

DIGITAL TOOLS-INTEGRATED TASK-BASED LANGUAGE TEACHING (TBLT) INTO EFL CLASSROOM TEACHING PRACTICES

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Abstrak

Pengajaran Bahasa Berbasis Tugas (TBLT) menekankan komunikasi yang bermakna melalui penyelesaian tugas dan telah diterapkan secara luas dalam pengajaran bahasa Inggris. Di era digital, integrasi teknologi ke dalam TBLT menawarkan peluang untuk meningkatkan keterlibatan peserta didik dan kompetensi komunikatif. Program pengabdian masyarakat ini bertujuan untuk mengenalkan guru bahasa Inggris dan calon guru pada implementasi TBLT yang terintegrasi dengan alat digital dalam pengajaran teks naratif. Program ini menggunakan pendekatan berbasis lokakarya yang terdiri dari penjelasan teoretis, demonstrasi alat, praktik langsung, dan sesi refleksi. Empat alat digital ChatGPT, Bing Image Creator, ElevenLabs, dan Canva diintegrasikan ke dalam proyek mendongeng digital berjudul *Fairytales Story Telling*. Hasil program penelitian menunjukkan bahwa integrasi TBLT dan alat digital meningkatkan pemahaman pedagogis peserta, kesiapan mengajar digital, dan persepsi keterlibatan siswa. Meskipun menghadapi tantangan terkait akses teknologi, program ini menunjukkan bahwa TBLT yang didukung teknologi memberikan pendekatan yang efektif dan berpusat pada siswa untuk *narrative text learning*.

Kata Kunci: Pengajaran Bahasa Berbasis Tugas, Alat Digital, Teks Naratif, Bercerita, TESOL

Abstract

*Task-Based Language Teaching (TBLT) emphasizes meaningful communication through task completion and has been widely applied in English language teaching. In the digital age, the integration of technology into TBLT offers opportunities to increase learner engagement and communicative competence. This community service program aims to introduce English teachers and prospective teachers to the implementation of TBLT integrated with digital tools in narrative text teaching. The program uses a workshop-based approach consisting of theoretical explanations, tool demonstrations, hands-on practice, and reflection sessions. Four digital tools ChatGPT, Bing Image Creator, ElevenLabs, and Canva were integrated into a digital storytelling project titled *Fairytales Story Telling*. The results show that the integration of TBLT and digital tools improves participants' pedagogical understanding, digital teaching readiness, and perceptions of student engagement. Despite facing challenges related to technology access, this program demonstrates that technology-supported TBLT provides an effective, student-centered approach to narrative text learning.*

Keywords: Task-Based Language Teaching, Digital Tools, Narrative Texts, Storytelling, TESOL

INTRODUCTION

Technological developments in education provide opportunities for teachers to optimize learning through interactive and engaging approaches. Technological developments in education provide opportunities for teachers to optimize learning through interactive and engaging approaches. Among these approaches, Task-Based Language Teaching (TBLT) has emerged as one of the most influential in language education because it emphasizes meaningful communication through task completion (Nunan, 2007). Unlike traditional methods that focus on grammar explanation, TBLT places students at the center of learning by allowing them to use language authentically to complete tasks (Elis, 2003); (Nunan, 2007).

Narrative texts, as a core component of the English curriculum, often challenge students in generating ideas and expressing them fluently. Many learners struggle to construct coherent storylines or speak confidently in front of others. Given these challenges, technology-supported learning has emerged as a promising solution. Digital tools provide multimodal resources that help students visualize concepts, develop content, and practice language production with greater confidence.

To address these pedagogical challenges, this Community Service Learning (Pkm) program was designed to integrate AI-based digital tools, such as OpenAI ChatGPT and Microsoft Bing, within a Task-Based Language Teaching (TBLT) framework to support students' narrative speaking skills.

Task-Based Language Teaching (TBLT) has become one of the most influential approaches in language education because it emphasizes meaningful communication through task completion. Unlike traditional approaches that mainly focus on grammatical forms, TBLT encourages students to use language as a tool to solve problems, express ideas, and achieve communicative goals (David & Willis, 2007). This approach is particularly relevant to narrative text learning, as storytelling requires students to develop imagination, organize events coherently, and communicate effectively using appropriate language features.

Narrative texts, as an essential component of English language learning, often present challenges for students in generating ideas, organizing story sequences, and delivering stories confidently. In many classrooms, students still experience difficulties in expressing creativity and maintaining active participation during storytelling activities. Furthermore, the rapid development of digital technology demands teachers to integrate innovative learning media that can support students' language production and engagement.

To address these pedagogical challenges, this Community Service Learning (Pkm) program was designed to train teachers in applying TBLT alongside digital tools in guiding students to create a digital storytelling project entitled "Fairytale Story Telling." Through this program, teachers were introduced to task-based instructional strategies integrated with technology to enhance students' creativity, engagement, collaboration, and speaking performance in narrative learning activities. Narrative texts, as a core component of the English curriculum, often challenge students in generating ideas and expressing them fluently. Many learners struggle to construct coherent storylines or speak confidently in front of others. Given these challenges, technology-supported learning has emerged as a promising solution. Digital tools provide multimodal resources that help students visualize concepts, develop content, and practice language production with greater confidence.



Several digital tools have attracted attention for their potential in supporting storytelling tasks. ChatGPT assists students by offering idea generation, character development, and narrative structure templates. Bing Image Creator allows students to visualize scenes and characters based on text prompts, reinforcing their understanding of narrative context. ElevenLabs contributes to speaking practice by converting written text into expressive and natural audio, allowing students to observe pronunciation models. Canva serves as an integrative platform where students can combine visuals, text, and audio into complete digital storytelling products. The integration of TBLT with digital technology enhances student engagement, creativity, and collaboration. Technology provides support that reduces student anxiety and increases their willingness to communicate (Hockly, 2016). In this case, combining TBLT and digital tools offers a comprehensive, modern, and student-centered approach to teaching narrative texts.

PROCEDURE

This community service program (PkM) employed a participatory workshop method aimed at strengthening teacher capacity in integrating Task-Based Language Teaching (TBLT) with digital tools for teaching narrative texts. The program reflects the core identity of PkM through three main components: program purpose, participant activities, and reflective evaluation.

1. Program Purpose

The workshop was designed to empower English teachers in addressing challenges in teaching narrative texts by equipping them with practical strategies for combining TBLT and digital technologies. This aligns with PkM goal of fostering educational transformation through direct community engagement and knowledge transfer.

2. Participant Activities

The workshop consisted of three stages:

Stage 1: Conceptual Understanding – Participants received an explanation of TBLT principles, focusing on meaningful communication, task stages, and learner autonomy.

Stage 2: Digital Tool Integration – Teachers were guided to use ChatGPT for idea generation, Bing Image Creator for visual storytelling, ElevenLabs for pronunciation practice, and Canva for assembling multimodal products.

Stage 3: Collaborative Practice – Participants worked in groups to design a mini lesson plan using the “Fairytale Story Telling” project as a model, ensuring immediate application of the acquired skills.

3. Reflection and Evaluation

At the end of the workshop, teachers participated in a reflective discussion and completed a feedback form to evaluate the relevance, usability, and challenges of implementing the method in their classrooms. This reflection aimed to identify follow-up needs and ensure the sustainability of the program’s impact on teaching practice.

Following the theoretical session, participants attended a demonstration of four digital tools integrated into the TBLT framework. ChatGPT was introduced as a tool to help generate story ideas and narrative frameworks. Bing Image Creator was shown to demonstrate how AI-generated images can support visualization during the storytelling process. ElevenLabs was introduced as a platform for producing digital audio narratives, allowing students to practise pronunciation and intonation. Canva was used as the final

stage where all text, visual, and audio elements could be combined into a digital storytelling video.

After receiving the demonstration, participants practiced using the four digital tools through simulation activities. They created a sample project titled "Fairytale Story Telling," which required them to apply the TBLT cycle using real tasks. This practical experience allowed them to explore ways to integrate these tools into classroom practice to enhance student engagement and creativity.

The workshop concluded with a reflection session where participants discussed the benefits, challenges, and strategies for implementation in the classroom. This method ensured that participants not only understood the concept theoretically but also gained practical skills to apply technology-supported TBLT in their own teaching contexts.

The stages of PkM activities using the TBLT method consist of four phases, as shown in the following diagram:

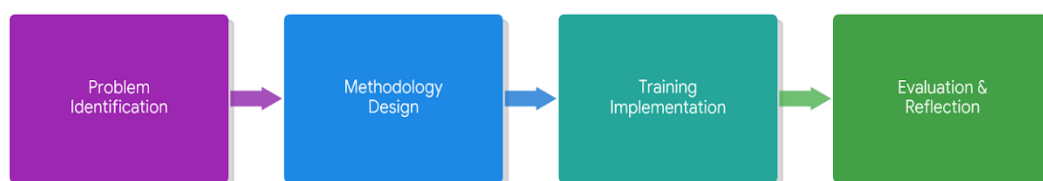


Figure 1. The Phases of PkM Implementation Method

RESULTS AND DISCUSSION

Program Implementation Overview

The PkM activity was held on November 2025 in a hybrid format via online Zoom video conferencing and face-to-face meetings at Al Munawwaroh Islamic Junior High School in Bekasi, with the participation of 46 people consisting of students and teachers. The event was attended by several key figures, including Advisors Dr. Venny Eka Meidasari, S.Pd, M.Hum and Dr. Hanna Sundari, as well as the PkM implementation team from the English Education Postgraduate Program at Indraprasta PGRI University Jakarta.

The activity was divided into three main sessions. The first session focused on an in-depth presentation on Task-Based Language Teaching (TBLT), covering the definition of TBLT, its teaching cycle, and its pedagogical objectives (Elis, 2003); (Nunan, 2007). This session emphasized narrative texts as the main focus of learning, highlighting their relevance to communicative language teaching (Richards & Rodgers, 2014).

The second session discussed the integration of four digital tools to develop instructional videos and digital learning media. The tools introduced included ChatGPT, Bing Image Creator, ElevenLabs, and Canva. This session was delivered by several speakers, each focusing on specific content. Subur Supriyadi explained the conceptual basis and definition of TBLT. Sri Fuji Lestari explained the integration of four digital tools in the production of instructional videos. Sulis Setioharti Handayani demonstrated how to create effective story prompts using ChatGPT. Dieta Putri Rachmat explained the concept and step-by-step procedure for using Bing Image Creator to convert text into attractive 3D images. Kusmiati presented the use of ElevenLabs to convert text into natural-sounding audio narration, while Intan Tri Lestari demonstrated the use of Canva for video editing and multimedia integration.

The third session was led by Rismawati, who introduced the use of Baamboozle as a digital reflection tool that can be used to evaluate student understanding and engagement. The activity ended with a summary and reflection session delivered by Maria Theresia Mahanani, who summarized the key points and learning outcomes of the programme.

Screenshots from the session are provided below for reference.

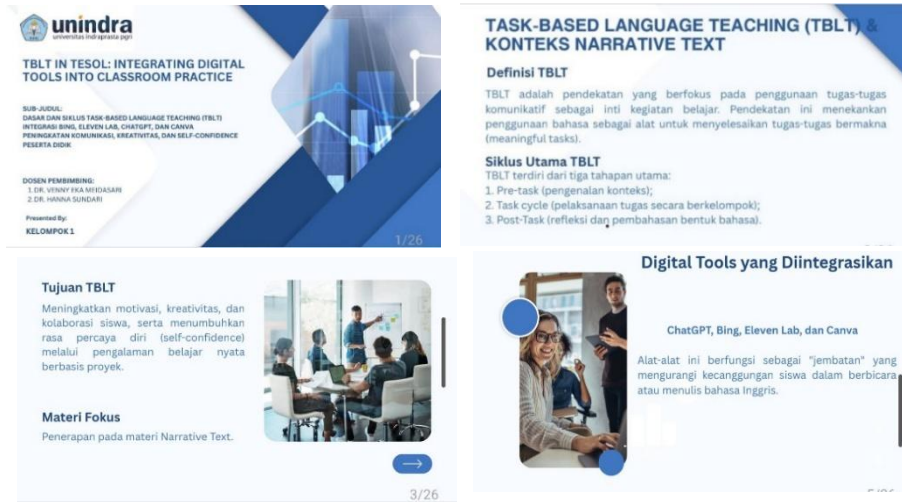


Figure 2. The First Section with the Topic of Task-Based Language Teaching

In the second session, the presenter delivered material on preparing scientific papers based on Best Practices using 4 digital tools. The main topics discussed included the Basics and Cycle of Task-Based Language Teaching (TBLT), Integration of Bing, Eleven Lab, ChatGPT, and Canva, as well as Improving Communication, Creativity, and Confidence of Learners. Below is a screenshot of the second session:

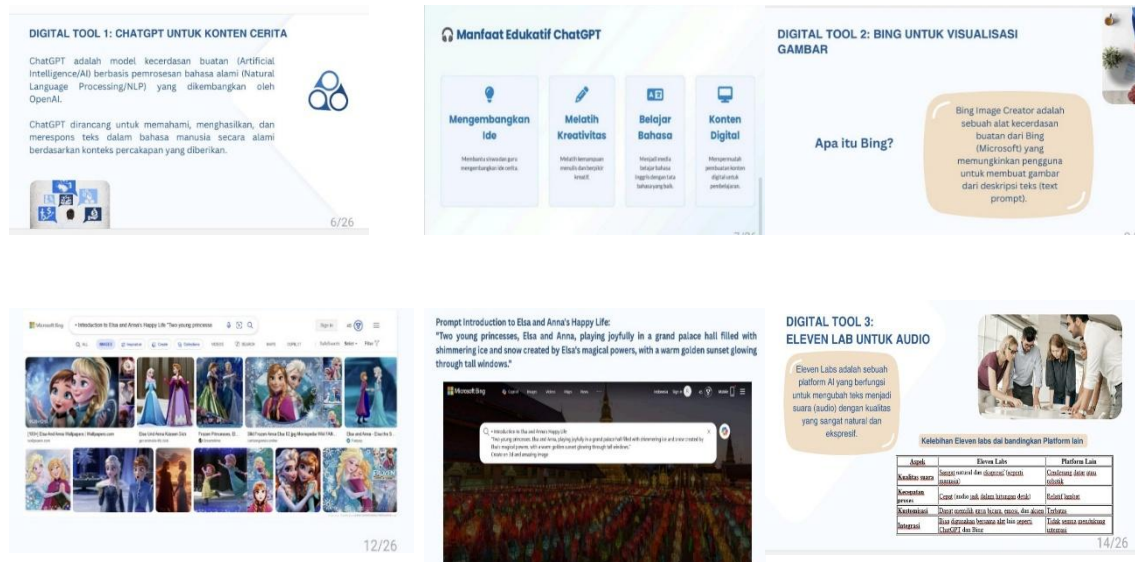




Figure 3. The Second Section with Topics ChatGPT, Bing Image, ElevenLabs, and Canva

Following the third session, a question-and-answer session was held to address questions related to the material presented by the speaker. Several questions were raised by participants of the Community Service (PKM) activity regarding the topics discussed. Among them:

1. Does Bing require a login?
2. What is the greatest benefit expected from the integration of TBLT and digital tools on students' communication skills and characteristics, particularly in the context of the Fairy Tale Story project?
3. How does the integration of tools such as ChatGPT, Bing Image Creator, and Eleven Labs assist students in storytelling projects?
4. What is the impact of using four digital tools in the classroom?
5. How can we apply TBLT using storytelling narratives in the classroom?



Figure 4. The Third Section on the Topic of Post-Task and Reflection

The use of Bing Image Creator does not strictly require a login for basic access; however, logging in with a Microsoft account provides more stable performance and additional features. This flexibility allows teachers to tailor the use of digital tools to the technological conditions and facilities available to students, thereby reducing technical barriers and allowing students to focus on completing language-based tasks.

The integration of Task-Based Language Teaching (TBLT) and digital tools offers significant benefits in improving students' communicative competence and character development (David & Willis, 2007). In the Fairytales Story Telling project, students engage in authentic language use through meaningful tasks such as designing storylines, conveying moral values, and presenting stories orally. This process not only improves language skills but also fosters confidence, creativity, collaboration, responsibility, and the willingness to express ideas and imagination.

In addition to teacher-centric improvements, the integration of technology-supported TBLT models also yielded positive perceptions regarding student engagement. The participating teachers observed that their students showed increased enthusiasm, participation, and motivation during the "Fairytales Story Telling" activities. The

combination of structured linguistic tasks and creative digital tools created a more dynamic, student-centered learning environment that supported both speaking fluency and creative expression. This aligns with prior research indicating that multimodal project-based learning enhances students' communication confidence and ownership over their language development (Willis, 2003).

Practically, each digital tool plays a complementary role within the TBLT framework. ChatGPT supports idea generation and narrative organization, Bing Image Creator enriches character and setting visualization, ElevenLabs provides natural audio models to support speaking skills, and Canva serves as an integrative platform for producing complete digital storytelling projects. The use of multimodal digital tools in language learning can improve creativity, engagement, and communicative competence (Hampel & Stickler, 2012); (Golonka et al., 2014).

The use of the four digital tools ChatGPT, Bing Image Creator, ElevenLabs, and Canva positively supports task-based learning by facilitating multimodal instruction. These tools increase student engagement, facilitate idea development and creative production, and promote learning autonomy (Golonka et al., 2014).

TBLT can be implemented through storytelling by organizing learning activities into pre-task, task cycle, and post-task phases (Elis, 2003); (Nunan, 2007). Students collaboratively create and present stories using digital tools, while teachers facilitate language use and provide feedback.

The event concluded with a phase evaluation, where participants were asked to complete a questionnaire about their experience participating in the training. The questionnaire results are explained as follows:

Furthermore, the program successfully fostered the participants' digital teaching readiness. By providing hands-on practice with advanced digital tools such as ChatGPT, Bing Image Creator, ElevenLabs, and Canva, the training successfully equipped the teachers with the practical skills needed to create multimodal materials. This technological proficiency allowed them to confidently guide their students through complex digital storytelling projects, directly addressing modern curriculum requirements.

Despite these achievements, several technological infrastructure challenges were identified during the implementation phase. Participants frequently reported issues concerning unstable internet connectivity, a lack of hardware and multimedia devices in classrooms, and the initial learning curve associated with managing multiple applications simultaneously. To overcome these barriers, teachers are encouraged to introduce digital tools gradually and utilize offline-accessible alternatives when necessary to ensure the continuity of learning. Managing these technical constraints step-by-step is crucial to prevent cognitive overload for both teachers and students during technology integration.

Participant Demographics

Considering the demographic information of PkM participants, the total number of participants who attended the PkM was 50, but only 46 participants were willing to fill out the questionnaire, with the following demographic details:

Table 1. Demographic Information of PkM Participants

Description	Item	Number	Percentage (%)
Age	Student Age	10	22
	Age 25–60 Years	36	78
Gender	Female	30	65
	Male	16	35
Experience (in years)	1–5 years	14	30
	6–10 Years	18	39
	>10 years	14	31
Total		46	100

Digital Tools Integration Outcomes

This workshop introduces four digital tools integrated into the TBLT framework to support narrative text learning. Each tool has a specific pedagogical function in the storytelling task cycle.

Table 2. Digital Tools and Pedagogical Functions in TBLT

Digital Tool	Function in TBLT	Language Skills Supported
ChatGPT	Idea generation, story structure, providing guidance	Writing
Bing Image Creator	Character and background visualization	Reading & Writing
ElevenLabs	Text-to-speech for pronunciation modelling	Speaking
Canva	Multimedia integration and video production	Integrated Skills

The integration of these tools allows participants to experience how digital technology can support various stages of the TBLT cycle, from idea development to final task production.

Participants reported varying levels of contribution from each digital tool in supporting their storytelling projects. The results are summarized in Figure 5.

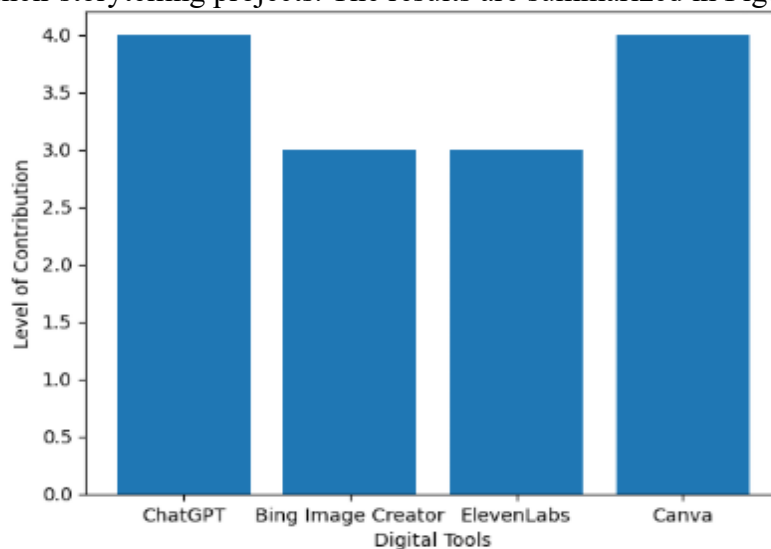


Figure 5. Contribution of Digital Tools in TBLT-Based Storytelling

Table 3. Contribution of Digital Tools in TBLT-Based Storytelling

Digital Tools	Level of Contribution	Description
ChatGPT	High	Supports idea development and narrative organization
Bing Image Creator	Moderate	Enhances visualization and creativity
ElevenLabs	Currently	Improving pronunciation and confidence in speaking
Canva	High	Integrating text, visuals, and audio into the final product

Research findings indicate that ChatGPT and Canva play a dominant role in supporting the storytelling process, while Bing Image Creator and ElevenLabs function as complementary tools that enhance visualization and speaking skills.

Participant Perception

1. Description of Pre-PkM Implementation Activities

The pre-PkM activity introduced participants to Task-Based Language Teaching (TBLT) in TESOL and the use of digital tools for teaching narrative texts. The program consisted of an overview of the TBLT concept, hands-on practice integrating ChatGPT, Bing Image Creator, ElevenLabs, and Canva for digital storytelling, and a reflection session. This activity aims to enhance participants' understanding of technology-supported TBLT and support the implementation of digital storytelling in English language classrooms. The results are illustrated through various graphical representations as shown below:

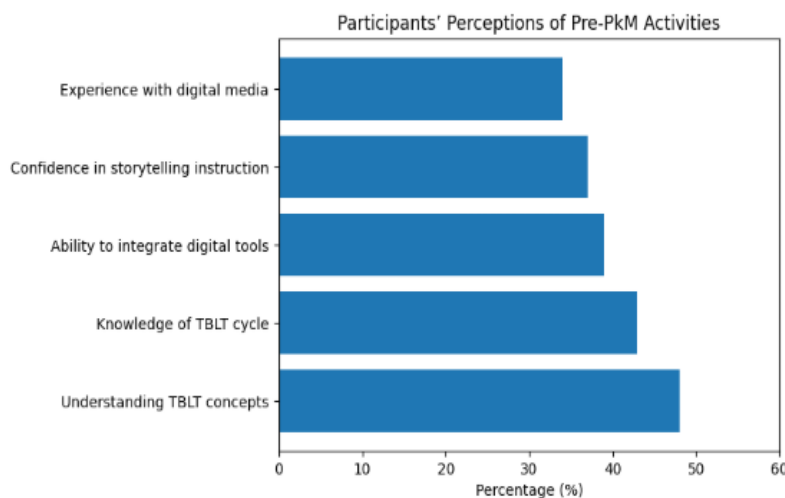


Figure 6. Participants' Perceptions of Pre-PkM Activities

Figure 6 illustrates participants' perceptions before the PkM activity. The data shows that participants demonstrated the highest level of understanding in the concept of TBLT (48%) and knowledge of the TBLT cycle (43%). Meanwhile, perceptions related to the ability to integrate digital tools (39%) and confidence in teaching storytelling (37%) were at a moderate level. The lowest percentage was found in participants' previous experience with digital media (34%). These findings indicate that although participants have basic knowledge of TBLT, additional training is needed

to strengthen their digital integration skills before implementing technology-supported TBLT activities.

Table 4. Workshop Results Summary

Aspect	Results
Pedagogical Understanding	Improved understanding of the TBLT framework
Digital Skills	Improved confidence in using digital tools
Teaching Readiness	Increased readiness to implement digital storytelling
Student engagement (perceived)	Higher motivation and participation

These results indicate that the integration of TBLT and digital tools positively influences participants' pedagogical readiness and their perceptions of innovative English teaching practices. This workshop produced several positive results related to participants' understanding and readiness to implement TBLT integrated with digital tools. Participants reported that the TBLT framework helped them imagine a more communicative and student-centered learning environment. They acknowledged that the emphasis on meaningful tasks was beneficial for teaching narrative texts, especially since students often struggle to turn ideas into structured stories (David & Willis, 2007).

ChatGPT emerged as a very useful tool for supporting idea development. Participants noted that students who are usually hesitant to start writing can benefit significantly from the structured prompts and narrative suggestions provided by AI. Bing Image Creator also received positive feedback for its ability to make storytelling more concrete by displaying AI-generated visual representations of characters and settings. These visuals were considered effective in enhancing students' understanding and creativity, supporting the principles of multimodal learning (Hampel & Stickler, 2012).

ElevenLabs contribute to improve speaking skills by allowing students to listen to natural audio versions of their scripts. Participants observed that digital audio helps students build awareness of pronunciation, rhythm, and intonation. Canva, as an integrated digital editing tool, allows students to combine various forms of media into storytelling videos. This multimodal output increases student motivation and collaboration while transforming traditional narrative activities into engaging digital storytelling experiences (Golonka et al., 2014).

Despite these advantages, several challenges were identified. Internet connectivity, limited access to devices, and the need for stronger digital literacy among teachers are major obstacles. Participants also mentioned that time management can be an issue when implementing project-based learning activities. However, they agreed that with proper planning and school support, these challenges can be minimized.

The primary finding indicates a substantial improvement in the English teachers' pedagogical understanding of implementing TBLT models within EFL classrooms. Through the structured workshops, participants successfully acquired the knowledge necessary to design task-based lessons that effectively engage students in active language use, aligns with the core principle that language learning is maximized when tasks mimic real-world communication (Willis, 1996)

Overall, the results show that the integration of TBLT with digital tools enriches the narrative text learning experience. Students become more confident, collaborative, and expressive, while teachers gain new strategies for creating engaging and meaningful learning activities.

Pedagogical Discussion

The findings of this community service program indicate that the integration of Task-Based Language Teaching (TBLT) with digital tools offers pedagogical benefits for teaching narrative texts. Participants acknowledged that TBLT provides a clear and structured framework that encourages meaningful language use, allowing students to engage in authentic communication while completing narrative-based tasks. This is in line with previous perspectives showing that TBLT improves communicative competence by shifting the focus of learning from grammar teaching to meaningful language use.

The use of digital tools such as ChatGPT, Bing Image Creator, ElevenLabs, and Canva further strengthens the effectiveness of the TBLT framework. ChatGPT plays an important role as a tool, supporting students in generating ideas, organizing plot structures, and overcoming difficulties in starting their stories. This shows that AI-supported writing tools can reduce students' cognitive load, especially for those who experience anxiety or difficulties with creativity. Similarly, Bing Image Creator enhances visualization in the learning process. When students can see characters, settings, and scenes visually, they tend to show higher engagement and better understanding of narrative elements. This is in line with multimodal learning theory, which emphasizes the role of imagination in supporting deeper conceptual understanding (Hampel & Stickler, 2012).

ElevenLabs contributes to the development of students' speaking skills by providing high-quality audio models that allow students to observe pronunciation, intonation, and rhythm. Participants noted that this feature encourages students to practice oral storytelling with more confidence. These findings reinforce the idea that digital audio tools can enrich speaking instruction by offering accessible and flexible pronunciation models. Canva, as the final production platform, allows students to combine text, images, and audio into a complete storytelling product. This multimodal output not only increases student motivation but also encourages creativity and collaboration. The opportunity to produce polished digital stories helps students take greater responsibility for their learning process and demonstrates how technology can transform traditional narrative tasks into engaging project-based activities (Robin, 2008).

Challenges and Limitations

However, the implementation process also revealed several challenges. Limited internet access, uneven device availability, and varying levels of digital literacy among teachers were identified as barriers to optimal implementation. These issues highlight the need for institutional support, ongoing digital training, and strategic planning to ensure that technology-supported TBLT can be effectively implemented in various school contexts, such issues in technology implementation in foreign language classrooms (Golonka et al., 2014). Despite these challenges, the overall results of the workshop showed that combining TBLT with digital tools resulted in a richer, more interactive, and student-centered learning environment. This integration encouraged creativity, improved communicative skills, and promoted learning autonomy. Therefore, this approach has

great potential to be widely adopted in the teaching of narrative texts in English language teaching.

CONCLUSION

This community service program demonstrates that the integration of Task-Based Language Teaching (TBLT) and digital tools effectively improves the teaching of narrative texts in English classes. This workshop enables teachers and prospective teachers to develop the pedagogical and technological competencies necessary to implement digital storytelling projects. Although challenges related to technology access remain, the results show that technology-supported TBLT encourages student engagement, creativity, communicative competence, and learning autonomy. Therefore, this approach has great potential to be applied more widely in the context of English language teaching.

Based on the program outcomes, several recommendations can be proposed to support the effective implementation of technology-supported Task Based Language Teaching (TBLT). First, schools and educational institutions are encouraged to strengthen digital literacy training for teachers by providing regular workshops and professional development programs. Such training can help teacher become more confident and competent in integrating digital technology into TBLT based lessons. In addition, improving technology infrastructure is essential to ensure the successful implementation of digital storytelling projects. Adequate internet access, device availability, and supportive classroom facilities should be provided to create a more effective learning environment.

Furthermore, the integration of digital tools into TBLT should be implemented gradually. Teachers are advised to begin with technology-based activities, such as brainstorming ideas or creating short digital content, before moving on to more complex multimodal projects. This gradual approach may help students and teachers adapt more effectively to the use of technology in language learning. Schools are also encouraged to promote collaborative learning activities through group based digital storytelling projects. Such activities can strengthen students' teamwork, creativity, communication skills, and active participation in the learning process.

Moreover, further research and evaluation are recommended to examine the long-term impact of integrating digital tools into TBLT, particularly on students' writing and speaking abilities. Future studies may also explore the application of technology supported TBLT in other language skills and different text genres. Finally, ongoing guidance and support should be maintained through collaboration among universities, teacher associations (MGMP), and schools. Continuous collaboration can provide teachers with valuable assistance in designing and implementing effective technology supported TBLT lesson plans.

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