A SYSTEMATIC REVIEW OF THE BENEFITS AND CHALLENGES OF MOBILE-ASSISTED TASK-BASED LANGUAGE TEACHING IN EFL CONTEXTS

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ABSTRACT

The integration of mobile technology into language learning has increasingly influenced English as a Foreign Language (EFL) instruction, particularly through the implementation of Mobile-Assisted Task-Based Language Teaching (MA-TBLT). This study aims to systematically review the benefits and challenges of MA-TBLT in EFL contexts. A Systematic Literature Review (SLR) approach guided by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework was employed to identify, screen, and analyse relevant studies published between 2022 and 2026 The reviewed articles were collected from selected academic databases, including Google Scholar and ERIC, using predetermined keywords related to mobile-assisted language learning, task-based language teaching, and EFL. A total of 12 articles met the inclusion criteria and were included in the review. The findings indicate that MA-TBLT offers several benefits, including improvements in language skills, increased learner motivation and engagement, greater learning flexibility, and enhanced learner autonomy. However, several challenges were also identified, such as technical limitations, internet connectivity issues, learner distraction, and teacher readiness in integrating mobile technologies into task-based instruction. The study concludes that despite its challenges, MA-TBLT has considerable potential to support language learning in EFL contexts. Future studies are recommended to further explore effective pedagogical strategies for optimizing MA-TBLT implementation in diverse educational settings.

Keywords: Mobile-Assisted Language Learning (MALL), Task-Based Language Teaching (TBLT), EFL, Mobile Learning, Benefits and Challenges, Systematic Review.

A. Introduction

The rapid advancement of digital technology has significantly transformed educational practices, including English language teaching and learning. The integration of technology into education has created new opportunities for learners to access learning materials more flexibly and interactively (Biglar & Kaban, 2023). In particular, mobile devices such as smartphones and

tablets have become increasingly important tools in language education due to their portability, accessibility, and multifunctionality (Jia & Harji, 2023). The growing availability of mobile applications and internet access has encouraged educators to integrate mobile technology into language learning environments to enhance students' learning experiences and engagement. As a result, technology-assisted learning has become an increasingly relevant approach in supporting English language acquisition, particularly in non-English-speaking environments.

In the context of English as a Foreign Language (EFL), learners often encounter various challenges that may hinder effective language learning. Unlike learners in English-speaking countries, EFL students generally have limited exposure to authentic English communication outside the classroom (Jia & Lu,2025; J. Fang at al.,2024). This limited interaction may affect learners' opportunities to practice language skills, resulting in low confidence, reduced motivation, and limited communicative competence (Liu & Ren, 2024). Additionally, traditional classroom instruction may not always provide sufficient opportunities for meaningful language use and learner-centered interaction. Therefore, innovative teaching approaches are necessary to create more engaging and authentic language learning experiences for EFL learners.

One instructional approach that has gained increasing attention in language education is Mobile-Assisted Language Learning (MALL) (Chen, 2023). MALL refers to the use of mobile technologies to facilitate language learning anytime and anywhere, enabling learners to access educational materials beyond traditional classroom settings. Through mobile devices, learners can participate in interactive learning activities, communicate with peers, and practice language skills using various applications and platforms. Previous studies have highlighted several advantages of MALL, including increased learning flexibility, enhanced learner autonomy, greater motivation, and improved language performance (Chitprarop, 2024). The accessibility of mobile devices also enables learners to engage in language learning activities more frequently and independently.

Despite its potential benefits, the implementation of MALL in language learning is not without challenges. Several studies have reported limitations related to technological issues, including unstable internet connections, limited device capabilities, and unequal access to digital resources (Chen, 2023; Martinez et al., 2025). Furthermore, mobile learning environments may also lead to learner distraction, reduced concentration, and excessive dependence on technology if not properly managed. In some cases, teachers may encounter difficulties in integrating mobile technology effectively into classroom instruction due to limited digital competence or insufficient pedagogical preparation. These challenges indicate that although MALL provides promising opportunities for language learning, its implementation requires appropriate instructional strategies to maximize learning outcomes.

Another pedagogical approach that has been widely recognized in language teaching is Task-Based Language Teaching (TBLT). TBLT is a learner-centered instructional approach that emphasizes the use of meaningful tasks as the core component of language learning (Jia& Lu, 2025). Rather than focusing solely on grammatical forms and language structures, TBLT encourages learners to use language actively to complete real-world or communicative tasks. These tasks may involve problem-solving, information sharing, collaborative discussion, or project-based activities that require meaningful language use (Biglar & Kaban,2023). In EFL contexts, TBLT is considered beneficial because it promotes authentic communication, learner interaction, and active participation in the learning process. By engaging learners in purposeful activities, TBLT can contribute to the development of communicative competence, critical thinking, and learner confidence. Therefore, TBLT has been increasingly implemented as an alternative approach to create more interactive and meaningful language learning experiences.

The integration of mobile technology and task-based instruction has led to the emergence of Mobile-Assisted Task-Based Language Teaching (MA-TBLT), which combines the flexibility of mobile learning with the communicative and learner-centered principles of TBLT. In MA-

TBLT, mobile devices are utilized as learning tools to support learners in completing meaningful language tasks both inside and outside the classroom. Through mobile applications, learners can participate in collaborative discussions, complete speaking tasks, share information, and engage in authentic communication practices in more flexible learning environments (Jia & Harji, 2023). The integration of mobile technologies into task-based learning also allows learners to access learning resources conveniently while promoting interaction, autonomy, and engagement. As a result, MA-TBLT has increasingly attracted attention as an innovative approach that may support more effective language learning in EFL contexts.

Several previous studies have investigated the implementation of mobile-assisted language learning and task-based language teaching in EFL contexts. Some studies reported that the integration of mobile technology into task-based activities contributed positively to learners' language development, particularly in improving speaking, vocabulary, and communicative competence (Jia & Harji,2023). Other studies also found that mobile-assisted task-based learning increased learners' motivation, participation, and confidence due to the flexibility and interactive nature of mobile technologies (Biglar & Kaban,2023; Nguyen & Minh,2024; Kaveh et al.,2023). However, several studies also highlighted various challenges related to the implementation of MA-TBLT, including technical limitations, internet accessibility, learner distraction, and teachers' preparedness in integrating mobile-based tasks into classroom instruction (Chen, 2023; Martinez et al., 2025). These findings indicate that while MA-TBLT offers significant pedagogical benefits, its implementation may also involve several practical constraints.

Although previous studies have examined the implementation and effectiveness of mobile-assisted language learning and task-based language teaching, most studies have primarily focused on learning outcomes, student performance, or the effectiveness of particular instructional interventions (Jia & Harji,2023). Moreover, existing studies often discuss the benefits or challenges of technology-assisted language learning separately rather than providing a comprehensive

understanding of both aspects simultaneously. Limited attention has been given to systematically reviewing the benefits and challenges of Mobile-Assisted Task-Based Language Teaching (MA-TBLT), particularly within EFL contexts. Therefore, a systematic review is needed to synthesize current evidence and provide a clearer understanding of the pedagogical advantages and implementation challenges associated with MA-TBLT in English language learning.

Based on the gaps identified in previous studies, this study aims to systematically review the benefits and challenges of Mobile-Assisted Task-Based Language Teaching (MA-TBLT) in EFL contexts. Specifically, this study seeks to synthesize findings from previous research regarding the pedagogical advantages, implementation challenges, and the use of mobile technologies in task-based language learning. By providing a comprehensive overview of existing studies, this review is expected to contribute to a better understanding of how MA-TBLT can support English language learning and inform educators, curriculum developers, and future researchers about its practical implications in EFL classrooms.

To achieve the objectives of the study, the following research questions are addressed:

1. What benefits of Mobile-Assisted Task-Based Language Teaching (MA-TBLT) are reported in EFL contexts?
2. What challenges of Mobile-Assisted Task-Based Language Teaching (MA-TBLT) are reported in EFL contexts?
3. What mobile applications are commonly used in Mobile-Assisted Task-Based Language Teaching (MA-TBLT)?

A. Mobile-Assisted Language Learning (MALL)

Mobile-Assisted Language Learning (MALL) refers to language learning facilitated through the use of mobile technologies and handheld devices, enabling learners to access educational resources anytime and anywhere. The development of MALL can be traced back to early studies on telephone-assisted language learning, in which telephones were used to provide language learners with assistance and feedback from a distance (Twarog & Preszlenyi-Pinter, 1988). Since then, advances in mobile

technology have significantly transformed language learning practices, leading to the rapid expansion of MALL in both formal and informal educational settings.

According to Kukulska-Hulme and Shield (2008), MALL refers to learning mediated through handheld devices that are potentially available for use regardless of time and location. These devices include smartphones, tablets, mobile phones, MP3 or MP4 players, electronic dictionaries, and other portable digital tools. As a subfield of both mobile learning (m-learning) and Computer-Assisted Language Learning (CALL), MALL emphasizes the use of mobile devices to facilitate language learning in more flexible and personalized environments (Valarmathi, 2011). Through mobile technologies, learners can access learning materials, complete language activities, and communicate with teachers and peers beyond classroom boundaries.

The increasing implementation of MALL in language learning has attracted considerable scholarly attention due to its pedagogical benefits. Previous studies have reported that mobile-assisted learning supports language development, particularly in vocabulary acquisition, learner motivation, and independent learning. For instance, Thornton and Houser (2005) found that learners who received vocabulary instruction through Short Message Service (SMS) demonstrated greater vocabulary gains compared to those using web-based or paper-based learning materials. Similarly, Levy and Kennedy (2005) reported positive outcomes in vocabulary learning through SMS-based instruction among Italian language learners. Chen and Chung (2008) also found that mobile-assisted vocabulary learning systems significantly improved learners' vocabulary acquisition and learning performance due to their flexibility and individualized learning support.

In EFL contexts, MALL has become increasingly relevant because learners often have limited opportunities to practice English outside classroom settings. Mobile technologies provide learners with more accessible and interactive learning experiences, allowing them to engage in language practice through various mobile applications and digital communication tools. In addition, mobile devices have been utilized to

support communicative and task-based activities, such as video recording, information exchange tasks, and collaborative learning (Gromik, 2012; Rivers, 2009). These practices indicate that MALL may create more meaningful and authentic language learning experiences for EFL learners. However, despite its advantages, the implementation of MALL may also present challenges related to technological access, digital literacy, and learner distraction, which require effective pedagogical planning and integration.

B. Task-Based Language Teaching (TBLT)

Task-Based Language Teaching (TBLT) is a learner-centered approach in language instruction that uses tasks as the fundamental unit of planning and teaching. Unlike traditional language teaching approaches that primarily emphasize grammatical forms and controlled language practice, TBLT focuses on meaningful communication through authentic and goal-oriented activities. According to Nunan (as cited in Richards & Rodgers, 2001), a communicative task refers to classroom work that engages learners in comprehending, producing, manipulating, or interacting in the target language while focusing primarily on meaning rather than linguistic form. Furthermore, a task should demonstrate completeness and function as a communicative activity in its own right.

The central principle of TBLT is the use of meaningful tasks to facilitate language acquisition through authentic communication. According to Ellis (2009), an activity may be considered a task if it fulfills several essential criteria. First, the primary focus should be on meaning rather than language form. Second, a task should involve a communicative gap, such as an information gap, reasoning gap, or opinion gap, which encourages learners to exchange information or negotiate meaning. Third, learners are expected to utilize their own linguistic resources to complete the task. Finally, language is viewed as a means to achieve communicative goals rather than an end in itself. These characteristics distinguish communicative tasks from traditional language exercises, such as grammar drills or sentence completion activities.

In addition, task-based instruction is believed to create opportunities for learners to acquire language naturally

through interaction and negotiation of meaning. Fotos and Ellis (1991) argued that tasks provide learners with meaningful contexts for language acquisition, enabling them to develop communicative competence through authentic use of the target language. Similarly, Long (as cited in Fotos & Ellis, 1991) emphasized that effective tasks promote greater negotiation of meaning, particularly in collaborative and problem-solving activities. Tasks that involve clear goals, interaction, and decision-making processes are considered more effective in encouraging meaningful language use and learner participation.

TBLT is also closely associated with Communicative Language Teaching (CLT) and is often regarded as its pedagogical development. According to Willis (1996), TBLT extends the principles of CLT by emphasizing real communication, meaningful tasks, and authentic language use. In this approach, language learning is considered an organic process in which learners may naturally make errors as part of language development rather than signs of failure (Foster, 1999). Consequently, TBLT promotes learner autonomy, collaboration, and communicative competence, making it particularly relevant in EFL contexts where opportunities for authentic language interaction are often limited.

In EFL classrooms, TBLT has been increasingly recognized as an effective approach to encourage active participation and meaningful language practice. Through communicative tasks such as discussions, information-sharing activities, collaborative projects, and problem-solving exercises, learners are encouraged to use English in practical and purposeful ways. Therefore, the emphasis on authentic communication and learner engagement makes TBLT highly compatible with technology-enhanced learning environments, including mobile-assisted language learning.

C. Mobile-Assisted Task-Based Language Teaching (MA-TBLT)

Mobile-Assisted Task-Based Language Teaching (MA-TBLT) refers to the integration of mobile technologies into Task-Based Language Teaching (TBLT) to facilitate meaningful language learning through task completion in flexible learning environments. MA-TBLT combines the communicative

and learner-centered principles of TBLT with the accessibility and portability of Mobile-Assisted Language Learning (MALL). In this approach, mobile devices are utilized to support learners in completing meaningful communicative tasks both inside and outside the classroom, allowing language learning to become more flexible and interactive (Kukulska-Hulme & Shield, 2008; Ellis, 2009).

The integration of mobile technology into task-based instruction enables learners to participate in authentic language activities through various mobile applications and digital communication platforms. Mobile devices provide opportunities for learners to engage in collaborative discussions, information-sharing tasks, speaking practices, vocabulary exercises, and problem-solving activities that reflect real-world communication (Nunan, as cited in Richards & Rodgers, 2001). In task-based environments, meaningful interaction and negotiation of meaning are considered essential for language acquisition, making mobile technologies valuable tools in extending communicative practices beyond classroom boundaries (Long, as cited in Fotos & Ellis, 1991).

The implementation of MA-TBLT is based on the assumption that language learning becomes more effective when learners actively engage in meaningful tasks supported by accessible technology. According to Kukulska-Hulme and Shield (2008), mobile technologies provide opportunities for learners to access language materials and participate in learning activities anytime and anywhere, promoting more flexible learning experiences. Similarly, Ellis (2009) emphasized that tasks should involve meaningful communication and require learners to utilize their own linguistic resources to achieve communicative goals. Therefore, the integration of mobile technologies into task-based instruction may enhance learner engagement, autonomy, and communicative competence.

Several previous studies have demonstrated the pedagogical potential of integrating mobile technology into language learning. Thornton and Houser (2005) reported that mobile-assisted learning positively contributed to vocabulary acquisition and learner engagement through mobile-based instruction.

Likewise, Levy and Kennedy (2005) found that mobile-assisted vocabulary activities improved learners' participation and language performance. In task-based contexts, Kiernan and Aizawa (2004) argued that mobile devices effectively supported communicative tasks and promoted language acquisition through interaction. Their study found that although learners using mobile devices produced fewer words, they were able to communicate effectively in completing language tasks.

In EFL contexts, MA-TBLT has increasingly attracted scholarly attention due to its potential to address limited opportunities for authentic English communication outside classroom settings. Through mobile technologies, learners can participate in meaningful communicative tasks, collaborate with peers, and access learning resources more independently (Valarmathi, 2011). However, despite its pedagogical advantages, the implementation of MA-TBLT may also face challenges related to technological accessibility, learner distraction, internet connectivity, and teachers' readiness in integrating mobile technologies into classroom instruction. Therefore, a comprehensive understanding of both the benefits and challenges of MA-TBLT is necessary to optimize its implementation in EFL learning environments.

D. Benefits and Challenges of Mobile-Assisted Task-Based Language Teaching (MA-TBLT)

The integration of mobile technologies into task-based language learning has been increasingly recognized for its pedagogical potential in English language education. Mobile-Assisted Task-Based Language Teaching (MA-TBLT) combines the advantages of mobile-assisted learning and communicative task-based instruction, providing learners with more flexible, interactive, and learner-centered learning experiences. Previous studies have highlighted both the benefits and challenges of implementing MA-TBLT, particularly in EFL contexts where opportunities for authentic English exposure are often limited.

1. Benefits of MA-TBLT

One of the most frequently reported benefits of MA-TBLT is the improvement of language skills. The integration of mobile technologies into communicative tasks allows learners

to practice language more meaningfully through authentic interaction and repeated exposure. Studies have shown that mobile-assisted learning may contribute positively to vocabulary acquisition, speaking performance, pronunciation, and communicative competence (Thornton & Houser, 2005; Levy & Kennedy, 2005). Since tasks encourage learners to use language to accomplish communicative goals, the integration of mobile devices may create additional opportunities for meaningful language use beyond classroom settings (Ellis, 2009).

Another significant benefit of MA-TBLT is increased learner motivation and engagement. Mobile devices provide flexible access to learning resources, allowing learners to participate in language activities anytime and anywhere (Kukulska-Hulme & Shield, 2008). Interactive mobile features such as voice recording, multimedia sharing, instant messaging, and online collaboration may enhance learners' interest and participation in task completion. In addition, meaningful task-based activities supported by mobile technologies encourage learners to become more active participants in language learning rather than passive recipients of knowledge (Willis, 1996).

MA-TBLT also promotes learner autonomy and learning flexibility. Mobile technologies enable learners to access educational materials independently and regulate their own learning pace according to individual needs (Valarmathi, 2011). This flexibility is particularly beneficial in EFL contexts, where classroom instruction alone may not provide sufficient opportunities for language exposure and practice. Through mobile-assisted tasks, learners may revisit instructional content, practice language skills repeatedly, and engage in self-directed learning beyond classroom boundaries.

2. Challenges of MA-TBLT

Despite its pedagogical benefits, the implementation of MA-TBLT may also present several challenges. One commonly reported issue relates to technological limitations, including unstable internet connections, insufficient access to mobile devices, and technical problems associated with digital platforms (Kukulska-Hulme & Shield, 2008). Such limitations may reduce learners' participation and interrupt the effectiveness of mobile-assisted task completion.

Another challenge concerns learner distraction and classroom management. Since mobile devices are multifunctional tools, learners may become distracted by social media, games, or non-academic content during learning activities. Excessive reliance on technology may also reduce learners' concentration and engagement if instructional tasks are not properly designed (Valarmathi, 2011). Therefore, effective pedagogical planning is essential to ensure that mobile devices function as learning tools rather than sources of distraction.

Teacher readiness and digital competence also represent important challenges in implementing MA-TBLT. Teachers may encounter difficulties in integrating mobile technologies effectively into task-based instruction due to limited technological knowledge or insufficient training. Designing meaningful mobile-assisted tasks requires both pedagogical understanding and digital literacy to ensure that learning objectives are successfully achieved (Ellis, 2009). Consequently, professional development and institutional support are necessary to facilitate effective implementation.

In summary, while MA-TBLT offers substantial opportunities to enhance language learning through meaningful communication and flexible access to learning, its successful implementation requires careful consideration of both pedagogical and technological factors. Understanding these benefits and challenges is important for educators and researchers seeking to optimize mobile-assisted task-based learning in EFL environments.

B. Research Methodology

This study employed a Systematic Literature Review (SLR) design to examine the benefits and challenges of Mobile-Assisted Task-Based Language Teaching (MA-TBLT) in EFL contexts. A systematic review approach was considered appropriate because it enables researchers to identify, evaluate, and synthesize findings from previous studies in a structured, transparent, and comprehensive manner. To ensure methodological rigor and transparency, this study followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework, which provides systematic procedures for identifying, screening, assessing

eligibility, and selecting relevant studies.

Following the PRISMA guidelines, this review involved four stages: identification, screening, eligibility, and inclusion. Through these stages, relevant studies related to MA-TBLT in EFL contexts were systematically selected based on predetermined inclusion and exclusion criteria. The systematic review approach was expected to provide a clearer understanding of the pedagogical benefits and implementation challenges of MA-TBLT while identifying current research trends and practical implications for language teaching.

The data for this study were obtained from selected academic databases to ensure the credibility and relevance of the reviewed studies. The primary sources used for article retrieval included Google Scholar and ERIC (Education Resources Information Center). These databases were selected because they provide broad access to peer-reviewed journal articles in the fields of language education, educational technology, and English language teaching.

The selected studies focused on the implementation of Mobile-Assisted Task-Based Language Teaching (MA-TBLT) in English as a Foreign Language (EFL) contexts. To ensure the relevance and currency of the literature, only articles published between 2022 and 2026 were considered for inclusion in the review.

C. Results and Discussion

A total of 12 studies met the inclusion criteria and were included in this systematic review following the PRISMA framework. The selected studies were conducted in various English as a Foreign Language (EFL) contexts across several countries, including China, Turkey, Thailand, Indonesia, Vietnam, Saudi Arabia, and Tunisia. Most of the reviewed studies involved secondary school students, university students, and EFL teachers, while some studies focused specifically on teachers' perceptions regarding the implementation of mobile-assisted language learning and task-based instruction.

Regarding research design, the reviewed studies employed diverse methodologies, including qualitative, quantitative, mixed-methods, quasi-experimental, and systematic review approaches. Mixed-method and quasi-experimental designs were particularly common in studies

investigating the effectiveness of Mobile-Assisted Task-Based Language Teaching (MA-TBLT) interventions on language performance. This diversity in research design provided a comprehensive understanding of both the pedagogical outcomes and implementation challenges of MA-TBLT in EFL learning environments.

The findings also revealed that a variety of mobile applications and digital platforms were used to facilitate task-based language learning. Several studies reported the use of applications such as WeChat, Liulishuo, ChatterPix Kids, BBC Learning English, VoiceTube, TED Talks, and other mobile-supported learning tools. These technologies were integrated into communicative tasks to support language development through speaking practice, vocabulary learning, collaborative activities, and authentic communication.

Furthermore, the reviewed studies demonstrated increasing scholarly interest in integrating mobile technologies with task-based instruction in EFL contexts. While earlier studies mainly focused on language performance and vocabulary acquisition, more recent research has increasingly explored broader issues such as learner motivation, attitudes, autonomy, teacher perceptions, and implementation challenges. This trend indicates growing recognition of MA-TBLT as a promising approach to support more flexible, meaningful, and learner-centered language learning.

Category	Theme	Findings from Reviewed Studies
Benefits	Language Skill Improvement	Improvement in speaking, vocabulary, writing, listening, and communicative competence
Benefits	Motivation and Engagement	Increased confidence, participation, enjoyment, and willingness to communicate
Benefits	Learner Autonomy	Independent learning, self-paced practice, repeated exposure to learning materials
Benefits	Learning Flexibility	Anytime-anywhere learning, accessibility of resources
Challenges	Technical Issues	Internet connectivity, limited devices, technological disruptions
Challenges	Learner-Related Issues	Distraction, low concentration, proficiency differences
Challenges	Teacher Readiness	Limited digital literacy, insufficient training, pedagogical adaptation
Challenges	Classroom Management	Difficulty monitoring tasks and mobile use during learning

One of the most frequently reported benefits of MA-TBLT was the improvement of learners' language skills. Several studies indicated that mobile-assisted task-based activities

positively contributed to the development of speaking, vocabulary, writing, and listening abilities. For example, Jia and Lu (2025) found that the implementation of Mobile-Assisted Task-Based Language Teaching (M-TBLT) significantly improved learners' oral production, particularly in terms of speaking complexity, accuracy, and fluency. Similarly, Jedi-Sari-Biglar and Liman-Kaban (2023) reported that mobile-assisted task-based homework significantly enhanced vocabulary attainment among primary school learners in Turkey.

In addition, Pingmuang and Koraneekij (2022) demonstrated that integrating Mobile-Assisted Language Learning (MALL), task-based learning, and gamification positively improved EFL learners' writing skills. The findings revealed significant increases in post-test writing performance, accompanied by high levels of learner satisfaction. Likewise, Chitprarop (2024) found that mobile-assisted learning significantly improved listening performance among EFL accounting students, particularly through the use of mobile applications such as BBC Learning English and TED Talks.

The findings suggest that MA-TBLT creates opportunities for learners to engage in meaningful and repeated language practice through authentic communicative tasks. By integrating mobile technology into language learning activities, learners may receive greater exposure to English and participate in more interactive learning experiences, ultimately supporting language development.

Another prominent benefit identified in the reviewed studies was the increase in learner motivation and engagement. The integration of mobile technologies into task-based activities appeared to create more interactive and meaningful learning experiences, encouraging learners to participate more actively in language learning. Several studies reported that mobile-assisted tasks enhanced students' confidence, willingness to communicate, and enthusiasm toward English learning.

For example, Lap et al. (2025) found that the implementation of Task-Based Language Teaching (TBLT) in English writing lessons increased learners' motivation, confidence, and participation. Students reported positive experiences because

communicative tasks encouraged them to express ideas more actively while improving vocabulary and grammatical knowledge. Similarly, Belgacem and Deymi (2023) reported that TBLT reduced learners' writing anxiety and increased their enthusiasm for English writing activities. The study demonstrated that students became more willing to express ideas and collaborate with peers, contributing to a more positive learning atmosphere.

Likewise, Jia and Lu (2025) revealed that learners participating in Mobile-Assisted Task-Based Language Teaching (M-TBLT) expressed positive perceptions toward the learning approach due to several mobile affordances, including ease of use, increased opportunities for communication, repetition, authenticity, and immediate feedback. Students also reported increased confidence and speaking practice opportunities, which positively affected their motivation to learn English.

Furthermore, Pingmuang and Koraneekij (2022) found that students demonstrated high satisfaction levels toward mobile-assisted task-based writing activities integrated with gamification. Learners perceived the learning process as more engaging because the tasks were closely connected to real-life experiences and supported collaborative learning. These findings suggest that MA-TBLT can foster more enjoyable and motivating learning environments by integrating meaningful tasks with interactive mobile technologies.

The findings also indicated that MA-TBLT promoted learner autonomy and flexibility in language learning. Mobile technologies enabled learners to access instructional materials and complete language tasks beyond classroom settings, allowing more opportunities for independent and self-paced learning. This flexibility was particularly valuable in EFL contexts, where opportunities to practice English outside formal classroom instruction are often limited.

Jia and Lu (2025) reported that learners appreciated the flexibility of mobile-assisted speaking activities because they could repeatedly practice speaking tasks using mobile applications outside class hours. The ability to revisit materials and receive instant feedback helped learners become more autonomous in monitoring their language

development. Similarly, Chitprarop (2024) found that mobile-assisted language learning enhanced learner autonomy in listening development through applications such as BBC Learning English, VoiceTube, and TED Talks, which enabled students to practice listening independently according to their proficiency levels.

Moreover, Pingmuang and Koraneekij (2022) highlighted that students preferred mobile-based writing activities because they allowed flexible access to instructional content, peer collaboration, and teacher feedback. This flexibility supported learners in managing their learning pace while encouraging active participation in task completion. Therefore, the integration of mobile technologies into task-based language learning may contribute significantly to developing more autonomous and self-regulated language learners.

Despite its pedagogical benefits, the reviewed studies also revealed several challenges in implementing Mobile-Assisted Task-Based Language Teaching (MA-TBLT) in EFL contexts. The challenges identified generally related to technical issues, learner-related factors, and teacher readiness in integrating mobile technologies into language instruction.

One of the most frequently reported challenges involved technical limitations associated with mobile technology use. Several studies highlighted issues such as unstable internet connections, insufficient technological infrastructure, and unequal access to digital devices. Nurhadi et al. (2024), for example, found that teachers and students in Indonesia experienced difficulties in implementing Technology-Mediated Task-Based Language Teaching (TMTBLT) due to technical barriers and limited digital literacy. These challenges affected the effectiveness of task implementation and learners' participation.

Similarly, Dağdeler and Demiröz (2022) reported that although EFL instructors generally held positive perceptions toward Mobile-Assisted Language Learning (MALL), technical difficulties remained significant concerns. Teachers emphasized that technological disruptions and limited digital resources sometimes hindered classroom activities and reduced the effectiveness of mobile-based instruction.

Another challenge identified in the reviewed studies concerned learner-related issues, particularly distraction and difficulties in maintaining focus during mobile-assisted learning activities. Since mobile devices provide access to multiple non-academic applications, learners may become distracted by social media, games, or entertainment platforms during learning sessions.

Additionally, some studies suggested that learners with lower language proficiency experienced greater challenges in adapting to mobile-assisted learning environments. Chitprarop (2024) found that lower-proficiency learners faced greater difficulties in listening comprehension and task completion compared to higher-proficiency students. This finding indicates that learner readiness and language proficiency levels may influence the effectiveness of MA-TBLT implementation.

Teacher readiness and digital competence also emerged as major challenges in implementing MA-TBLT effectively. Liu and Ren (2024) found that university teachers in China often implemented a weaker version of Task-Based Language Teaching (TBLT) due to curriculum constraints, insufficient training, and limited understanding of task-based pedagogy. Similarly, Sarhandi et al. (2022) reported that teachers recognized the benefits of mobile-assisted learning but encountered challenges related to classroom management and integrating mobile devices effectively into instructional activities.

Furthermore, Nurhadi et al. (2024) emphasized that teachers often required additional technological and pedagogical support to implement mobile-assisted task-based activities successfully. The study highlighted the importance of professional development and institutional support in helping educators adapt to technology-enhanced teaching environments.

Overall, the findings of this systematic review suggest that Mobile-Assisted Task-Based Language Teaching (MA-TBLT) offers considerable pedagogical potential in EFL contexts, particularly in improving language skills, increasing learner motivation, and promoting learner autonomy. These findings support previous literature emphasizing that meaningful communication and

authentic task completion contribute significantly to language acquisition (Ellis, 2009; Willis, 1996). The integration of mobile technologies further extends learning opportunities by enabling learners to engage in communicative tasks beyond classroom settings.

However, despite its advantages, the successful implementation of MA-TBLT remains dependent on several contextual and pedagogical factors. Technical limitations, learner distraction, digital literacy, and teacher preparedness continue to present barriers to effective implementation. These findings align with previous research emphasizing that technology alone does not guarantee successful learning outcomes without appropriate instructional design and pedagogical support. Therefore, educators and institutions should consider both technological readiness and pedagogical planning to optimize the implementation of MA-TBLT in EFL classrooms.

D. Conclusion

This systematic review has examined the benefits and challenges of Mobile-Assisted Task-Based Language Teaching (MA-TBLT) in English as a Foreign Language (EFL) contexts through the analysis of 12 peer-reviewed studies published between 2022 and 2026. The findings demonstrate that MA-TBLT holds considerable pedagogical potential for supporting English language learning in diverse EFL settings.

With regard to the benefits, the reviewed studies consistently reported improvements across multiple language skills, including speaking fluency, vocabulary acquisition, writing performance, and listening comprehension, as a result of mobile-assisted task-based activities. Furthermore, MA-TBLT was found to significantly increase learner motivation, engagement, and confidence by providing interactive, authentic, and flexible learning experiences. The integration of mobile technologies into task-based instruction also enhanced learner autonomy, enabling students to engage in self-paced and independent language practice beyond formal classroom boundaries. These benefits collectively indicate that the combination of mobile technology and communicative task-based principles offers an effective and innovative approach to addressing the limited

opportunities for authentic English exposure commonly faced by EFL learners.

Despite its advantages, several challenges were also identified that may constrain the effective implementation of MA-TBLT. Technical limitations, including unstable internet connectivity, insufficient access to devices, and technological disruptions, were among the most frequently reported obstacles. Learner-related issues such as distraction caused by non-academic mobile content and difficulties experienced by lower-proficiency students were also highlighted. Additionally, teacher readiness and digital competence emerged as significant challenges, as educators were found to require adequate pedagogical training and institutional support to effectively design and implement mobile-assisted task-based activities.

Overall, the findings suggest that MA-TBLT represents a promising instructional approach that can meaningfully enhance language learning in EFL contexts, provided that implementation is accompanied by careful pedagogical planning, adequate technological infrastructure, and professional development for teachers. The mobile applications most commonly employed in the reviewed studies, such as WeChat, BBC Learning English, VoiceTube, and TED Talks, demonstrate the variety of digital tools available to support task-based language instruction.

Future research should focus on exploring effective pedagogical strategies for optimizing MA-TBLT implementation across diverse educational settings and learner populations. Longitudinal studies examining the sustained impact of MA-TBLT on language development and learner attitudes are also recommended. Furthermore, investigations into teacher training programs specifically designed to enhance digital literacy and task-based pedagogy would contribute valuable insights toward the continued development and broader adoption of MA-TBLT in EFL instruction worldwide.

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