EFL Teachers' Use of Technology in Task-Based Language Teaching in Teaching Reading: Perceptions, Variety and Intensity

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Abstract

This research aims to capture EFL teachers' use of technology in Task-Based Language Teaching (TBLT) by focusing on the variety and intensity of tasks in teaching reading. Driven by the survey research, the data were collected from 71 teachers of English as a Foreign Language (EFL) in Indonesia and analyzed descriptively. The findings show that the EFL teachers perceived that the use of technology in TBLT in teaching reading is important and it can enhance students' language learning experiences. Technology offers engaging materials and activities that aid reading comprehension. Furthermore, EFL teachers' use of various tasks and resources may indicate a need for continuing professional development to improve digital literacy skills and pedagogical strategies of English teachers in EFL context. Although the findings of this survey give an insight into the data of English teachers' use of technology in TBLT in terms of variety and intensity in teaching reading, this survey has its limitations with regard to the numbers of participants. This research highlights the dynamic relationship among technology,

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TBLT, and reading instruction in the EFL context, and suggests the need for continued research and exploration of best practices in this area. The current study succeeded in adding new empirical studies related to the variety and intensity in pre-reading, whilst-reading and post-reading activities of EFL teachers enacting teaching reading with the use of TBLT.

Keywords: English teachers, task-based language teaching, teaching reading, use of technology

1. Introduction

Along with the development of technology in education, research on the use of technology in English as a Foreign Language (EFL) teaching and learning has attracted scholars as well as practitioners from a wide range of perspectives, such as pedagogical beliefs, practices, and technological support in EFL (Al-khresheh, 2024; Al-Obaydi et.al., 2023; Burgess-Brigham et.al., 2020; Ding et al., 2019; Jeong, 2023; Qi & Derakhsan, 2025). For example, Liu et al. (2017) indicated that the Chinese participants' pedagogical beliefs showed more constructivist-oriented than transmissive-oriented and had a significant impact in terms of the Technology Acceptance Model (TAM) constructs on the use of technology and information in EFL teaching. Drawing on the findings of Liu et al.'s study, miscellaneous stakeholders now had a new perspective for perceiving the crucial role of teachers' pedagogical beliefs (i.e, transmissive versus constructivist), especially when they use technology in EFL teaching.

The discipline of Task-based Language Teaching (TBLT) has evolved as a new and significant area of research in applied linguistics. TBLT is an approach that emphasizes the use of authentic tasks to teach language. A growing corpus of research that enables us to compile findings and more effectively address crucial issues at the nexus of technology and task-based language teaching and learning. Several research issues and lines of inquiry need to be examined, as with any newly developed field of study. The distinction between "technology-mediated" and "technology-enhanced" tasks must be made clear right away. A technology-mediated TBLT curriculum is built on the full integration of technology and tasks, whereas technology-enhanced TBLT occurs in contexts that may include some usage of technology as part of the second language (L2) curriculum (Gonzales & Ortega, 2014). The use of technology in this research refers to the practices of EFL teachers in integrating technology into teaching reading based on the TBLT approach.

Tasks have been conceptualized in the TBLT literature on a continuum starting with communicative activities that can go along with more conventional form-focused approaches (Ellis, 2009) to more genuine day-to-day activities that replicate actions and interactions in the actual world (Long, 2016). Most research from the

TBLT approach employs tasks such as information gap tasks, narration tasks, and agreement tasks that, depending on the education setting, might be approximately real and meaningful for learners. Regardless of the concept or version of TBLT, similar characteristics define a task. Tasks should be outcome-based and emphasize meaning. In other words, there should be a purpose for using the language that goes beyond the action itself. According to Gonzales and Ortega (2014), there are at least five characteristics that should characterize tasks in TBLT, namely, emphasizing meaning, communicative goal-oriented, based on learners' wants and needs, allowing learners to use a variety of linguistic and nonlinguistic resources, and holistic.

To identify and categorize target tasks into broad task types, a requirement analysis must be conducted as the first stage in creating a TBLT curriculum. Then, while following the TBLT requirements for ecological validity and authenticity, these tasks must be constructed in a way that is likely to elicit learner behaviors believed to be beneficial to language learning. In the end, learner engagement should be predictable and should vary depending on several factors, such as task structure and complexity. Both language and technology tasks must be considered because they are equally important. For instance, a pedagogic language-focused activity in English for Specific Purpose (ESP) would focus on properly welcoming clients in English while communicating via phone or mail. The pragmatic focus may be on the level of formality employed in each task, and the assignment may conclude by students using appropriate greetings and closings while collaboratively writing a letter or phoning clients. It is also necessary to create assignments in a scenario that highlights technology and digital skills (pedagogic technology tasks). For instance, students might need to know how to use different email accounts, sign and attach documents, and work with pdf files. In this situation, it is crucial to address the impact of technical affordances, including how students connect to users' demands and skills and the non-neutrality of technology (Blin, 2016).

During the past decades, TBLT has become a popular and influential language instruction method. According to some studies, TBLT is a successful language pedagogy because it emphasizes how meaningful language learning activities with diverse real-life tasks can lead to communicative outcomes (Ji & Pham, 2020; Khoram & Zhang, 2019; Richards & Rodgers, 2014). The use of TBLT can assist

students in enriching their target language input with authentic tasks that can help them develop their language learning motivation (Aliasin et al., 2019; Page & Mede, 2018). Jeon and Hahn (2006) argued that TBLT provides learners with natural sources of meaningful material, ideal situations for communicative activity, and supportive feedback, allowing for much greater opportunities for language use. In addition, many researchers have claimed that task-based language assessment is a crucial element in TBLT.

In the context of teaching EFL reading, in particular, TBLT plays an especially important role. This is because reading comprehension is the central means of learning new information, and it is the most important skill needed for the student's success. When applied to teaching reading, TBLT is a potential method that enables students to improve their reading comprehension through a series of tasks. Various reading tasks are important because they allow learners to encounter different types of texts and language structures. Over the past decades, research exploring the teaching of reading has provided many insights from various perspectives. For example, Cahyono and Widiati (2006) highlighted past approaches to teaching ESL/EFL reading, the various models and theories associated with reading instruction, and the practical activities involved in teaching EFL reading. This review serves as a foundation for discussing EFL reading instruction in Indonesia and other related topics.

In terms of the use of technology in teaching reading, Tai Li et al. (2022) conducted a study regarding the design of a dual-hierarchy scaffolding board game-based learning activity for EFL reading comprehension. Drawing on the findings, Tai Li et al.'s study provides a framework for a board game activity that combines game-based learning and scaffolding strategies to enhance the reading comprehension skills of EFL students. The framework utilizes card board games as educational materials and provides a structured language learning environment that supports students in developing effective reading strategies by incorporating dual-hierarchy concepts. The study conducted by Liu et al. (2023) investigated the effects of an Article Structure Strategy-based Spherical Video-based Virtual Reality (ASS-SVVR) approach on EFL learners' English reading comprehension and learning conceptions. Chen Liu et al.'s study indicated that EFL students who used the ASS-SVVR approach

demonstrated favorable outcomes in terms of their reading comprehension abilities, their motivation to learn, and their understanding of reading strategies. However, there was no significant difference between the two groups regarding cognitive load and sense of presence.

The study explores teachers' perceptions of technology use in TBLT, its variety, and intensity. It aims to inform best practices for EFL teachers' use of technology in TBLT for teaching reading would typically address several key points, including (1) Technological Integration, which highlights the growing importance of integrating technology in language teaching to enhance learning outcomes and engage students, and (2) the effectiveness of TBLT in promoting communicative competence and real-world language and (3) the research gaps in limited studies involving highlight the scarcity of research explicitly concentrating on the use of technology inside TBLT for teaching reading.

This study aims to address gaps in existing research on EFL teachers' use of technology in Task-Based Language Teaching (TBLT) for teaching reading. This aims to address the lack of focus on reading skills, insufficient exploration of technology integration, and limited understanding of teacher perceptions and practices. The study also explores the variety and intensity of technology use in TBLT and the cultural and contextual factors that influence its effectiveness. By addressing these gaps, this study aims to contribute to the field and improve teaching strategies for EFL learners.

Although numerous studies have documented the benefits of technology-mediated teaching of reading, research exploring how EFL teachers enacted the variety and intensity in teaching reading which integrated TBLT and technology remains underexplored in the Indonesia context. The study also investigates teachers' perceptions and practices, examining the variety and intensity of technology use, and the adaptation of TBLT and technology to different cultural and educational contexts. The findings offer practical recommendations for teachers on how to effectively implement technology in TBLT reading lessons. By addressing these novel aspects, the study contributes to a deeper understanding of how technology can enhance TBLT, particularly in the context of teaching reading to EFL learners.

Based on previous studies, the research gaps and novelty of the present study aims to uncover the various activities of EFL teachers and how they frequently implemented technology as tools in teaching reading. With this background in mind, this study investigates the following research questions:

Research Question(s)

1.   How do the Indonesian EFL teachers perceive the use of technology in TBLT in teaching reading?

2.   How do Indonesian EFL teachers use variety of tasks in teaching reading with the use of technology?

3.   How intensive do Indonesian EFL teachers have enacted the tasks in teaching reading with the use of technology?

2. Literature Review

2.1. EFL Teachers' Use of Technology in Teaching Reading

The integration of technology in English as a Foreign Language (EFL) classrooms has gained significant attention over recent decades, offering innovative ways for teachers to enhance reading instruction. Technology has facilitated more engaging and interactive learning experiences, with tools such as online reading materials, e-books, reading apps, digital storytelling, and online discussion platforms becoming staples in modern EFL teaching practices (Taj et al., 2017). These tools provide students with access to a wider array of reading materials, including authentic texts and multimedia resources, which can foster greater engagement and comprehension (Satriani, 2017).

E-books, for example, have proven to be a versatile resource in the EFL classroom. They provide students with convenient digital versions of books that can be easily accessed and shared online, with added features like note-taking, highlighting, and built-in dictionaries to enhance students' interaction with the text (Almunawaroh, 2020; Syam, 2021). These features promote deeper understanding and engagement, allowing students to approach texts more dynamically and interactively.

In addition to e-books, reading apps such as ReadTheory, Newsela, and Epic offer personalized, interactive reading experiences tailored to students' reading levels and interests. These apps encourage active participation, helping to build students' reading skills through targeted activities that adapt to their progress. Similarly, digital storytelling tools like Storybird, Book Creator, and Flipgrid allow students to create and share their own digital narratives, which enhances their reading comprehension, writing abilities, and digital literacy skills. These platforms support the development of both language skills and creative thinking.

Online discussion platforms such as Edmodo, Schoology, and Google Classroom further enrich the learning experience by facilitating peer collaboration and enhancing critical thinking skills. Through these platforms, students can engage in discussions about the reading materials, share insights, and refine their communication skills in English. This social aspect of learning helps students improve their reading comprehension while developing the ability to communicate effectively in the target language (Safriyani & Khasanah, 2021).

Furthermore, the concept of Task-Based Language Teaching (TBLT) has gained traction as a pedagogical approach in second language acquisition, with a growing body of research supporting its application in language classrooms from the teachers perspective (Chen & Wang, 2019; Hasnain & Halder, 2021; Liu et al., 2018; Minas, 2020; Xu & Fan, 2021). While much has been written about TBLT's effectiveness in various contexts, some gaps remain in exploring its full potential, especially in reading instruction (Heydarnejad et al., 2022). Enhanced TBLT, when applied to reading instruction, offers flexibility and adaptability, allowing teachers to design varied tasks that cater to learners' needs, interests, and language proficiency levels. Incorporating different types of tasks and intensifying language focus can help students develop their reading skills and overall language proficiency (Ellis, 2009; Syam, 2021). This task-based approach aligns well with the interactive and personalized nature of digital tools, offering a comprehensive framework for integrating technology into the reading curriculum.

In conclusion, technology has revolutionized the way EFL teachers approach reading instruction, providing a multitude of tools that engage students and enhance

their learning experience. Whether through digital resources like e-books and reading apps, or through interactive methods like digital storytelling and online discussions, technology offers numerous opportunities for students to develop their reading skills. When combined with task-based methodologies like TBLT, these technological tools can further personalize learning and help students reach higher levels of language proficiency. However, ongoing research is needed to explore the full scope of these innovations and address gaps in their implementation (Heydarnejad et al., 2022; Taj et al., 2017).

2.2. Task-Based Language Teaching (TBLT)

During the past decades, TBLT has become a popular approach to language instruction, emphasizing the use of authentic tasks that mirror real-life language use (Liu & Ren, 2021; Nguyen et al., 2024; Page & Mede, 2018). Advocates argue that TBLT enhances motivation and communicative competence by engaging students in meaningful language use (Aliasin et al., 2019; Ellis, 2009). However, several critical issues remain unresolved in its implementation.

One major concern is the assumption that real-world tasks automatically lead to better language acquisition. Task effectiveness depends on factors such as learner proficiency, context, and task relevance. What is authentic in one setting may be irrelevant or overly challenging in another, making the approach less universally applicable. Additionally, the pedagogical models proposed by scholars, such as Ellis's (2009) pre-task, task, and post-task framework, often oversimplify the complexities of language learning. In practice, separating these phases can be difficult and may limit the flexibility of the approach.

Another significant issue is the lack of comprehensive research on teacher training for TBLT. While theoretical models abound, there is little practical guidance on how teachers can effectively integrate TBLT into their classrooms. Inadequate training can lead to poor implementation, undermining the approach's potential. Furthermore, assessment models for task-based learning remain underdeveloped. Traditional grammar and vocabulary tests may not capture the communicative goals of TBLT, leaving teachers without clear metrics for evaluating student progress (Mulyadi et al.,

2021).

Lastly, TBLT may not be suitable for all learners, particularly those at lower proficiency levels or without access to authentic language environments. The reliance on task-based activities may be overwhelming for beginners, suggesting that TBLT is not a one-size-fits-all solution. More research is needed to adapt TBLT to diverse educational contexts and ensure its effectiveness.

2.3. Variety and intensity in the Use of Technology in teaching reading

While prior research on the use of technology in L2 reading (Davies et al., 2020; Fogarty et al., 2016; Kim et al., 2020; Solmaz, 2021) highlights its potential benefits in enhancing metalinguistic awareness and motivation (Liaw & English, 2017), it largely overlooks key challenges and limitations. The focus on technological innovations often neglects the complex psychological differences among learners, which can significantly impact how they engage with these tools. Additionally, while Kousier and Majig (2021) emphasize the effectiveness of technologies from e-books to AI platforms in improving literacy, the research fails to adequately address how these tools interact with Task-Based Language Teaching (TBLT) in the context of EFL reading. The lack of exploration into the variety and intensity of technology use within TBLT frameworks limits the understanding of how to effectively integrate these tools into structured reading activities, leaving a significant gap in the literature.

To fill this empirical gap, this research aims to capture the variety and intensity of EFL teachers enacting technological tools and TBLT in pre-reading, whilst reading and post reading. The research contribution of this study lies in its detailed examination of how EFL teachers utilize technological tools and TBLT at different stages of the reading process. By focusing on pre-reading, during-reading, and post-reading activities, this study provides a comprehensive understanding of the practical application of technology and task-based language teaching in enhancing reading skills among EFL learners. This research addresses a significant gap in the literature, offering valuable insights that could inform future pedagogical strategies and technological implementations in teaching EFL reading.

3. Methodology

3.1. Research Design

This study employed a survey design. Situated in Indonesian EFL teaching, it is aimed to capture EFL teachers' practices technologically mediated by TBLT in teaching reading. This study focuses on EFL teachers' intensity and variety integrating technology in teaching reading.

3.2. Participants

There were 71 participants, 50 females and 21 males, who were involved voluntarily in this study. Out of the total number, 25 participants teach at junior high school, 25 of them teach at senior high school and 21 participants teach at universities in Indonesia. The age range of participants was between 25 and 50 years. Forty participants hold a bachelor degree, while 31 possess a master degree. Their teaching experiences ranged from 5 to 25 years. Following ethical protocols, we explained to the participants regarding research purposes and the benefits for their future career. We also informed the participants that their data would be kept confidential and used only for the research purposes and their anonymity would be protected.

3.3. Data Collection

Data were collected by using an online questionnaire which was administered to know Indonesian EFL teachers' use of technology in TBLT in terms of perception, variety and intensity in reading class settings. The questionnaire was divided into three sections and written in both English and Indonesian, the teachers' first language. The first section contained demographic questions to gather information about the teachers' gender, age, and educational institution where they work. The second section consisted of four Likert-type statements which are used to probe the teachers' perception on the use of technology in TBLT in teaching reading. The four Liker-type statements are as follows:

- It is necessary to integrate technology in reading activities.

- It is necessary to have adequate skill in integrating technology in TBLT.

- It is important to use technology in TBLT pre-reading activities

- It is important to use technology in TBLT in whilst reading activities.

The third section contained six open-ended questions which were used to explore the variety of tasks performed by the teachers and their intensity or frequency in using technology in TBLT in teaching reading. The questions deal with the following aspects:

- Various tasks in teaching TBLT pre-reading activity

- Various tasks in teaching TBLT whilst reading activity

- Various tasks in teaching TBLT post-reading activity

- Frequency of integrating technology in TBLT pre-reading activity

- Frequency of integrating technology in TBLT whilst-reading activity

- Frequency of integrating technology in TBLT post-reading activity

Before being distributed to all participants, the questionnaire underwent a validity and reliability check. An expert in English language teaching was requested to review the items in the questionnaire and asked to provide evaluation on the relevance of the the questionnaire items with the purposes of the research. In general, a positive response was gained from the expert and we were recommended to use the questionnaire with a minor revision. Afterwards, all valid questionnaire items were piloted with a subset of participants. The finalized questionnaire was then presented in the Google Forms and distributed by using Whatsapp to the targeted participants.

3.4. Data Analysis

The data analysis process consisted of two methodologies: Likert-type item analysis and open-ended item analysis. The Likert-type items, designed to identify the teachers' intensity of integrating technology in teaching task-based reading, were presented in a checklist format (e.g., rarely, occasionally, often, and very often). The

open-ended items, constructed to capture the variety of activities in teaching task-based reading using technology, were first categorized and then coded by the researcher based on the teachers' responses. SPSS (Statistical Package for Social Sciences) version 11.0 for Windows was used to analyze the data.

4. Results

The findings of this study are presented in terms of the order of the research questions which deal with EFL teachers' perception of the use of technology in TBLT in teaching reading, the variety of tasks enacted in teaching reading with the use of technology, and the intensity of the tasks in teaching reading with the use of technologyrmation is communicated in tables or figures.

4.1. EFL Teachers' Perception of the Use of Technology in TBLT in Teaching Reading

The results of analysis of the EFL teachers' perception of the use of technology in TBLT in teaching reading comprise two aspects. The first is whether technology integration is necessary in reading activity which is presented in Table 1.

Table 1

EFL Teachers' Perception on Technology Integration

Technology Integration is necessary in TBLT reading activity	N	Percentage (%)
Agree	68	95.8
Not Sure	2	2.8
Disagree	1	1.4

Table 1 showed that the integration of technology was necessary in TBLT reading activity. One interesting finding is that most of the respondents (68) agree that the integration technology was necessary in TBLT reading activity (95.8 %). The results indicate that the use of technological platforms is beneficial and efficient in supporting he tteaching of reading. On the other hand, a smaller percentage of respondents were not sure that the integration of technology was important in TBLT

reading activity (2.8%). Moreover, only one respondent (1.4%) disagrees on the utilization of technological tools with TBLT in teaching reading. These findings also indicate that there is room for improvement in the utilization of more advanced educational technology tools and platforms. In general, the results indicate that there is a widespread acceptance and positive outlook towards the utilization of educational technology platforms and tools. However, there is a need for the improvement of technological tools and support systems in order to obtain effective ELT teaching learning situated in Indonesia context.

The second aspect is whether it is necessary to have adequate skill in integrating technology in TBLT as shown in Table 2.

Table 2

Teachers' Perception of Adequate Skill in TBLT

It is necessary to have adequate skill in integrating technology in TBLT	N	Percentage (%)
Agree	54	76.1
Not Sure	16	22.5
Disagree	1	1.4

Table 2 displays how respondents' skill in utilizing technological platforms is distributed across three categories: Agree, Not sure, and Disagree. Drawing on the results, 76.1% agree that they have adequate skills in integrating technology with TBLT in teaching reading, 22.5% were not sure and only 1.4% disagreed. In general, the table offers a condensed overview of how Indonesian EFL teachers demonstrate their skills in integrating technological platforms with TBLT in reading activity. This information can be valuable in evaluating the overall proficiency level in this area and identifying potential areas for enhancement. In addition, despite Indonesian EFL teachers' positive response on the need of an adequate skill in integrating technology with TBLT in reading activity, there is a call for continued professional development and training to enhance teachers' skills in using technology more effectively.

4.2. EFL Teachers' Variety of Tasks in Teaching Reading with the Use of Technology

The results of analysis of the EFL teachers' variety of tasks in teaching reading with the use of technology cover three types of reading activities: pre-reading, whilst-reading, and post-reading activities. In pre-reading and whilst-reding activities, in particular, the respondents were also asked about the importance of using technology in TBLT. The findings of the various tasks in teaching reading using TBLT in pre-reading activities are shown in Table 3.

Table 3
Various Tasks in Teaching TBLT Pre-Reading Activity

Activity	N	Percentage (%)
Brainstorming	71	100.0
Digital mind maps	8	11.27
Online videos	16	22.54
Online Vocabulary Games	7	9.85
Online articles or blogs	8	71.26
Other activities	1	1.4

Table 3 shows the distribution of participants based on the frequency of using various tasks in TBLT pre-reading activities. Gaining insight into the actual use of educational technology can be useful in identifying opportunities to improve technology integration in TBLT pre-reading activities. All of the Indonesian EFL teachers (71) confirmed that they always do brainstorming before carrying out core learning activities. Before starting the reading activities, the teachers ask students to brainstorm ideas related to the reading topic. For example, when reading about a topic that will be discussed in class, the teachers also ask students to make a list of problems related to the topic of discussion. Following the brainstorming activities, 8 respondents mentioned using digital mind maps, 16 respondents said they asked their students to provide comments after watching online videos, 7 respondents said they provided online vocabulary games as pre-class activities, 8 respondents said they asked students to read articles or blogs online and then provide feedback, and only 1 respondent mentioned doing other activities before the reading activity. The respondent said,

"…I usually brainstorm in pre-reading activities, prepare some simple questions related to the topic of the reading, short conversations…"

It can be concluded that in teaching reading, all EFL teachers consider brainstorming activities to be helpful in activating students' prior knowledge and involving them in the reading process. It also provides an opportunity for students to collaborate and share ideas with each other, which can further enhance their learning experiences.

The teacher's opinion about the importance of using technology in TBLT pre-reading activities is shown in Table 4.

Table 4
Teacher's Opinion about the Importance of Using Technology in TBLT Pre-Reading Activities

Teachers' opinion	N	Percentage (%)
Important	57	80.00
Not important	12	16.90
Not always	2	2.82

Table 4 shows that 57 respondents stated that it is important to use technology in TBLT pre-reading activities. They use multimedia resources such as videos, podcasts, or interactive websites to introduce topics and build background knowledge, provide online discussion forums or social media groups where students can share their thoughts and ideas related to reading topics. They also use digital tools such as mind maps, concept maps, or graphic organizers to help students organize their thoughts and prepare for reading. Moreover, they incorporate online quizzes, games, or other interactive activities to engage students and increase their motivation. One of the teachers said,

"…Yes, I do. Technology has assisted and provided me everything I need related to my teachings."

Using technology in pre-reading activities can increase student engagement, motivation, and enhance the overall learning experience. It can also provide a dynamic and interactive approach to teaching and learning, which can be effective for students who feel comfortable with technology and enjoy using digital devices in

their everyday lives.

The teachers' various activities in the use of technology in TBLT whilst-reading are displayed in Table 5.

Table 5
Various Activities Using TBLT in Whilst Reading

Activity	N	Percentage (%)
Online Reading Quizzes	45	63.38
Digital annotation	-	-
Digital reading log	-	-
Virtual reading circle	11	15.49
Multimedia reading	12	16.90
Online research	1	1.40
Other activities	1	1.40

Table 5 indicates that English teachers adopt various TBLT activities in whilst reading, such as (1) online reading quizzes, (2) virtual reading circles, (3) multimedia reading, (4) online research, and (5) other activities. Fouty-five respondents preferred online reading quizzes as a tool to assess students' understanding of certain texts they have read. These quizzes can be given online, usually via a digital platform, and can include different types of questions, such as multiple choice, short answer, or essay questions. 12 respondents used multimedia reading in their while-reading activities, enhancing the reading experience by combining other media such as text, audio, and video. By giving students a variety of resources and materials to choose from, it can engage students in a more dynamic and engaging way. 11 respondents mentioned conducting virtual reading circles as an activity. A virtual reading circle is a community or group that meets online to discuss a specific book or piece of reading material. Similar to actual reading circles, it provides participants with a place to have deep conversations and reflect on what they have read.

The teachers' opinion about the importance of using technology in TBLT in whilst reading activities is shown in Table 6.

Table 6

Teacher's Opinion about the Importance of Using Technology in TBLT in Whilst Reading Activities

Teachers' opinion	N	Percentage (%)
Yes	47	66.20
No	16	22.54
Not always	8	11.28

As can be seen in Table 6, 47 respondents stated that they used technology in TBLT in whilst reading activities, while 16 respondents stated that they did not use technology in activities, and 8 respondents stated that they rarely used technology in TBLT during reading activities.

Various activities in teaching reading using TBLT post-reading activities are shown in Table 7.

Table 7

Various Activities in Teaching TBLT Post-Reading Activities

Activity	N	Percentage (%)
Digital storytelling	12	16.90
Online quizzes	21	29.58
Online summary or outline,	27	38.02
Blogging	2	2.82
Podcast	2	2.82
Online discussion forum (Instagram, Facebook, Tik Tok)	18	25.35
Online poster	11	15.49
Other activities	13	18.30

The data reflects the variety of technology integration, and it is structured to show the distribution of participants based on the frequency of using various activities with TBLT in reading activities. Gaining insight into the actual use of educational technology can be useful in identifying opportunities to improve technology integration in post-reading activities with TBLT. EFL teachers utilized various activities in post-reading activities. The most frequently used activity is creating an online summary, which is a simple way to assess students' comprehension of what they have read. On the other hand, podcasting and blogging are the least popular activities. Blogging requires students to write on their own, while podcasting involves

speaking skills. Hence, not many teachers choose this activity as not all students have the confidence to speak.

4.3. EFL Teachers' Intensity in Integrating Technology with TBLT in Reading Activities

This section presents the findings of Indonesian EFL teachers' intensity in integrating technology with TBLT in reading activity. To capture the intensity, we divided the frequency into three namely; pre-reading, whilst-reading and post-reading activities.

Pre-Reading Activity

The frequency in the integration of technology in TBLT pre-reading activity are shown in Table 8.

Table 8
Frequency of Integrating Technology in TBLT Pre-Reading Activity

Frequency	N	Percentage (%)
Rarely	15	21.1
Occasionally	31	43.7
Often	19	26.8
Very Often	6	8.5

Table 8 reflects the overall level of technology integration, while the data are organized to show the distribution of participants based on the frequency of their use of technological platforms with TBLT in reading activity. Gaining insight into the actual usage of educational technology can be valuable in identifying opportunities for enhancing the integration of technology in TBLT pre-reading activity. Among the total participants (71), 21.1% reported rarely using integrating technology in TBLT pre-reading activity, 43.7% reported occasional use, 26.8% reported frequent use, and only 8.5 % reported very frequent use. Understanding the frequency of technology use can provide insights into the level of integration in EFL reading activity with TBLT and help identify areas where additional training and support may be needed.

Whilst-Reading Activity

The findings of how frequently the technology are used in TBLT whilst-reading activity by the English teachers are shown in Table 9.

Table 9
Frequency of Integrating Technology in TBLT Whilst-Reading Activity

Frequency	N	Percentage (%)
Rarely	15	25.4
Occasionally	31	40.8
Often	19	28.2
Very Often	6	5.6

The data shown in Table 9 would be valuable to identify the opportunities for enhancing the use of technology in TBLT whilst-reading activity. Among the total participants (71), 25.4% reported rarely using integrating technology in TBLT whilst-reading activity, 40.8% reported occasional use, 28.2% reported frequent use, and only 5.6% reported very frequent use. Understanding the frequency in the use of technology can provide insights into the level of integration in EFL reading activity with TBLT and help identify areas where additional training and support may be needed.

Post-Reading Activity

The findings of the frequency of technology integration in TBLT post-reading activity by the English teachers are shown in Table 10.

Table 10
Frequency of Integrating Technology in TBLT Post-Reading Activity

Frequency	N	Percentage (%)
Rarely	22	31.0
Occasionally	25	35.2
Often	21	29.6
Very Often	3	4.2

The data shown in Table 10 were based on the frequency of technology integration

in TBLT post-reading activity. Among the total participants (71), 31% rarely integrated technology in TBLT in post-reading activity, 35.2% reported occasional use, 29.6% reported frequent use and only 4.2% reported very frequent use. The data would be valuable to identify the opportunities for enhancing the use of technology in TBLT post-reading activities.

Thus, the data presented as the findings of this study reflect that teachers are more concerned with the pre-reading and whilst-reading activities in teaching reading when it has to deal with technology. The post-reading activity most of the time deals with quiz or paper-based tests to check students' reading comprehension.

5. Discussion

The potential of digital technology to enhance students' learning in schools and university settings is widely recognized. To fully utilize this potential, it is crucial for English teachers to acquire digital literacy and to be aware of the development of technology to effectively integrate technology and TBLT that promote a deep understanding of reading in ELT context. We propose that curricular interventions designed to support English teachers' development of TBLT and technology should take into account empirical evidence on technology-related experience in ELT context. Drawing on the findings of the teachers' perception of the use of technology in TBLT, it was found that while a significant proportion of the participants reported using technology in pre-reading activities, there is room for improvement in terms of frequency and consistent integration. This may indicate a need for additional training and support in incorporating technology effectively in TBLT-based reading instruction.

The results of the present study are in line with previous research that emphasizes the importance of integrating technology in language teaching to enhance language learning outcomes (Consoli et al., 2024; Rintaningrum, 2023; Sellami, et.al, 2024; Theodario et al., 2024). Technology can provide various benefits, such as authentic language input, opportunities for authentic communication, and engagement with real-world materials, which can enhance learners' language skills and motivation (Ghavifekr et al., 2016). However, the relatively low percentage of participants who

reported very frequent use of technology in pre-reading activities (8.5%) suggests that there may be barriers or challenges to consistent integration. These challenges could include lack of access to technology resources, limited training or expertise in using technology for language teaching, and concerns about integrating technology effectively in pedagogical practices (Atabek, 2019; Lie et al., 2021, Pen & Morrel, 2024). The data from Table 3 indicates that while some participants reported using technology in pre-reading activities with TBLT, there is still room for improvement in terms of frequency and consistent integration. This highlights the need for further training and support to help language teachers effectively integrate technology in TBLT-based reading instruction, and overcome potential barriers to technology use in language classrooms.

Drawing on whilst-reading activity, it has important implications for language teaching practitioners and researchers. As technology continues to advance and play an increasingly important role in language learning, it is crucial for educators to keep up with the latest trends and incorporate technology effectively into their teaching practices, including TBLT reading activities. Additional training and support may be needed to help educators better integrate technology into TBLT reading activities and fully leverage its potential for enhancing language learning outcomes. It is worth noting that while the data provide insights into the frequency of technology use in TBLT reading activities, the data do not provide information on the types of technology used or the specific pedagogical approaches employed. Further research and studies are needed to explore the specific ways in which technology is used in TBLT reading activities, as well as its impact on language learning outcomes.

The data from post-reading activity, the authors confirmed that the data are consistent with the result of previous research that has found that teachers often focus on the use of technology during the initial stages of reading, such as pre-reading activities that build background knowledge or while-reading activities that promote engagement, critical thinking and interaction (Bintz, 2023; Paratore et al., 2016; Yamin et.al., 2020). This may be due to concerns about the availability of resources, lack of training, or challenges in integrating technology effectively in post-reading activities (Chien, 2015). However, research suggests that integrating technology in post-reading activities can offer numerous benefits for language learning. For

example, technology can provide opportunities for authentic language use, promote critical thinking and problem-solving skills, and offer personalized feedback to enhance reading comprehension (Christ et.al., 2018). Additionally, using technology in post-reading activities can facilitate autonomy, motivation, and engagement, as students can interact with authentic texts and multimedia resources that reflect real-world language use (Fogarty et al., 2016; Kim et al., 2020; Wekerle & Kollar, 2022).

To fully harness the potential of technology in TBLT reading classrooms, it is important for teachers to consider integrating technology in post-reading activities as well. This can be achieved through various approaches, such as online discussion forums, collaborative writing activities, multimedia presentations, or digital storytelling (González-Lloret & Ortega, 2014). Teachers can also use digital tools and resources, such as online dictionaries, text analysis tools, and reading comprehension apps, to scaffold students' learning and support their language development (Li et al., 2022). To sum up, the data reflected that teachers tend to prioritize the use of technology in the pre-reading and whilst-reading activities in TBLT reading classrooms. However, integrating technology in post-reading activities can offer numerous benefits for language learning, and it is important for teachers to consider integrating technology in all stages of the reading process to fully harness its potential for enhancing language learning outcomes.

Based on the variety and intensity, the teaching of reading with TBLT has revealed a clear preference among EFL teachers for using online summaries in post-reading activities. This preference is likely due to the ease of use and straightforward assessment of online summaries. However, the limited use of podcasting and blogging highlights areas where technology integration can be improved. Addressing the challenges associated with these activities and providing support for both teachers and students could significantly enhance the variety and effectiveness of technology integration in TBLT post-reading activities. This approach can help develop a more balanced set of language skills, including speaking and writing, while also increasing student engagement and confidence. These findings align with previous studies suggesting that teachers can use a wide range of educational media and technology to increase students' comprehension and engagement in EFL reading instruction (Hoa & Thi, 2020; Hossain, 2023; Norman, 2023; Paratore et al., 2016; Rantala &

Greenier, 2020). However, the variation in the use of technology should be adjusted to suit students' capabilities.

Additionally, the data implies that teachers prioritize technology integration more during pre-reading and whilst-reading activities compared to post-reading activities. Traditionally, post-reading activities involve quizzes or paper-based tests, which show less technological integration. Therefore, there is a notable opportunity to enhance technology use in post-reading activities. Integrating technology in these tasks could involve digital quizzes, interactive discussions, or online platforms for feedback, which could improve student engagement and comprehension. Providing professional development and resources for teachers to effectively integrate technology at all stages of reading activities could be beneficial.

Finally, the data reflect a cautious approach among teachers towards integrating technology in post-reading activities within TBLT contexts. Despite moderate use by some teachers, a majority rarely or only occasionally incorporate technology, highlighting a clear area for potential enhancement. By focusing on these opportunities, educators can better utilize technology to support and enrich students' learning experiences in reading comprehension and overall language acquisition. These findings confirm previous studies recommending that the intensity of technology integration can enhance students' reading skills and literacy (Alrawashdeh, 2023). Teachers seeking effective ways to leverage technology for improved student learning will find valuable insights in this study.

6. Conclusion

This research has highlighted the integration of technology and task-based language teaching (TBLT) in the context of English as a Foreign Language (EFL) reading instruction. It suggests that EFL teachers are integrating technology into their TBLT practices to enhance the teaching of reading skills, and that they may have variety of technology used as well as the intensity in integrating technology into instruction. However, this study is limited to teachers' perception, task variety and intensity of technology use without evaluating the direct impact of these practices on students' reading outcomes. On the other hand, the delimitations of this study include its focus

on EFL teachers' integration of technology within a TBLT framework for teaching reading, deliberately excluding other language skills and pedagogical approaches. It narrows its scope to Indonesian teachers precluding the representation of global practices. Moreover, it examines only pre-reading, whilst-reading and post-reading activites and excludes other instructional stages.

Teachers in this study reported utilizing a variety of technological tools and tasks across pre-reading, whilst-reading, and post-reading activities, although the intensity of integration varied, with pre-reading and whilst-reading receiving greater emphasis than post-reading activities. While the study affirms the benefits of technology in supporting task-based reading instruction, it also identifies areas for improvement, such as addressing barriers to consistent and intensive technology use, particularly in post-reading stages, and providing targeted professional development to enhance teachers' digital literacy and pedagogical skills. These findings underscore the need for a more balanced and systematic approach to technology integration in all stages of reading instruction and point to the importance of continued research into effective strategies for implementing TBLT with technology in diverse EFL contexts.

The implications of this research are significant for EFL teachers, future researchers, and policymakers. Firstly, the integration of technology in TBLT practices for teaching reading has the potential to enhance students' language learning experiences, as technology can provide engaging and interactive materials, resources, and activities that can facilitate reading comprehension and language acquisition. Secondly, the variety of technological tools and resources used by EFL teachers may imply the need for professional development and training opportunities to enhance teachers' digital literacy skills and pedagogical strategies in using for technology more effectively in the classroom. In addition, the intensity in the use of technology may affect instructional effectiveness. Further research could investigate the level of technology use in different EFL contexts and learner backgrounds. The investigation on the direct impacts of integrating technology in TBLT on students' reading comprehension, engagement, and overall language language proficiency would provide valuable insights into the effectiveness of this practices.

Furthermore, the findings of this research could inform policymakers and

curriculum developers in designing policies that support the use of technology in EFL reading instruction, as well as provide insights for designing effective professional development programs for EFL teachers situated in Indonesian and in global contexts. The dynamic relationship among technology, TBLT, and reading instruction in the EFL context suggests the need for continued research and exploration of best practices in this area. Although the findings of this survey give an insight into the data of EFL teachers' perception of use of technology in TBLT as well as its variety and intensity in teaching reading, it has its limitations in terms of numbers of participants involved in the study. Therefore, future longitudinal studies may be needed to explore English teachers' use of technology in TBLT in teaching reading in a broader context and bigger number of participants.

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