a task's criterial features in TBLT can be summed up as follows: tasks are goal-oriented activities, in which the English language is utilized for communication in order to achieve an outcome; tasks exclude English language-free activities; tasks should be authentic and engaging, and tasks should primarily focus on meaning.

The advantages of TBLT are readily seen in the context of the expansion of English language instruction in Indonesia. In line with globalization trends, language teaching and learning emphasize the significance of improving language learners' multi-cultural understanding and preparing them for successful, interactive communication. Several research studies have been carried out within the framework to evaluate the use of TBLT in developing students' communication ability (Maulana, 2021; Sholeh, Salija, and Sahril, 2021). According to Maulana (2021), the findings show that the task-based approach is successful and motivating in increasing students' communicative ability while not impeding form-focused EFL acquisition. According to Sholeh, Salija, and Sahril (2021), a task-based method promotes learners to experiment with new language structures and forms when learning EFL.

Despite these evident advantages, TBLT has provided significant challenges. According to some research results, language learners value grammar and favor systematic, explicit grammar instruction (Saputra, 2020). This tendency contradicts the TBLT approach, which fosters language learning through speech as opposed to treating the language as an object of study by progressively presenting grammatical concepts (Liu, Mishan, and Chambers, 2018; Aliasin, Saedi, and Pineh, 2019). The lack of emphasis on explicit EFL grammar instruction in

TBLT leads to learner's dissatisfaction (Liu, Mishan, and Chambers, 2018; Bao and Du, 2015). Nurhayati (2019), for example, examined EFL learners' attitudes toward a task-based learning strategy (TBLT) at an Indonesian university and discovered that learners initially responded adversely to TBLT because it lacked the clear grammatical lessons they expected. In addition to being unfamiliar with the model of learning, learners also experience boredom, unease with the technique, and a sense of burden by the task.

Furthermore, learners' chosen modes of learning have been found to be in conflict with TBLT. In TBLT, teachers act as a facilitator or co-operator to support learners in taking the initiative to address language-related concerns through communication and collaboration with other learners. According to studies, learners are habituated to their habitual methods of learning and prefer to connect with the teacher in this manner, obtaining confirmation, correction, and encouragement (Bao and Du, 2015; Nurhayati, 2019). TBLT is further hampered by a lack of proficiency in the target language (Maulana, 2021); for example, when adopting TBLT in a lower secondary beginning EFL lesson, Adiantika and Purnomo (2018) recognize pupils' poor competency as one of the major problems. The impact of context on the application of a particular methodological approach is widespread. The significant study has demonstrated a discrepancy between TBLT and local contexts, for example, TBLT has extra challenges when conventional examination criteria, such as grammar-based examinations, remain popular (Saputra, 2020) and educational traditions prioritize teachers' roles in knowledge transfer and classroom management (Liu, Mishan, and Chambers, 2018). Instead of listening to the teacher speak, TBLT encourages learners to interact with other learners and infer grammatical aspects through the interactional meaning-making process. These tensions need TBLT to adapt to the local environment. To be suitable for the Indonesian learning setting, Nurhayati (2019) advises that TBLT be implemented in a weak version, with "tasks" utilized as "an adjunct to structure-based instruction."

Another noteworthy challenge in implementing TBLT is the emergency remote teaching situation in Indonesia. As the Covid-19 pandemic continues to spread, people keep being forced and become accustomed to adapting in order to survive and adapt to many aspects of life, including education. The circumstance requires teachers to make a temporary shift from instruction delivery to alternate delivery (Hodges, et. al, 2020). Education in Indonesia currently has adopted a policy that prohibits face-to-face learning activities or closes educational facilities for classroom instruction and replaces them with distance learning (Salehudin, Arifin, and Napitupulu, 2021).

Following the decision of the Indonesian Ministry of Education to allow all teachers to teach from home via distance learning platforms, they are required to design online-based learning media as learning resources. This has had an impact on the shift to online teaching and remote teaching but in an emergency condition, including the teaching of English at the university level. EFL teachers then should provide some adaptation in teaching and learning activities in this emergency situation. The implementation of TBLT in online emergency remote teaching allows teacher agency to influence EFL teachers' classrooms as well as learners' EFL learning outcomes.

Teacher agency can be defined as teachers' active attempts to take purposeful acts and make decisions in order to create a significant difference in their classrooms (Ahmad and Shah, 2022). It is essential in the job of language instructors (Xu and Fan, 2021). EFL teachers' agency may be evident in their attempts to make decisions about student learning, classroom innovation, professional development, and collaborative teacher learning, among other things. Concerns have long been expressed about the lack of teacher agency in this field (Van den Branden, 2016). Numerous studies have sought to determine the best way to modify TBLT while addressing the limitations associated with its implementation, with varying degrees of success in various contexts (e.g. Prianty, Ngadiso, and Wijayanto, 2021; Sholeh, Salija, and Sahril, 2021; Nurhayati, 2019; Adiantika and Purnomo, 2018). Although these studies do not specifically address the role that teacher agency plays in enabling successful TBLT implementation, they do provide a glimpse of how crucial teachers' involvement is in circumventing restrictions. Priyanti et al. (2019), for example, investigated how a group of EFL instructors attempted to include Engage, Study, activate teaching stages trilogy activities into their usual teaching strategy in response to perceived problems. According to Nurhayati (2019), EFL instructors in a university adopted the task cycle to help pupils learn basic English grammar. There was also evidence of instructors successfully using new techniques such as CLT and TBLT in response to a shortage of resources, big classes, and low teacher expertise (Sholeh, Salija, and Sahril, 2021; Adiantika and Purnomo, 2018). The examined studies suggest that, despite the numerous hurdles, there is some promising evidence that instructors are nevertheless motivated to implement task-based learning in their classes.

Overall, it is obvious that TBLT assists learners in a variety of ways; yet, research has also shown obstacles that arise when TBLT is applied in particular social circumstances, notably during emergency remote learning. It follows that the success of TBLT is influenced by the context. This has prompted educational institutions across the country to develop curricular improvements and emphasize the

importance of enhancing students' communication ability. Against this backdrop, it is possible that Indonesian EFL teachers encountered distinct challenges and opportunities than their counterparts in other sociocultural contexts. It is necessary to do research to learn how people use their agency in order to enable the TBLT implementation in their online setting. To address a research gap, the current study seeks to analyze the teacher as an agent of change in the application of TBLT in the Indonesian EFL context during emergency remote learning, focusing on the notion of agency as it is conceptualized from activity theory. This thorough case study can give valuable evidence of how instructors leverage affordances to apply TBLT in the context of current conditions while overcoming the obstacles. These data help to validate assertions concerning contextualized TBLT in EFL online learning circumstances. To address a research gap more study is thus required to have a deeper understanding of TBLT and properly to deploy it in a larger setting. This requirement was addressed in the current study by exploring the following research questions:

1. How was teacher agency exhibited throughout TBLT implementation in online learning?
2. What variables influenced teacher agency in the implementation of TBLT online learning?

METHOD

This study was carried out at a prestigious university in East Java Province, in an English language teaching study program where English is used as a medium of teaching. In recent university curriculum reforms, TBLT has been pushed to meet Indonesia's growing demand for high-quality graduates who possess excellent communication skills (Maulana, 2021). There is evidence that some Indonesian college English professors have endorsed and used TBLT (Nurhayati, 2019; Maulana, 2021). In the current study, the practice of a teacher was an example.

The data for this study were gathered from a female teacher's class in the middle of the semester academic year of 2021/2022. There were 36 pupils in the class. The teacher employed a syllabus and module that claimed to have included a number of meaning-focused assignments to assist students to build their communicative skills. Every week, the class met for 100 minutes. Purposive sampling was used to pick the instructor participant. The research was first conducted by talking to two lecturers and watching their course. Only one teacher was eligible because she was willing to be watched and interviewed frequently; The reason why she was willing to be part of the research was because she enthusiastically embraced TBLT and attempted to use it in the classroom; and all four characteristics that Ellis (2009) described were reflected in

the tasks she utilized. She was in her early 40s when the research was done, and she had been teaching English at the university for 13 years and had spent three years finishing an in-service magister program in education. The interview revealed that she was unsure of exactly when she began to practice TBLT, but she did emphasize her growing interest in this method and her desire to incorporate it into every meeting for the course she taught. According to the interviews, she possessed more theoretical than practical TBLT expertise.

This study used a qualitative case study technique (Yin, 2003). Data were collected in the participants' classrooms over four weeks using four procedures: pre-lesson interview, class observation, post-lesson interview, and course document collection. The instrument used was adapted from Ro (2016) and Jeon and Hahn (2006) as follows:

Table 1. Instrument to Collect the Data

Dimensions	Sub dimension	Question on the instruments	
1. Demography information	1.1 Teaching experience	1.1.1 How many years do you teach EFL?	
		1.1.2 How many years do you teach the course with TBLT?	
	1.2 Students' level	1.2.1 What are the students' critical thinking levels?	
		1.3 Teaching time allotment	1.3.1 How many credits is the course offered?
			1.3.2 How many meetings does the course have?
			1.3.3 How many minutes does the course have for one meeting?
1.3.4 Do you think, the time allotment is appropriate?			
2. Teaching approach	Teachers' Understandings of Task and TBLT	What is the teaching approach used by the lecturer?	
3. Class activities	Teachers' Views on Implementing TBLT	What are the class activities employed?	
		Do you use TBLT in your teaching?	

4. Reasons Teachers Choose or Avoid Implementing TBLT	If yes , please state any reasons that you decide to implement TBLT.	Effect on learners' academic progress, interaction skills, learners' intrinsic motivation, a collaborative learning environment, small group work? other reasons?
	If no , please state any reasons that you decide to implement TBLT.	Students are not used to task-based learning, materials in textbooks are not proper, large class size, limited target language proficiency, very little knowledge of task-based instruction. other reasons?

Before the classroom observation, we conducted a 10-minute interview with the teacher participant to obtain background data, thoughts on TBLT, curricular change, students' English learning, textbooks, and learning and training experiences. The interview questions were created specifically with the related literature on TBLT hurdles and problems in mind as mentioned above in Table 1. The second researcher attended each participant's class three times as a non-participant observer (Cohen, Manion, and Morrison, 2000) online through Zoom-meeting. She made extensive field notes on how the teachers employed texts and activities, as well as how they interacted with their pupils in online teaching-learning. The instructor was then questioned after each session, concentrating on questions emerging from classroom observations and occasionally revisiting subjects from the pre-lesson interview. Approximately 20 minutes were spent on each interview. All written interviews were conducted in English. The course documents (such as syllabus and module) were gathered and analyzed related to the observations and interviews to get saturated data.

The data were analyzed in two stages. We used deductive thematic analysis in the initial stage (Braun and Clarke, 2006). We first categorized data from teacher interviews and observations to determine the contents of each element, using the three elements of the activity system as deductive codes (Bygate, 2015). Then, in order to start finding the numerous contradictions in the activity system, we examined how the various elements of the activity system interacted with one another. The second stage began with inductive thematic analysis (Braun and Clarke, 2006). The purpose of this investigation was to uncover the manifestations of teacher agency as well as the factors mediating agency. After reading through the teacher

interviews and observation records several times, we assigned codes to them. The codes were then organized and classified into larger themes. The codes 'teaching approach' and 'class activities' were used to identify teachers' agentic actions. The codes 'views of TBLT' and 'reasons for using TBLT' were used to identify the factors mediating teacher agency. Finally, examples and evidence from the course documents and observation recordings were used to triangulate the findings.

RESULTS AND DISCUSSION

This section reported and analyzed the teacher's agentic actions as well as the factors influencing teacher agency.

Teacher Agency Manifestation in Implementing TBLT in Online Learning

Approaches to the Introduction of TBLT Teaching in an Online Setting

The qualitative data analysis revealed the teacher's approach to implementing TBLT in an online setting in terms of defining the goal competencies that students are anticipated to possess by the end of each unit or work scheme. This statement came up in the pre-lesson interview. For the sake of brevity, some representative excerpts were used to demonstrate this:

“Since the ultimate goal or the output expected from this course is learners practicing and developing their critical thinking (because they have to analyze research reports and finally produce their own), they must at least be practical thinkers. However, being advanced thinkers are the most appropriate critical thinking they should be at to complete the tasks set for this course”.

There are three ways to use TBLT in language instruction, and this course will employ the task-referenced approach. A task-referenced approach does not reveal anything about how learning will occur or how courses will be structured. This approach uses tasks to specify the target competencies that students should possess by the conclusion of the semester (Bygate, 2015). This is different from 'task-supported' teaching (a strategy that uses tasks to complement or support established or traditional programs) or properly 'task-based' (the curriculum of the program and its pedagogical practices are both substantially built around tasks in this case: he program is structured as a series of tasks, and rather than beginning with a choice of language priority, the core learning and teaching processes for each unit derive directly from the tasks themselves).

The researcher reported how participation among students improved throughout the course using field notes. This

increase was most noticeable during an online class. This appeared in the 14th meeting.

“The majority of participants attended this online class after completing the assignment prior to the class, and there was a low attrition rate. They were tired and ready to sit and listen at the start of the course. When they started working on the assigned tasks, they became more and more involved in the course, and people forgot about their tiredness when they entered the online classroom, especially when the task sections began. They actively participated in group projects with other students, and each contributed to different aspects of the knowledge (as in the presentation as the moderator, or presenter)”.

The course syllabus supported the discovery that TBLT "usually offered learners with the opportunity to experience English themselves by utilizing their own resources." However, it appears from the researcher's field notes that when students were performing activities in small groups, such as in the Zoom breakout room, they tended to speak Indonesian. Some pupils did not view the exercises as a chance to practice speaking English. For example, instead of communicating with his companion, one kid concentrated on checking his notes or writing on his own paper. This might be related to variances in learning processes across individuals. Regardless, assignment completion yields favorable outcomes that exceed students' expectations, and these outcomes may serve as a motivator for students to continue participating in the learning process (Sholeh, Salija, and Sahril, 2021), notably during online learning.

These findings imply that task usage necessitates learners actively contributing to the interpretation of their foreign language use, rather than passively obtaining EFL information from the teacher. Learners' active engagement has been stated as a favorable condition for foreign language acquisition (Bao and Du, 2015), which is crucial for learners who are immersed in a foreign language setting, such as those in our instance, who have limited access to EFL outside of the classroom.

Elements of a task-based Approach

According to the syllabus, this course description is as follows.

Dissemination of research results is a crucial aspect of the research process since it enables the researcher to share the findings with the public in order to collect input or share the benefits. This course is then meant to help students develop critical thinking skills by studying ELT research findings. Students must give a seminar presentation on their academic research findings in an academic conference environment.

The observation notes provided more evidence that the reduction in anxiety produced by TBLT, stating that

instead of participating in teacher-led activities or responding to questions in front of the entire class, students felt more comfortable when they collaborated on the tasks (peer editing the article), however; the observation also found that learners occasionally became distracted while completing activities, participating in irrelevant talks rather than focusing on the tasks. Nonetheless, the utilization of activities reduces students' concern about experiencing their EFL use, allowing them to gain confidence in the learning process (Maulana, 2021).

The teacher respondent also noted that

“When it comes to classroom sessions, I think it is enough as this course requires students to work more outside. Therefore, the real challenge is actually outside the classroom as the students need to work more on the readings and analyzing that will be presented in an oral presentation and written work. Meanwhile, this course is offered along with other courses that require students to work more on projects and practices. In conclusion, yes the time is sufficient for classroom sessions, with the ‘but’ that follows”.

From additional field notes from the online class observation, it can be seen that there were a series of activities including, reading, writing, speaking, and listening which were included. Students need to read articles and write a review paper and library research paper as a project. After that, they need to present their projects and they need to listen to questions or suggestions during presentation and conference day and they need to respond to them orally.

Whatever strategy is utilized to integrate task-based learning into programs, teachers and programs can employ a variety of elements. Among four elements (TBLT as a needs-based approach, the three-phase procedure, a discovery-based element to TBLT, and TBLT as a project-based approach) (Bygate, 2015), besides being highly compatible with the development of content and language integrated programs, this course can also be simply organized as a series of whole-class projects. Language attention then becomes a function of certain needs in specific communication contexts. Therefore, TBLT is used in this course as a project-based approach.

Task Approach

The teacher-participant expressed a clear knowledge of the basic aspects of a task, connecting the term "task" to real and compelling goal-oriented communication experiences for students by employing key phrases. 'For me, it's about authenticity, meaning... communication, and genuine use of the language,' she stated. She went on to suggest that an assignment would allow kids to discuss whatever they wanted. As an illustration:

“Instead of 'memorize your presentation content,' the students are engaging in meaningful communication that is more than just 'tell us about the article you read.' It is 'discuss with your classmates whether you support or contradict your article by using references from reputable journals”.

In the syllabus, it was mentioned clearly that the teaching strategy used is TBLT; in addition to that this course facilitated students with discovery learning and case methods which required some tasks to accomplish before reaching to the final project (namely a library research paper).

To strengthen these findings, the researcher observed how students' communication abilities grew throughout the course using field notes. This growth was most noticeable during class discussions, presentations, and small group discussions because the tasks are consistent with the principles of CLT which relates to classroom management where students participate in independent tasks (Sholeh, Salija, and Sahril, 2021). Besides, the tasks are based on the student-centered instructional approach which allows students to explore and guide their own learning and create their own particular meaning from EFL when finishing the project.

When asked about class activities employed, the teacher-respondent expressed this:

“TBLT seems to best portray the approach used for this course. It is so as the course conforms to the principles and practices of the TBLT which are the introduction of authentic text (students read journal articles) and the linking of classroom language learning with the language outside the classroom (because eventually, students are to do a presentation on disseminating the article that they have written)”.

TBLT is seen as a learner-centered teaching technique that is both motivating and beneficial in strengthening students' capacity to communicate in the target language in genuine circumstances (East, 2020). This is in line with Maulana (2021) that implementing TBLT, is critical to preserve the reverberation of conceptual maps and actual forms of CLT based on the student-centered paradigm, as well as their beneficial affordances toward students' communicative competence in the context of EFL in Indonesia. It is fairly clear that TBLT tasks described in this course place more emphasis on the cognitive processes that language learners are anticipated to use when working with tasks rather than on what really happens in the intricate pedagogical setting of language classrooms. It is also worth noting that, aside from task repetition, cognitive approaches have been considerably more interested in learners' broader cognitive processes than in the overall nature of – and how people resolve – the tasks themselves, which would be the focus

of teachers and students in classroom contexts (Bygate, 2015).

Mediational Factors Affecting Successful TBLT in Online Learning

Instructional Materials for EFL Online Learning

Table 2. Instructional Materials for EFL Online Learning

Meeting	Activities
1-2	Class discussion on Reviewing an Article
3-4	Individual reading of an article on the research report
5-10	Individual presentation (each meeting consists of 5 student presentations where each student takes a turn to be moderator and presenter)
11-14	Individual library research article development including, brainstorming, drafting, peer editing, conference
15	Publishing by joining an event similar to an undergraduate conference

Table 2 depicted the instructional activity system used by the teacher. The teacher, as the subject of the activity system, encountered a primary contradiction as a result of the discrepancy between her perceptions about TBLT and her inadequate understanding of tasks and TBLT, particularly when it is implemented online. She believes that students will get a valuable opportunity to develop their communicative competence, stimulate their interest in learning English, and promote their online participation through communicative tasks. Despite her views, she stated that she had only learned "some general terms about TBLT". Notwithstanding this, she was hesitant to implement TBLT because "those learned were too abstract and did not know how to apply in practice." Few contradictions appeared within the tools between the syllabus and module. The module supports the implementation of TBLT, however, it is usually done in face-to-face situations. The teacher commented that

"The module is usually used for offline meetings and it is more on the instructions on how to write a review and a library research article and some tips to use language functions for doing the presentation".

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While the objective of this course was on using English in real-world contexts, especially in presenting the written library research article. The use of the textbook as a tool did not work in harmony with the students because the objectives of cultivating students' communicative ability and encouraging their interests and participation in English learning were not met by these tools. The teacher believed that her students "must have communicative abilities" in order to succeed in their future careers, and she predicted that "the module will bore the students and demotivate them." The observations confirmed these perceptions. They praised the teacher for not only strictly adhering to the module but also including many interesting tasks in the classroom. While this contradiction made it difficult for the teacher to implement TBLT in the classroom, she also served as the "moving force behind disruption and innovation, and eventually behind system change and development" (Ahmad and Shah, 2022). A closer examination of the contradictions revealed that they arose as a result of TBLT material constraints and inadequate TBLT knowledge. According to the data analysis, teaching as adaptation and teaching as learning related to emergency remote teaching and learning were two sorts of voluntary and intentional actions that this teacher used to address the contradiction.

Because the teacher-respondent interview has been revealed as follows.

"I think TBLT promotes students' academic progress, improves students' interaction skills, encourage students' intrinsic motivation to learn English, creates a collaborative learning environment, and promotes students' initiative to explore more (on reading, for example), and these are my reasons to still implement TBLT in this online learning".

From the field notes taken from observation results, some activities related to TBLT were done online for example:

Students are required to review articles from reputable journals about ELT and they should present them orally in the classroom. Before presenting the work, they need to choose one inspiring article and analyze it followed by supporting articles. Students are assigned to write the review using the template provided. From this activity, students are able to understand and be able to deliver their own views about the article. To meet the learning objectives, students also need to present their work through video recording so that the other students can view prior the class. At the online class through a zoom meeting, the discussion was led by students as moderators of the others. Discussions were only conducted in question and answer sessions. Therefore, in this class activity the presenters merely need to answer questions from other students and get feedback from the teacher.

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Online Emergency Remote Teaching

There are some teaching as adaptation and teaching as learning to sustain TBLT implementation during online emergency remote teaching.

The teacher gives instructions before carrying out the class. The instructions should be clear and easy to follow. Ji (2017) argues that prior to task performance, students need to get adequate linguistic input and structured teaching instructions. The teacher should define the topic area at this point to indicate what students should do. It is imperative to outline in advance the tasks the students will be expected to complete and the kind of results they can expect (Adiantika and Purnomo, 2018). In this agenda, the teacher first explains the learning objectives that are expected to be achieved by students. Second, she delivered what students should do. Students are asked to make a written library research review of their previously selected article about English Language Teaching (ELT). They are also required to present the results orally at the end of the lesson. To ensure that the students are aware of the task's objectives and what has to be accomplished, the instructions are made in written form and added with spoken one. According to Dunham, Lee, and Persky (2020) in classroom interactions, spoken instructions are preferable in classroom interactions especially face-to-face meetings. Listening naturally takes less effort than reading. Providing instruction in a different format also helps students make it more accessible and detailed to all students. Finally, the teacher must explain the meaning of the task which can clarify the students' working process.

Akramy (2022) states that face-to-face learning does not equip students with ICT capabilities, whereas online learning not only causes their learning but also encourages them to learn a language using various technological devices and learning applications. One of them is using a recorded powerpoint presentation. In line with Vellanki and Bandu (2021) powerpoint is one of the technology means to help students effectively complete language tasks on online platforms. In this activity, students should be ready for the presentation by preparing powerpoint as the mean of the performance. They have to submit the powerpoint before the presentation day. Students try to understand what each other is saying and present their ideas. As a result, it is expected that this occurrence might well support language learning (Prianty, Prianty, Ngadiso, and Wijayanto, 2021).

The powerpoint itself is used by students to deliver their work and record their presentation in the form of video. As stated by Xue (2020) technology affordances might be incorporated with tasks to simplify language teaching and learning. By recording their presentation through video to

capture affordance, it is discovered that students are able to increase their English's ability for instance speaking skills. The recording should be submitted prior to the class. Therefore, other students may view and jot down their curiosity about the topic they have presented. It requires students to think critically to understand the other students' topics and ask questions about it in the class. As Rahmawati (2018) states that students' critical thinking skills encourage them to speak English because it helps their minds to generate more ideas and be able to understand English faster and deeper.

The class activity is only conducted in question and answer sessions based on the video presentation. Students discussed with the presenters the topic that has been presented in the video. In terms of spoken language, research studies have found that task-based activities help students improve their listening and speaking skills in EFL settings (Maulana, 2021). While doing the question and answer sessions, moderators are needed to lead the discussions. A moderator speaker template is provided which is also based on the language function delivered at the discussions held in class. By giving in-depth dialect practice tasks, the teacher is already able to focus on the new language they have been learning (Bygate, 2016). After the question and answer session of each presenter is over, the teacher provides written feedback to each student and it is delivered in class as is usually done in face-to-face classes. Adiantika and Purnomo (2018) believe that providing immediate and direct feedback to students after they have done their assignments can encourage them to actively participate in class. In addition, some students assume that their personal learning progress and performance can be reflected in answering questions from others and spoken performance recordings.

Since emergency remote teaching relies on a computer network technology to transmit information and instructions, Amin and Zulfitri (2022) stated that it is important for all to be done via the internet. Regarding this matter students, however, may experience network and connectivity problems (Vellanki and Bandu, 2021). One way to overcome this is for students to prepare for the backup of the presentation. As stated before, students' internet connectivity sometimes goes down and it may affect the class activity. In addition, having another wifi connection can be used to avoid this problem. Besides, students can communicate with their friends about what they will do to keep up the work. Maulana (2021) states that the use of tasks that include meaningful communication contexts encourages interaction even more. In order to make the presentation more interesting and impressive, students prepared it by editing the video much better. It may be said that students demonstrate their

creativity and flexibility in their learning (Liu, Mishan, and Chambers, 2021). This also has an impact on how actively they participate in projects.

CONCLUSION

The use of TBLT in online instruction is suitable since it enables students to develop their collaborative and communication skills through a variety of tasks. As in the results of the study, the teacher believed that TBLT is the most effective approach to implement in online learning and provides many positive impacts on the learning process. Even though the teacher had a poor understanding of the TBLT approach, she remained to implement it into class sessions. This approach has also been proven to increase students' communication abilities with their active engagements during class discussions and presentations. Therefore, to support emergency remote teaching in online learning, TBLT is one of the recommended approaches to be applied while taking into account the teacher agency. This study is expected to inspire other researchers in conducting the related study with greater confidence. Researchers hope that this will influence future curriculum development by considering the implementation of the TBLT approach in any circumstances, especially online learning.

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