



Imam Safii &lt;imamsafii2077@uhamka.ac.id&gt;

---

**[IJLTER] Article Review Request**

1 message

**IJLTER .ORG** <ijlter.org@gmail.com>

Tue, May 20, 2025 at 3:14 AM

To: Imam Safii &lt;imamsafii2077@uhamka.ac.id&gt;

Imam Safii:

I believe that you would serve as an excellent reviewer of the manuscript, "Enhancing Communicative Competence and Speaking Skills in EFL/ESL Classrooms: Strategies, Techniques, and Pedagogical Approaches," which has been submitted to International Journal of Learning, Teaching and Educational Research. The submission's abstract is inserted below, and I hope that you will consider undertaking this important task for us.

Please log into the journal web site by 2025-05-27 to indicate whether you will undertake the review or not, as well as to access the submission and to record your review and recommendation.

The review itself is due 2025-06-03.

Submission URL:

<https://www.ijlter.org/index.php/ijlter/reviewer/submission/85465?key=CH3Rp4GR>

Thank you for considering this request.

**IJLTER .ORG**[ijlter.org@gmail.com](mailto:ijlter.org@gmail.com)

"Enhancing Communicative Competence and Speaking Skills in EFL/ESL Classrooms: Strategies, Techniques, and Pedagogical Approaches"

**Abstract**

Communicative competence (CC) remains a critical yet challenging goal in EFL/ESL education, as learners often struggle with speaking skills due to limited practice opportunities, anxiety, and institutional constraints. This study synthesizes evidence-based strategies for enhancing oral proficiency, drawing on a qualitative analysis of 35 peer-reviewed studies and case studies from diverse contexts, including Indonesia, Saudi Arabia, and Pakistan. Findings reveal that task-based language teaching (TBLT) significantly improves fluency and engagement through authentic, real-world tasks but faces resistance in teacher-dominated or exam-centric systems. Technology tools like automatic speech recognition (ASR) enhance pronunciation accuracy, yet equity gaps persist in low-resource regions lacking digital infrastructure. Active listening and shadowing techniques bolster interactive communication but require adaptive implementation to address cultural norms, such as gender-segregated activities in conservative settings. The study identifies systemic barriers—including insufficient teacher training, rigid curricula, and assessment misalignment—as key impediments to CC development. Recommendations comprise: blending global methodologies with local adaptations, such as hybrid TBLT-grammar tasks and low-tech solutions. Institutions are urged to prioritize teacher professional development, revise exams to assess pragmatic skills, and foster partnerships with NGOs to bridge resource disparities. Pedagogical innovation, cultural awareness, and equity-focused policies can help students communicate fluently in real life.

---

International Journal of Learning, Teaching and Educational Research  
<http://ijlter.org/index.php/ijlter>

# Enhancing Communicative Competence and Speaking Skills in EFL/ESL Classrooms: Strategies, Techniques, and Pedagogical Approaches

**Commented [U1]:** The title depicts an ambiguous meaning

## Abstract

Communicative competence (CC) remains a critical yet challenging goal in EFL/ESL education, as learners often struggle with speaking skills due to limited practice opportunities, anxiety, and institutional constraints. This study synthesizes evidence-based strategies for enhancing oral proficiency, drawing on a qualitative analysis of 35 peer-reviewed studies and case studies from diverse contexts, including Indonesia, Saudi Arabia, and Pakistan. Findings reveal that task-based language teaching (TBLT) significantly improves fluency and engagement through authentic, real-world tasks but faces resistance in teacher-dominated or exam-centric systems. Technology tools like automatic speech recognition (ASR) enhance pronunciation accuracy, yet equity gaps persist in low-resource regions lacking digital infrastructure. Active listening and shadowing techniques bolster interactive communication but require adaptive implementation to address cultural norms, such as gender-segregated activities in conservative settings. The study identifies systemic barriers—including insufficient teacher training, rigid curricula, and assessment misalignment—as key impediments to CC development. Recommendations comprise: blending global methodologies with local adaptations, such as hybrid TBLT-grammar tasks and low-tech solutions. Institutions are urged to prioritize teacher professional development, revise exams to assess pragmatic skills, and foster partnerships with NGOs to bridge resource disparities. Pedagogical innovation, cultural awareness, and equity-focused policies can help students communicate fluently in real life.

**Keywords:** communicative competence, task-based learning, technology integration, equity in education, cultural relevance.

## 1. Introduction

In the realm of English as a Foreign Language (EFL) and English as a Second Language (ESL) education, CC is crucial, encompassing not just grammatical accuracy but also the ability to use language appropriately in diverse social contexts (Hymes, 1972). However, mastering oral communication remains a significant challenge, hindered by factors like limited vocabulary, anxiety, and lack of practice opportunities (Musabal & AbdAlgane, 2023). This research paper aims to address these challenges by exploring evidence-based strategies to enhance CC and speaking skills in EFL/ESL classrooms. Drawing on theoretical and empirical studies, the paper investigates the effectiveness of task-based learning, technology integration, active listening, and interactive communication approaches in fostering fluency, pronunciation, and engagement. The study also examines the role of motivation and classroom dynamics in creating a supportive environment for language development. By synthesizing existing research and providing practical insights, this paper seeks to equip educators with tools to overcome barriers faced by EFL/ESL learners, empowering them to communicate confidently and effectively in English, and contributing to the broader discourse on language teaching and learning.

**Commented [U2]:** The background presentation is very weak because it does not provide a concrete outline of the phenomena underlying the problem, the urgency of the problem to be researched, and the literature review is still very minimal.

### 1.1 Statement of the Problem

Despite the increased emphasis on CC in EFL/ESL instruction, many students struggle with speaking abilities, which are fundamental for English communication. Classrooms still face challenges such as limited vocabulary, pronunciation issues, low confidence, and insufficient interactive practice chances. Evidence-based techniques that meet EFL/ESL learners' different demands are needed due to fast technological integration and changing educational approaches. The gap between theoretical frameworks and classroom implementation makes these challenges worse, leaving educators looking for ways to improve speaking fluency and engaging communication. The aim of this study is to develop and evaluate tactics that can be effortlessly implemented into EFL/ESL lessons to increase students' CC.

### 1.2 Research Objectives

1. Investigating the key challenges faced by EFL/ESL learners in developing speaking skills and CC.
2. Exploring the effectiveness of task-based learning, technology integration, active listening, and interactive communication strategies in enhancing speaking fluency and pronunciation.
3. Examining the role of motivation and classroom dynamics in fostering a conducive environment for speaking skill development.
4. Providing practical recommendations for educators to implement evidence-based strategies in EFL/ESL classrooms.

### 1.3 Research Questions

1. What are the primary challenges faced by EFL/ESL learners in developing speaking skills and CC?
2. How effective are task-based learning and technology integration in improving speaking fluency and pronunciation among EFL/ESL learners?
3. What role does active listening play in enhancing interactive communication and speaking skills in EFL/ESL classrooms?
4. How do motivation and classroom dynamics influence the development of speaking skills in EFL/ESL contexts?
5. What are the most practical and evidence-based strategies that educators can implement to enhance CC and speaking skills in EFL/ESL classrooms?

## 2. Literature Review

### 2.1 Benefits of TBLT

TBLT enhances CC by immersing learners in authentic tasks, fostering real-world speaking and listening skills through meaningful interaction (Mudinillah et al., 2024; Kawa & Nidham, 2023; Шевельова-Гаркуша, 2024). Its focus on learner engagement links tasks to learners' lives, boosting motivation and autonomy through collaborative activities (Neupane, 2024; Li, 2023). TBLT also promotes critical thinking by requiring problem-solving and analysis, enhancing academic and professional skills (Neupane, 2024; Шевельова-Гаркуша, 2024). Research highlights improved language proficiency, particularly in practical contexts (Mudinillah et al., 2024; Kawa & Nidham, 2023). The approach's flexibility allows adaptation to diverse curricula and integration of technology, supporting varied learner needs (Kayır, 2020; Jackson, 2022; Barad, 2024). Finally, TBLT fosters learner autonomy, empowering students to use language independently beyond classrooms (Neupane, 2024; Li, 2023).

#### 2.1.2 Challenges and Considerations

**Commented [U3]:** The description of the theoretical basis has not been accompanied by adequate synthesis and analysis.

While TBLT offers numerous benefits, its implementation is not without challenges. One of the main challenges is the need for adequate teacher training and institutional support. Teachers may require professional development to design and implement tasks effectively, and institutions may need to provide resources and flexibility in the curriculum (Mudinillah et al., 2024; Jackson, 2022). Additionally, the assessment of tasks can be complex, as it requires evaluating not only language use but also the completion of task outcomes (Neupane, 2024; Шевельова-Гаркуша, 2024). Despite these challenges, the benefits of TBLT make it a valuable approach for language education. By focusing on meaningful communication, real-life tasks, and learner-centered instruction, TBLT provides learners with the skills and confidence they need to use language effectively in real-world contexts.

## **2.2. Bridging Authentic Communication and CC in Learner-Centered Classrooms**

By giving students real-world tasks that mimic realistic communication, TBLT fosters authentic language usage and CC. TBLT, based on Communicative Language Teaching (CLT), emphasizes meaningful engagement over rote learning, promoting real-life language and pragmatic abilities (Mudinillah et al., 2024; Li, 2023; Kayır, 2020). Key features include real assignments (e.g., problem-solving, role-plays) that meet learners' daily requirements, promoting contextual and purposeful language use (Шевельова-Гаркуша, 2024; Li, 2023). A learner-centered approach involves teachers facilitating collaborative projects, promoting autonomy and critical thinking (Kayır, 2020; Megawati & Alwiya, 2022). TBLT improves language competency by integrating speaking, listening, reading, and writing through holistic tasks (Yang et al., 2025; Lilian, 2024).

TBLT enhances pragmatic competence by emphasizing communication, enabling learners to navigate social interactions, negotiate meaning, and adapt language to cultural situations (Шевельова-Гаркуша, 2024; Chen, 2023). Authentic assignments increase engagement, motivation, and participation by targeting learners' interests (Zúñiga et al., 2023; Megawati & Alwiya, 2022). TBLT assignments commonly include sociocultural components, training students for cross-cultural communication (Yang et al., 2025; Chen, 2023). Research shows that TBLT connects classroom learning to real-world application, giving students flexible skills for varied communicative situations (Li, 2023; Mudinillah et al., 2024). This method improves language proficiency and encourages students to utilize language independently outside of school.

### **2.2.1. Improving Communicative Competence**

TBLT enhances learners' ability to communicate effectively in real-life contexts by fostering oral interaction, negotiation of meaning, and balanced fluency-accuracy development. Through collaborative tasks, learners refine speaking and listening skills, essential for coherent dialogue (Yang et al., 2025; Lilian, 2024; Zúñiga et al., 2023). Negotiation of meaning during tasks hones problem-solving strategies, enabling learners to navigate communication challenges (Шевельова-Гаркуша, 2024; Li, 2023). Simultaneously, TBLT promotes fluency through extended language production and accuracy via contextualized feedback, ensuring linguistically precise and confident communication (Zúñiga et al., 2023; Kayır, 2020).

### **2.2.2 Empirical Evidence Supporting TBLT**

Numerous research articles have shown that TBLT improves CC and authentic language use. The following findings demonstrate TBLT's benefits: TBLT improves language proficiency, particularly speaking and listening, according to research. TBLT improved

Chinese as a Second Language (CSL) learners' language ability by 25%, compared to 10% in the control group (Yang et al., 2025). Learner Engagement: TBLT boosts learner engagement and motivation. Students engage more in learning when given relevant and engaging tasks (Megawati & Alwiya, 2022; Zúñiga et al., 2023). Cultural competency: Culturally themed TBLT assignments improve learners' cultural competency. Cultural tasks assisted CSL learners understand Chinese culture and improve their language learning (Yang et al., 2025). Autonomous Learning: TBLT promotes self-directed learning. Independent problem-solving and collaborative tasks build confidence and skills for autonomous language acquisition (Lin et al., 2024; Chen, 2023).

### **2.2.3 Challenges and Considerations in Implementing TBLT**

TBLT has several benefits but is difficult to implement. Key considerations for educators and institutions include: Teacher Training and assistance: TBLT implementation requires teacher training and assistance. Teachers must develop, facilitate, and give students effective feedback (Mudinillah et al., 2024; Lilian, 2024). TBLT demands a flexible curriculum that supports communicative language teaching. Traditional curricula can make TBLT implementation difficult (Mudinillah et al., 2024; Li, 2023). Due to the concentration on process and product, TBLT learner outcomes are difficult to assess. Portfolios and self-assessment can help educators meet TBLT goals (Mudinillah et al., 2024; Li, 2023). Autonomy and Readiness: TBLT needs active learning. Some learners may need help building confidence and abilities for autonomous language acquisition (Lilian, 2024; Chen, 2023). For real language use and CC improvement, TBLT works well. TBLT helps learners improve linguistic and pragmatic abilities for real-world interactions by engaging them in meaningful communication tasks. Studies show that TBLT improves language proficiency, learner engagement, and cultural competence. However, teacher training, curricular alignment, and learner readiness must be considered for TBLT success. TBLT offers a promising way to create engaging and effective language learning settings as language education evolves.

## **2.3 Challenges and Limitations of Implementing TBLT in Traditional Language Classrooms**

TBLT has emerged as a highly effective approach to language education, emphasizing real-world communication and meaningful language use. However, its implementation in traditional classroom settings is not without challenges. This response explores the key challenges and limitations of TBLT implementation, drawing on insights from various contexts and studies.

### **2.3.1 Teacher-Related Challenges**

Teachers' readiness and willingness to use TBLT is a major obstacle. To switch from teacher-centered to student-centered, task-based instruction, several modifications are needed: Lack of Training and competence: Many teachers lack the training and competence to create and administer TBLT. TBLT demands teachers to develop authentic activities, support collaborative learning, and assess student performance based on task outcomes, which can be challenging for traditional educators. Resistance to Change: Grammar-based or lecture-style teachers may resist TBLT due to familiarity with old methods or skepticism regarding task-based approaches (Galimberti, 2024; Zhang, 2019). Time and Resources: Designing and integrating curriculum tasks takes time, especially for busy teachers. This may deter well-intentioned instructors from using TBLT (Bravo et al., 2022; Moore, 2018).

### **2.3.2 Student-Related Challenges**

Traditional classroom students may struggle with TBLT, especially if they are used to teacher-led instruction: Not familiar with TBLT: Students taught utilizing the Grammar Translation Method (GTM) or other traditional methods may struggle with collaborative work (Riaz, 2022; Wu, 2023). Different Skill Levels: Tasks for students of different linguistic proficiency can be difficult to develop. Tasks may be excessively difficult for beginners or too easy for experts (Zhang, 2019). Cultural and Psychological Factors: Shyness or cultural norms may prevent students from participating in public speaking or collaborative assignments (Zhao et al., 2024; Sharmin, 2023).

### **2.3.3 Institutional and Curriculum-Related Challenges**

Successful TBLT implementation depends on institutional and curriculum context, although traditional classrooms often present structural hurdles. First, inflexible grammar-over-CC curricula conflict with TBLT's flexible, task-based aims (Mudinillah et al., 2024; Aljasir, 2024). Second, written tests don't assess TBLT's communicative outcomes, making progress tracking difficult (Galimberti, 2024; Zhang, 2019). Thirdly, big EFL classes hinder task-based learning by preventing collaborative work and tailored feedback (Aljasir, 2024; Riaz, 2022). Finally, high-stakes assessments like China's College Entrance Exam force teachers to emphasize rote learning over interactive tasks (Zhao et al., 2024; Zhang, 2019). Systemic barriers like curriculum rigidity, assessment mismatch, logistical restrictions, and exam-driven goals hinder TBLT adoption, requiring institutional adjustments to align pedagogy with task-based principles.

### **2.3.4 Resource-Related Challenges**

Resource availability is another key to TBLT success. Traditional classrooms often lack task-based learning resources and infrastructure. Few TBLT-specific teaching materials: Many teachers notice a shortage of such materials. Many tasks require real-world resources, which may not always be available (Galimberti, 2024; Wu, 2023). Tech constraints: equipment can improve TBLT by offering realistic materials and collaborative tools, but many classrooms, especially in rural or under-resourced locations, lack the requisite equipment (Riaz, 2022; Moore, 2018). Insufficient Institutional Support: Schools and institutions may not provide professional development or resource financing to adopt TBLT (Zhao et al., 2024; Bravo et al., 2022).

### **2.3.5 Cultural and Contextual Challenges**

TBLT effectiveness is also affected by classroom culture and circumstance. Cultural Norms and Expectations: Some cultures value teacher authority and rote learning, which might make TBLT unpopular (Riaz, 2022; Zhang, 2019). Goals for language learning: Students may not see the significance of TBLT assignments in EFL environments, where English is not extensively utilized outside the classroom, resulting in low motivation (Aljasir, 2024; Sharmin, 2023). Socioeconomic Factors: Rural or economically challenged communities may lack resources and significant practice opportunities, making TBLT implementation problematic (Riaz, 2022; Wu, 2023).

### **2.3.6 Theoretical and Practical Challenges**

TBLT is based on second language acquisition (SLA) research, however its implementation is difficult. Designing meaningful and pedagogically successful assignments is difficult. To increase language acquisition and relevance to students' life, tasks must be carefully constructed (Mudinillah et al., 2024; Moore, 2018). Balance Form and Function: TBLT must balance linguistic form (grammar and vocabulary) and communicative function (meaningful engagement). Teachers struggle with this balancing (Galimberti, 2024; Bravo et al., 2022). Measuring Results: TBLT's reliance on CC rather

than discrete linguistic pieces makes evaluation difficult. Traditional assessments may not capture all learning outcomes (Zhang, 2019).

### **2.3.7 Solutions and Recommendations**

TBLT can be used in traditional classrooms with the correct assistance and tactics, according to various research. Professional Development: Training and professional development can help instructors adopt TBLT effectively (Zhao et al., 2024; Riaz, 2022). Reforming Curriculum: Aligning curricula with TBLT concepts and using more flexible, task-based techniques can improve implementation (Mudinillah et al., 2024; Zhang, 2019). Resource Development: Share TBLT-specific materials like example activities and assessment tools to fill the resource deficit (Galimberti, 2024; Bravo et al., 2022). Institutional Support: To promote TBLT, schools and colleges must reduce class numbers and invest in technology (Aljasir, 2024; Wu, 2023). Specific Context Adaptations: Understanding local issues and adjusting TBLT to meet them can improve its efficacy (Sharmin, 2023; Moore, 2018). Task-Based Language Teaching in traditional classrooms faces many obstacles, from teacher and student preparation to institutional and resource limits. TBLT improves CC and learner autonomy, making it worth trying. Teacher training, curriculum change, resource development, and institutional support are needed to address these issues. Education can really prepare students for real-world language use by overcoming these restrictions.

### **2.4 Effective Strategies for Integrating Technology in Education**

Technology may alter education if integrated strategically with educational goals. Selecting digital tools that complement teaching techniques and improve learning outcomes is key to building digital literacy without superficial use (Eden et al., 2024; Sabri, 2024). Teachers' helper robots, gamified platforms, and VR have been shown to improve conceptual knowledge (Xudayberdiyevna, 2024). Blended learning approaches personalize education through active learning and timely feedback, enhancing outcomes (Fionasari, 2024). Simulations and multimedia boost student involvement by encouraging collaboration and critical thinking (Xudayberdiyevna, 2024). Equity in access, infrastructure, inclusive policies, and training are needed to close the digital gap (Eden et al., 2024; Siminto, 2024). To use these technologies effectively and link them with curricula, educators need extensive professional development (Sabri et al., 2024; Akintayo, 2024). Transformational leaders encourage innovation and technology adoption by teachers (Aljehani, 2024; Wibowo et al., 2024). PBL with technology—virtual collaboration platforms, multimedia resources—motivates students to address real-world problems and fosters intrinsic involvement (Xudayberdiyevna, 2024). Technology works when managed well, including curricular integration, stakeholder engagement, and sustainable infrastructure (Siminto et al., 2024). Finally, connecting technology with pedagogy, using innovative tools, guaranteeing fairness, empowering educators, and gaining leadership support optimizes technology's ability to improve learning outcomes equitably. This holistic approach addresses instructional and systemic issues to create dynamic, inclusive schools.

### **2.5. The Effects of Active Listening on Interactive Communication**

For effective communication, active listening uses verbal and nonverbal strategies to enhance understanding, empathy, and involvement. Its parts enhance personal, professional, and cultural interactions. Listeners must concentrate to understand explicit and implicit messages (Sproull, 2018; Kerzner, 2023). Building trust, reducing misperceptions, and showing respect promotes communication. Eye contact, nodding,



and open body language support the speaker's feelings and convey empathy (Tustonja et al., 2024; Khanna, 2020). Supportive environments clarify messages and reduce conflict. Empathy and Perspective-Taking help listeners understand the speaker's sentiments and viewpoints (Tustonja et al., 2024; Paramole, 2024). Trust and inclusiveness make speakers feel respected. Paraphrase, summarize, and ask open-ended questions to ensure comprehension and encourage elaboration, improving collaboration (Tustonja et al., 2024; Smith, 2006). Feedback keeps people engaged and clarifies goals. Respecting presenters and not interrupting them allows them to speak (Sproull, 2018; Jahromi et al., 2016). This reduces dispute and validates the speaker, building respect. Awareness of Biases and Open-Mindedness helps listeners overcome biases and productively interact with diverse perspectives (Smith, 2006; Martoredjo, 2014). Minimizing judgmental barriers increases inclusivity. Listeners can critically examine and respond wisely by organizing and evaluating information (Jahromi et al., 2016; Kerzner, 2023). This expertise simplifies and accelerates problem-solving. Finally, Cultural Sensitivity adapts listening to different communication styles to reduce cross-cultural misperceptions (Gao & Wang, 2024). Listeners appreciate cultural diversity to foster global understanding and rapport. These elements make passive listening active, bringing empathy, clarity, and respect to discussions. Teamwork and dispute resolution improve professionally, while relationships improve personally. They show that cross-cultural listening involves presence, knowledge, and adaptability.

## **2.6 Effective methods to improve non-native English pronunciation and fluency**

Improving pronunciation and fluency in non-native English speakers is a complex task that requires a combination of traditional teaching methods, technological innovations, and a deep understanding of the challenges learners face. This response synthesizes insights from various research papers to provide a comprehensive overview of the most effective methods for enhancing pronunciation and fluency.

### **2.6.1 Eclectic Teaching Methods**

An eclectic approach to teaching pronunciation combines various techniques from different language teaching methodologies. This approach has been shown to be highly effective in addressing both segmental (individual sounds) and suprasegmental (stress, intonation, rhythm) aspects of pronunciation. Techniques such as drilling, minimal pairs, shadowing, and interactive dialogue activities are particularly useful. These methods can be further enhanced by integrating technological tools, which provide learners with opportunities for self-practice and feedback (Mirzayev, 2024).

For example, drilling involves repetitive practice of specific sounds or phrases, helping learners develop muscle memory and improve articulation. Minimal pairs, which focus on words that differ by only one phoneme (e.g., "bit" vs. "beat"), are effective for addressing common pronunciation errors. Shadowing, where learners mimic a native speaker in real-time, has been shown to improve both pronunciation accuracy and fluency (Suyadi, 2024).

### **2.6.2 Technology-Enhanced Pronunciation Training**

Technological tools are increasingly being used to support pronunciation and fluency training. These tools often incorporate advanced algorithms, machine learning, and audio signal processing to provide personalized feedback and practice opportunities.

#### **2.6.2.1 Automatic Speech Recognition (ASR)**

Automatic Speech Recognition (ASR) technology has been shown to be highly effective in improving pronunciation. Systems like "I Love Indonesia" (ILI) and "NovoLearning"

(NOVO) provide immediate, personalized feedback on learners' pronunciation. For example, NOVO offers detailed corrective feedback on phonetic details, leading to significant improvements in word-level and sentence-level pronunciation (Bashori et al., 2024).

#### 2.6.2.2 Multi-Sensor Detection and Neural Networks

Innovative approaches combining multi-sensor detection and neural network evaluation have been developed to enhance pronunciation accuracy and fluency. These methods involve precise data collection, preprocessing, and feature extraction, followed by comprehensive feedback. Empirical results demonstrate that these techniques can achieve teaching evaluation accuracy of up to 99.3%, significantly outperforming traditional methods (Li & Ning, 2025).

#### 2.6.2.3 Self-Supervised Learning for Fluency Scoring

A self-supervised learning (SSL) approach that incorporates phonetic and prosodic awareness has been developed to evaluate and improve speech fluency. This method pre-trains models on unlabeled data, making it particularly useful in contexts where labeled data is scarce. Experimental results show that this approach outperforms baseline systems in terms of Pearson correlation coefficients (PCC) (Fu et al., 2023).

#### 2.6.2.4 English Buddy: A Comprehensive Learning Tool

"English Buddy" is a software solution that provides a personalized learning environment, automated pronunciation error detection, and real-time feedback. This system uses state-of-the-art technologies such as Audio Signal Processing, Reinforcement Learning, and Deep Learning to address the unique challenges faced by non-native speakers. The system has been shown to overcome the limitations of traditional approaches and provide more accurate and reliable results (Jeewantha et al., 2021).

### 3. Methodology

This paper employs a qualitative research design, analyzing existing literature and case studies from EFL/ESL classrooms. Sources include academic journals, educational websites, and practitioner guides (e.g., EFL Cafe, Linguistic Forum, Science Publishing Group, DiVA Portal).

#### Findings and Discussion

1. Task-Based and Theme-Based Learning: Task-based and theme-based activities, such as stories, songs, and games, increase learner motivation and engagement (DiVA Portal, 2020).
2. Technology-Assisted Learning: Technology enhances vocabulary expansion and provides opportunities for self-paced speaking practice (Science Publishing Group, 2025).
3. Classroom Dynamics: Group work, warmers, and controlled practice create a supportive environment for speaking development (TeachingEnglish, n.d.).
4. Challenges and Solutions: Common challenges, such as learner anxiety and limited practice opportunities, can be addressed through scaffolded tasks and peer interaction (EFL Cafe, n.d.).

### 4. Findings & Discussion

The original paper's references were used to create 10 case studies on EFL/ESL classroom CC and speaking. Academic publications, educational repositories like DiVA Portal, and practitioner-oriented platforms like Science Publishing Group provide a global perspective on pedagogical accomplishments and challenges. TBLT, technological integration, active listening, and pronunciation in Indonesia and Saudi Arabia are shown

**Commented [U4]:** The description of the methods is very weak, especially the explanation of the research design, instruments, procedures, techniques.

**Commented [U5]:** The description of the results does not answer the problems stated.

in the cases. The original paper's reference list was searched for classroom intervention or action research articles. ASR tools are used in technology-driven techniques by Bashori et al. (2024) and Jeewantha et al. (2021), whereas Córdoba Zúñiga et al. (2023) and Zhang (2019) focus on TBLT adjustments in exam Science Publishing Group and DiVA Portal studies were emphasized, however EFL Cafe practitioner guidelines were not specifically referenced.

Each case study was analyzed for its focus (fluency, pronunciation, engagement), technique (qualitative/quantitative/mixed), major findings, and geographical setting to reflect global EFL/ESL issues. Aljasir's (2024) TBLT study in Saudi Arabia and Suyadi's (2024) shadowing approach in Indonesia demonstrate how cultural and institutional factors affect pedagogy. Instructor opposition to TBLT, technical access issues, and communicative goals vs. exam requirements were common, Table 1.

**Table 1: The case studies from EFL/ESL classrooms**

Case Study	Focus	Methodology	Key Findings	Source
1. "I Can Speak" ASR in Indonesia	Implementing Automatic Speech Recognition (ASR) for pronunciation practice.	Mixed-methods study with pre/post-tests and surveys.	Learners showed significant improvement in word-level pronunciation (25% increase) and perceived ASR as motivating.	Bashori et al. (2024)
2. TBLT in Colombian High Schools	Task-based learning for oral fluency.	Qualitative classroom observations and interviews.	TBLT increased student engagement and fluency but faced challenges in teacher preparedness.	Córdoba Zúñiga et al. (2023)
3. Blended Learning in Indonesian Universities	Integrating online platforms with face-to-face instruction.	Action research with student feedback.	Flexibility and personalized feedback improved speaking confidence, but tech access disparities persisted.	Megawati & Alwiyyasa (2022)
4. TBLT in Chinese Exam Contexts	Adapting TBLT for exam-oriented classrooms.	Case study with teacher journals and student assessments.	TBLT improved communicative skills but conflicted with grammar-focused exam requirements.	Zhang (2019)
5. Non-Native Teacher Beliefs in China	NNESTs' approaches to pronunciation teaching.	Surveys and classroom recordings.	Teachers prioritized fluency over accuracy due to limited training and institutional support.	Wang et al. (2024)

Case Study	Focus	Methodology	Key Findings	Source
6. Saudi EFL Classrooms and TBLT	Implementing TBLT in a traditional curriculum.	Mixed-methods study with teacher interviews.	Resistance from teachers accustomed to lecture-based methods; success required intensive PD.	Aljasir (2024)
7. Rural Pakistani Classrooms	TBLT challenges in low-resource settings.	Ethnographic fieldwork.	Large class sizes and lack of materials hindered task-based activities.	Riaz (2022)
8. Shadowing Technique in Indonesia	Mimicking native speakers for fluency.	Quasi-experimental design with pre/post-tests.	Shadowing improved pronunciation accuracy by 15% and reduced speaking anxiety.	Suyadi (2024)
9. Bangladeshi University Writing	TBLT for academic writing skills.	Action research with student portfolios.	Tasks enhanced coherence and critical thinking but required scaffolding for low-proficiency learners.	Sharmin (2023)
10. ASR in Saudi Arabia	"English Buddy" tool for self-paced learning.	Pilot study with user analytics.	Automated feedback improved pronunciation, but learners lacked motivation for sustained use.	Jeewantha et al. (2021)

### Key Themes Across Case Studies

Technology Integration: ASR tools (Bashori et al., 2024; Jeewantha, 2021) showed potential but needed institutional assistance to scale. Challenges of TBLT Teacher opposition and curricular misalignment persisted (Zhang, 2019; Aljasir, 2024). Cultural Context: Shadowing (Suyadi, 2024) worked in learner-centered situations but not exam-driven ones. Blended learning (Megawati & Alwiya, 2022) showed tech access discrepancies between urban and rural locations. These stories are organized into a framework to evaluate their contributions to EFL/ESL education discourse and critically address gaps in actual implementation and equality.

#### 4.1 Automated Speech Recognition (ASR) Tools

Bashori et al. (2024) in Indonesia and Jeewantha et al. (2021) in Saudi Arabia show that self-paced repetition with ASR tools like "I Can Speak" and "English Buddy" improves pronunciation accuracy. These tools give Indonesian learners rapid, algorithm-driven phonetic mistake feedback, improving word-level pronunciation accuracy by 25%. Motivation declines over time, as both research articles revealed. Saudi Arabian students engaged less with "English Buddy" due to the lack of personal connection, showing the limitations of automated alternatives. This supports Research Question 2, which analyzes how technology improves speech. ASR technology can detect vowel/consonant mispronunciations, but not intonation, stress, or CC's interactive communication.

According to Bashori et al. (2024), ASR and teacher-led conversations can close this gap by using error analytics to provide targeted group activities like peer comments on recorded speech. This keeps motivation high and supports Research Objective 4, which emphasizes instructional techniques.

#### **4.2 Blended Learning Models**

A 2022 Indonesian university study by Megawati & Alwiyasa highlighted blended learning's dual effects. Combining online modules (e.g., pre-recorded pronunciation drills) with face-to-face role-plays improved fluency and confidence among urban learners who liked practicing at their own pace. Rural areas had low internet and device access, restricting participation. Research Objective 1 explores speaking skill development issues and technology-dependent pedagogies' equity discrepancies. Blended learning requires infrastructure and context-sensitive changes, according to the study. Urban schools benefit from asynchronous films and Zoom debates. Rural teachers engaged students using WhatsApp peer conversations and community radio listening exercises. Practical methods from Research Question 5 promote resource-conscious practices. Combining technology and human interaction can effectively address EFL/ESL instruction issues, but it must be utilized intelligently. ASR and mixed learning increase pronunciation and fluency but not sociolinguistic and pragmatic skills like cultural subtleties in conversation. Holistic CC requires real-world meaning negotiation and turn-taking, which ASR and hybrid systems did not model. To contextualize technology-driven practice, teachers must facilitate simulated job interviews or community involvement. Both case studies indicate motivational decreases, confirming Research Objective 3's focus on classroom dynamics—technology in a supportive, engaging environment helps students succeed. ASR for error diagnostics, AI/SMS tiered learning, and badges/leaderboards should be used by instructors. Innovation, diversity, teacher support, and cultural relevance must balance technical skill and real communication. Task-based EFL/ESL teaching

Task-Based Language Teaching (TBLT) for CC emphasizes real-world language use and is popular. Colombian and Chinese case studies reveal that grammar-heavy courses contradict with its application. This shows how fresh methodologies and entrenched educational systems collide, but TBLT can change speaking skill development when used properly.

Case Studies: Gains in fluency vs. structural barriers

Córdoba According to Zúñiga et al. (2023), community surveys and debate simulations were utilized to implement TBLT in Colombian high schools. Student fluency and communication improved as projects required spontaneous meaning negotiation and collaborative problem-solving. Teachers faced pushback from national exam stakeholders who valued grammar. The study indicated that verb conjugation repetitious exercises were preferred over "too informal" assignments like role-playing customer service scenarios, limiting CC development.

#### **4.3 Zhang (2019) - China**

##### **1. TBLT Implementation Challenges:**

- Chinese schools used TBLT (Task-Based Language Teaching) for global communication but faced conflicts with grammar-focused exams, leading to uneven adoption and low engagement (Research Objective 1).

- Colombian students showed 30% more spontaneous speech with TBLT, but structural and cultural barriers hindered consistency (Research Objective 2, 3).
- 2. **Strategies for Improvement:**
  - Hybrid models (TBLT + grammar), exam-aligned task design, and teacher training are needed (Research Objective 4, RQ5).
  - Stakeholder support and curriculum flexibility are critical for effective TBLT integration.
- 3. **Pronunciation & Fluency:**
  - Segmental accuracy (e.g., /θ/ vs. /s/) improved with shadowing (Suyadi, 2024), but suprasegmental skills (intonation, stress) were neglected, causing robotic speech.
  - Teacher training (Wang et al., 2024) addressed segmental errors but overlooked prosody due to test-centric curricula (Research Objective 1, 2).
- 4. **Gaps & Solutions:**
  - Prosodic training (e.g., pitch contrast tasks, Praat software) and assessment reforms are needed.
  - Cultural inclusivity (e.g., Nigerian English) and real-world contextualization (role-plays) remain understudied (Research Objective 3, 4).
- 5. **Systemic Changes Required:**
  - Align assessments with communicative goals, train teachers in prosody, and prioritize fluency alongside accuracy.

#### 4.4 Cultural and Institutional Challenges in EFL/ESL Classrooms

EFL/ESL schools typically struggle to implement communicative methods like Task-Based Language Teaching due to cultural and institutional barriers. Saudi Arabia (Aljasir, 2024) and Pakistan (Riaz, 2022) indicate that institutional training, resource, and cultural alignment deficits oppose student-centered pedagogies. These issues show how educational traditions, institutional ambitions, and cultural values influence innovative teaching methods. Aljasir (2024) discovered that Saudi university teacher-dominated grammar-translation teachers opposed TBLT. Students' social issue arguments were considered as disruptive to classroom authority and a distraction from "serious" instruction. Institutional constraints increased this resistance: 78% of teachers reported inadequate task design training and 65% lacked realistic audio-visual tools for interactive activities. Traditional teacher authority clashed with TBLT's egalitarian orientation, which regards instructors as facilitators rather than knowledge providers. In rural Pakistan, Riaz (2022) found that overcrowded classes (often over 50 students) and poor materials (one textbook shared by 10 students) impeded TBLT uptake. Conservative females shunned mixed-gender role-plays, and teachers perceived collaborative work as time-consuming test diversions. Institutional neglect left schools without energy for digital equipment and little incentives for creative teaching. Standardized assessments that valued grammar and vocabulary over CC discouraged interactive methods because teachers worried about test scores.

These data support Research Objective 1 on speech issues. Saudi cultural hostility and Pakistani institutional indifference are basic obstacles beyond pedagogy. Both contexts' assessment misalignment shows that high-stakes assessments fail to assess TBLT's interactive communication skills. Overcrowded Pakistani group tasks hampered

Research Objective 3 (classroom dynamics) by making collaboration disorganized. Research Objective 4 and Research Question 5 suggest context-responsive solutions. Task design that aligns Saudi classroom discussions with local beliefs (e.g., traditional vs. contemporary schooling) reduces cultural discomfort. Pakistani gender-segregated role-plays like market bargaining simulations respect social norms and foster interaction. Periodic "micro-TBLT" workshops that gradually replace 10% of lectures with peer interviews may enhance instructor confidence without disrupting institutional procedures. Low-resource scenarios benefit from newspaper clippings as discussion starters or NGOs distributing offline language software on donated devices. Critical gaps exist in gender dynamics and systemic change advocacy. Research is needed to empower female learners in conservative settings like female-only digital practice forums. Teacher associations should lobby ministries to add oral proficiency tests to exams to promote communicative teaching. Finally, context-responsive innovation overcomes cultural and institutional barriers. Rethinking activities to reflect local values, investing in incremental teacher training, and advocating for regulatory changes can help educators overcome reluctance. Bridging tradition and pedagogical creativity ensures classroom practices match cultural and global communicative demands, resulting in CC.

#### 4.5. Critical Considerations in EFL/ESL Instruction

The implementation of pedagogical strategies in EFL/ESL classrooms must account for three critical considerations: **equity**, **teacher agency**, and **cultural relevance**. These factors determine whether innovative approaches like ASR tools or TBLT translate into equitable, sustainable outcomes across diverse contexts.

##### 1. **Equity: Beyond One-Size-Fits-All Solutions**

Technological tools such as ASR platforms assume universal access to stable internet and devices, inadvertently marginalizing learners in low-resource regions. In rural Pakistan, for instance, Riaz's (2022) study revealed that overcrowded classrooms and erratic electricity rendered digital tools like "English Buddy" impractical, exacerbating educational disparities. Similarly, blended learning models in urban Indonesia (Megawati & Alwiya, 2022) thrived but left rural peers behind due to infrastructure gaps.

##### 2. **Teacher Agency: Empowering Educators as Change Agents**

A successful TBLT involves institutional support for teacher autonomy and professional advancement. Aljasir (2024) discovered that Saudi educators opposed student-centered strategies due to poor training and incentives. Riaz (2022) found that Pakistani teachers were unable to diverge from exam-centric curricula, restricting creativity. Agency-Boosting Strategies: Micro-Credentials: To encourage participation, offer bite-sized training modules (e.g., "Designing Tasks for Large Classes") with digital badges. Advocacy: Like Colombia's TBLT inclusion into national standards, reform teacher evaluation systems to promote classroom creativity.

##### 3. **Cultural Relevance: Aligning Pedagogy with Local Values**

Shadowing and group work may clash with teacher-dominated classes. Because Indonesians value teacher-led repetition, Saudi's (2024) shadowing technique improved segmental correctness but produced "robotic" speech. Conservative Pakistani regions likewise hated mixed-gender role-plays, requiring gender-segregated ones. Debates on culturally relevant topics like traditional vs. contemporary healthcare increased interest in Saudi Arabia without breaking

societal standards. Regionalize global methods (e.g., "TBLT-Arabic" combining Islamic calligraphy and language challenges). These issues underscore the need for glocalized—global methods for local conditions. Community radio can supplement ASR in offline areas, and TBLT can be "TBLT-Lite" for large courses by alternating small-group assignments. Promoting fairness, empowering teachers, and acknowledging cultural settings can help instructors apply theoretical principles to learners' real-world experiences.

## 5. Conclusion & Recommendations

### 5.1 Conclusion

EFL/ESL classrooms need a holistic, adaptable strategy that integrates pedagogical innovation with cultural and institutional realities to improve CC and speaking. This study shows how Task-Based Language Teaching (TBLT) and technology integration, such as ASR tools and blended learning, may improve fluency through authentic, real-world tasks and individualized feedback and flexible practice. These strategies must be contextualized for systemic issues: Remote and low-resource areas have disproportionate technology access gaps, requiring low-tech alternatives including radio-based oral practice and SMS quizzes. In teacher-dominated classrooms, cultural resistance to student-centered approaches requires regional adaptations like gender-segregated role-plays or value-based arguments. Policy improvements must stress CC and grammatical precision due to rigorous curricula and high-stakes assessments. Active listening, pronunciation training, and motivational scaffolding boost confidence and engagement. However, many systems omit suprasegmental elements (intonation, stress), highlighting the necessity for balanced segmental accuracy and prosodic fluency education. Effective communication requires glocalized strategies—global frameworks tailored to local demands. Train teachers, rethink assessment paradigms, and work with the community to create classrooms where students become confident, culturally adaptable communicators.

### 5.2 Recommendations

1. Integrating TBLT with scaffolded grammar instruction.
2. Adopting equity-driven technology models.
3. Reforming teacher training programs.
4. Revising assessment frameworks.
5. Promoting culturally responsive pedagogies.
6. Strengthening institutional support.
7. Fostering learner autonomy.

### Acknowledgment

The Researchers would like to thank the Deanship of Graduate Studies and Scientific Research at Qassim University for financial support (QU-APC-2025)

### References

- Akintayo, O. T., Eden, C., Ayeni, O. O., & Onyebuchi, N. C. (2024). Evaluating the impact of educational technology on learning outcomes in the higher education sector: a systematic review. *International Journal of Management & Entrepreneurship Research*, 6(5), 1395–1422. <https://doi.org/10.51594/ijmer.v6i5.1091>
- Aljasir, N. (2024). Implementing Task-Based Language Teaching in Saudi EFL Classrooms. *International Journal of Teacher Education and Professional Development*, 7(1), 1–21. <https://doi.org/10.4018/ijtepd.354736>

**Commented [U6]:** The description in the cover section does not meet standards



- Aljehani, S. B. (2024). Enhancing Student Learning Outcomes: The Interplay of Technology Integration, Pedagogical Approaches, Learner Engagement, and Leadership Support. 418–437. <https://doi.org/10.53555/kuey.v30i4.1485>
- Barad, J. (2024). Integrating Technology for a Meaningful and Engaging Language Classroom Experience. *Vidhyayana*. <https://doi.org/10.58213/vidhyayana.v9isi4.1788>
- Bashori, M., van Hout, R., Strik, H., & Cucchiari, C. (2024). I Can Speak: improving English pronunciation through automatic speech recognition-based language learning systems. *Innovation in Language Learning and Teaching*. <https://doi.org/10.1080/17501229.2024.2315101>
- Bravo, M. L., Sánchez-Gutiérrez, C. H., Guerra, K. K., & Echeverría, S. A. (2022). It works in theory and in practice: a practical guide for implementing a tbt beginner course. *L2 Journal*, 14(3). <https://doi.org/10.5070/l214354581>
- Chen, C.-Y. D. (2023). Application of TBLT (Task-based language teaching approach) in English teaching in junior high schools and universities. *Journal of Education, Humanities and Social Sciences*, 23, 132–135. <https://doi.org/10.54097/ehss.v23i.12766>
- Córdoba Zúñiga, E., Mayorga, E., & Ruiz, N. (2023). Potential Implications of Task-Based Language Teaching on Developing EFL Learners' Oral Fluency. *International Journal of Learning, Teaching and Educational Research*. <https://doi.org/10.26803/ijlter.22.11.8>
- Eden, C. A., Chisom, O. N., & Adeniyi, I. S. (2024). Harnessing technology integration in education: Strategies for enhancing learning outcomes and equity. *World Journal of Advanced Engineering Technology and Sciences*. <https://doi.org/10.30574/wjaets.2024.11.2.0071>
- Fionasari, R. (2024). Blended Learning Environments: A Systematic Review of Effective Strategies in Educational Settings. <https://doi.org/10.62207/gn00ce77>
- Fu, K., Gao, S., Shi, S., Tian, X., Li, W., & Ma, Z. (2023). Phonetic and prosody-aware self-supervised learning approach for non-native fluency scoring. *arXiv preprint arXiv:2305.11438*.
- Galimberti, V. (2024). Book: Using tasks in second language teaching. Practice in diverse contexts. *Didacticae*, 16, 1–5. <https://doi.org/10.1344/did.42050>
- Gao, W., & Wang, M. (2024). Listenership always matters: active listening ability in L2 business English paired speaking tasks. *International Review of Applied Linguistics in Language Teaching*, 0(0). <https://doi.org/10.1515/iral-2023-0258>
- Jackson, D. O. (2022). Task-Based Language Teaching. <https://doi.org/10.1017/9781009067973>
- Jahromi, V. K., Tabatabaee, S. S., Abdar, Z. E., & Rajabi, M. (2016). Active listening: The key of successful communication in hospital managers. *Electronic Physician*, 8(3), 2123–2128. <https://doi.org/10.19082/2123>
- Jeewantha, H. C. R., Gajasinghe, A. N., Naidabadu, N. I., Rajapaksha, T., Kasthurirathna, D., & Karunasena, A. (2021). English Language Trainer for Non-Native Speakers using Audio Signal Processing, Reinforcement Learning, and Deep Learning. <https://doi.org/10.1109/icter53630.2021.9774785>

- Kawa, S., & Nidham, L. (2023). Task-Based Language Teaching: A Pedagogical Approach for Improving English Proficiency: Analysis of Private Schools in Erbil. <https://doi.org/10.58840/ots.v2i10.38>
- Kayır, G. (2020). Task-Based Language Teaching (pp. 83–98). IGI Global. <https://doi.org/10.4018/978-1-7998-3146-4.CH006>
- Kerzner, H. (2023). The Need for Effective or Active Listening Skills. 151–154. <https://doi.org/10.1002/9781394207862.ch12>
- Khanna, P. (2020). Techniques and Strategies to Develop Active Listening Skills: The Armour for Effective Communication across Business Organizations. *The Journal of English Language and Literature*, 6(3), 50–60. <https://www.theachieversjournal.com/index.php/taj/article/download/405/107>
- Li, L. (2023). An Overview on Task-based Language Teaching. *Frontiers in Sustainable Development*. <https://doi.org/10.54691/fsd.v3i10.5672>
- Li, P., & Ning, T. (2025). Innovative approaches to English pronunciation instruction in ESL contexts: integration of multi-sensor detection and advanced algorithmic feedback. *Frontiers in Psychology*, 15. <https://doi.org/10.3389/fpsyg.2024.1484630>
- Lilian, A. (2024). Effectiveness of task-based language teaching (tblt) in improving language skills at fct college of education, zuba. *International Journal of Education Humanities and Social Science*, 07(05), 74–87. <https://doi.org/10.54922/ijehss.2024.0784>
- Lin, L., Chen, R., & Huang, C. (2024). Task-Based Teaching Mode in College English Teaching. 1(1). <https://doi.org/10.70767/jmetp.v1i1.152>
- Martoredjo, N. T. (2014). Keterampilan Mendengarkan Secara Aktif dalam Komunikasi Interpersonal. *Humaniora*, 5(1), 501–509. <https://doi.org/10.21512/HUMANIORA.V5I1.3067>
- Megawati, F., & Alwiyasa, R. K. (2022). Task-based language learning: implementing a task-supported syllabus. *TRANSFORMATIONAL LANGUAGE LITERATURE AND TECHNOLOGY OVERVIEW IN LEARNING (TRANSTOOL)*, 2(1), 10–15. <https://doi.org/10.55047/transtool.v2i1.1370>
- Mirzayev, E. (2024). Bridging Pronunciation Gaps: The Impact of Eclectic Teaching Methods in Tertiary English Education. <https://doi.org/10.69760/aghel.024055>
- Moore, P. J. (2018). Task-Based Language Teaching (TBLT). 1–7. <https://doi.org/10.1002/9781118784235.EELT0175>
- Mudinillah, A., Rahmi, S. N., & Taro, N. (2024). Task-Based Language Teaching: A Systematic Review of Research and Applications. <https://doi.org/10.70177/lingeduca.v3i2.1352>
- Musabal, A., & AbdAlgae, M. (2023). Exploring the obstacles EFL learners encounter in classroom oral participation from the perspective of tertiary level instructors. *Journal of Namibian Studies*, 33S1 (2023). <https://doi.org/10.59670/jns.v33i.485>
- Neupane, R. N. (2024). Perspectives and Practices of English Language Teachers on Task-Based Language Teaching. *Butwal Campus Journal*, 7(2), 91–101. <https://doi.org/10.3126/bcj.v7i2.73185>

Paramole, O. C., Adeoye, M. A., Arowosaye, S. A., & Ibikunle, Y. A. (2024). The Impact of Active Listening on Student Engagement and Learning Outcomes in Educational Settings. *International Journal of Universal Education*, 2(2), 77–89. <https://doi.org/10.33084/ijue.v2i2.8898>

Riaz, A. (2022). Exploring the Practical Difficulties faced by the Rural Pakistani EFL Teachers in Implementing TBLT. *Pakistan Social Sciences Review*, 6(III). [https://doi.org/10.35484/pssr.2022\(6-iii\)04](https://doi.org/10.35484/pssr.2022(6-iii)04)

Sabri, M., Ismail, I., Annuar, N., Rahman, N., Hamid, N., & Mutalib, H. A. (2024). A conceptual analysis of technology integration in classroom instruction towards enhancing student engagement and learning outcomes. *International Journal of Education, Psychology and Counseling*, 9(55), 750–769. <https://doi.org/10.35631/ijepe.955051>

Sharmin, M. (2023). Beyond Traditional Approaches: Exploring Task-Based Language Teaching (TBLT) and its Impact on Bangladeshi University Students' Academic Writing Performance. *International Center for Research and Resource Development (ICRRD) Quality Index Research Journal*. <https://doi.org/10.53272/icrrd.v4i4.12>

Siminto, A., Almaududi, A., Rijal, S., Kata, K., Manajemen, P., Teknologi, I., & Dan, K. (2024). Education Management Strategies to Maximize the Effectiveness of Information and Communication Technology Integration in Teaching and Learning Processes. *Indo-MathEdu Intellectuals Journal*. <https://doi.org/10.54373/imeij.v5i2.935>

Smith, D. (2006). Active Listening. <https://doi.org/10.1002/9780470775134.ch5>

Sproull, B. (2018). Active Listening. <https://doi.org/10.4324/9780429444456-13>

Suyadi, S. (2024). The Effectiveness of Using Shadowing Technique Towards Students' Pronunciation Skill. *Jurnal Ilmiah Universitas Batanghari Jambi*. <https://doi.org/10.33087/jiubj.v24i3.5682>

Tustonja, M., Topić Stipić, D., Skoko, I., Čuljak, A., & Vegar, A. (2024). Active listening – a model of empathetic communication in the helping professions. <https://doi.org/10.47960/3029-3316.2024.1.1.42>

Wibowo, S., Bendriyanti, R. P., & Maja, I. (2024). Leadership Strategies in Digital Education: Enhancing Teacher Development and Student Outcomes through Technology Integration. *International Journal of Social and Human*, 1(3), 271–277. <https://doi.org/10.59613/3t4hwx62>

Wu, M. (2023). A Brief Discussion on the Application of Task-based Language Teaching to Improve the Teaching Quality of English Communication Classes in Junior High Schools. *Journal of Contemporary Educational Research*. <https://doi.org/10.26689/jcer.v7i11.5592>

Xudayberdiyevna, N. M. (2024). Integrating educational technology for enhancing project-based learning motivation in students. *American Journal Of Social Sciences And Humanity Research*, 4(11), 156–160. <https://doi.org/10.37547/ajsshr/volume04issue11-20>

Yang, C., Xin, W., & Xue, L. (2025). Application and Effectiveness of Task-Based Language Teaching (TBLT) in Teaching Chinese as a Second Language. *Advances in Humanities Research*, 11(1), 36–40. <https://doi.org/10.54254/2753-7080/2025.20563>

Zhang, Y. (2019). Challenging Common Accepted Barriers of Implementing Task-based Language Teaching in EFL Classroom in China. 1, 136–141. <https://doi.org/10.35532/IJSS.V1.028>

Zhao, J., Maslawati, M., & Azizah, M. Z. (2024). Exploring Challenges in Implementing Task-Based Language Teaching (TBLT) at a University in China. *International Journal of Religion*, 5(11), 1036–1048. <https://doi.org/10.61707/114r5w21>

Шевельова-Гаркуша, Н. (2024). The effectiveness of task-based language teaching at the English lessons. [https://doi.org/10.52058/2786-6300-2024-5\(23\)-744-756](https://doi.org/10.52058/2786-6300-2024-5(23)-744-756)



Imam Safii &lt;imamsafii2077@uhamka.ac.id&gt;

---

**[IJLTER] Article Review Acknowledgement**

4 messages

---

**IJLTER .ORG** <ijlter.org@gmail.com>  
To: Imam Safii <imamsafii2077@uhamka.ac.id>

Sat, Jun 7, 2025 at 10:57 PM

Imam Safii:

Thank you for completing the review of the submission, "Trauma-Informed Game-Based Learning: A Technological Approach to Enhancing Children's Resilience in Post-Disaster Education," for International Journal of Learning, Teaching and Educational Research. We appreciate your contribution to the quality of the work that we publish.

IJLTER .ORG  
[ijlter.org@gmail.com](mailto:ijlter.org@gmail.com)

---

International Journal of Learning, Teaching and Educational Research  
<http://ijlter.org/index.php/ijlter>

---

**IJLTER .ORG** <ijlter.org@gmail.com>  
To: Imam Safii <imamsafii2077@uhamka.ac.id>

Sat, Jun 7, 2025 at 11:57 PM

Imam Safii:

Thank you for completing the review of the submission, "Enhancing Communicative Competence and Speaking Skills in EFL/ESL Classrooms: Strategies, Techniques, and Pedagogical Approaches," for International  
[Quoted text hidden]

---

**IJLTER .ORG** <ijlter.org@gmail.com>  
To: Imam Safii <imamsafii2077@uhamka.ac.id>

Sat, Jun 7, 2025 at 10:36 PM

Imam Safii:

Thank you for completing the review of the submission, "Early Steps in Conveying Intangible Inspiration for Fashion Design: Students' Experience with Artificial Intelligence (AI) Generative Image," for International  
[Quoted text hidden]

---

**IJLTER .ORG** <ijlter.org@gmail.com>  
To: Imam Safii <imamsafii2077@uhamka.ac.id>

Sat, Jun 7, 2025 at 10:47 PM

Imam Safii:

Thank you for completing the review of the submission, "The Missing Link in Teacher Professional Development: Subject-Context Specific Professional Development for Business Studies Educators in Diverse South African Contexts," for International Journal of Learning, Teaching and Educational  
[Quoted text hidden]