

The Effectiveness of Task-Based Language Teaching Integrated with Mobile-Assisted Language Learning on English Speaking Performance among Undergraduate Students at Rajabhat Universities in Thailand

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ABSTRACT: This academic article examines the effectiveness of Task-Based Language Teaching integrated with Mobile-Assisted Language Learning (TBLT-MALL) on English speaking performance among undergraduates at Rajabhat Universities in Thailand. It responds to common speaking difficulties in Thai EFL higher education, including limited fluency, pronunciation problems, insufficient vocabulary, grammatical errors, low confidence, speaking anxiety, and limited opportunities for authentic English communication. TBLT provides meaningful communicative tasks, while MALL extends speaking practice through smartphones, voice and video recording, online platforms, mobile applications, and digital feedback. The proposed TBLT-MALL procedure consists of pre-task preparation, mobile-supported input, main speaking task, task recording and sharing, feedback and language focus, and reflection and revision. The finding of this study indicates that TBLT-MALL can enhance key components of English speaking performance, including fluency, pronunciation, vocabulary use, grammar, interaction, content organization, confidence, and learner autonomy. It also helps students connect classroom speaking practice with academic, professional, and local-community communication through tasks such as self-introduction videos, job interview simulations, local tourism presentations, campus service role plays, local product promotion, and problem-solving discussions. Therefore, TBLT-MALL is a contextually appropriate instructional model for developing English speaking performance among Thai undergraduates.

KEYWORDS- TBLT; MALL; Speaking Performance; Rajabhat Universities

I. INTRODUCTION

English speaking performance is widely regarded as a crucial academic and professional competency for undergraduate students in Thailand, especially Bachelor of Arts students enrolled in Rajabhat Universities. As higher education institutions with a strong mission to support local and regional development, Rajabhat Universities are expected to produce graduates who possess not only academic and professional knowledge but also the ability to communicate effectively in English. Such competence is increasingly important for academic

learning, workplace communication, tourism-related services, community engagement, and intercultural interaction. Nevertheless, within the Thai English as a Foreign Language (EFL) context, many university students continue to encounter difficulties in speaking English even after several years of formal instruction. These challenges are often associated with insufficient vocabulary knowledge, grammatical errors, unclear pronunciation, limited fluency, low self-confidence, speaking anxiety, inadequate exposure to English outside the classroom, and limited opportunities to engage in authentic communicative practice.

A number of Thai scholars have pointed out that speaking English remains a persistent challenge for Thai EFL learners. Tantiwich and Sinwongsuwat (2021) reported that Thai university students experienced several problems in English conversation, including pronunciation difficulties, omission of final sounds, stress-related problems, pauses, and inappropriate responses in conversation. Their findings suggest that English conversation instruction should provide learners with more goal-oriented speaking practice and explicit feedback. In a similar direction, Pattapong (2015) found that Thai learners' willingness to communicate in English is shaped by various psychological, social, and classroom-related factors, particularly fear of negative evaluation and the atmosphere of the learning environment. Phisutthangkoon (2024) also emphasized that English-speaking fluency is an important concern among Thai university graduates, while research specifically addressing fluency development in Thai language education remains relatively limited. These studies indicate that English speaking performance should be understood as a multidimensional construct involving not only linguistic accuracy but also fluency, pronunciation, vocabulary use, grammatical competence, interactional ability, confidence, and willingness to communicate.

Speaking anxiety is another significant factor that affects Thai EFL learners' oral communication. Bhattarachaiyakorn and Phettakua (2023) examined English speaking anxiety among university students in northeastern Thailand and found that anxiety influenced students' ability to speak English, especially among first-year students in an English and Communication program. Similarly, Chinpakdee (2015) revealed that Thai EFL university students experienced a high level of foreign language anxiety both within and beyond the classroom setting. Nuemaihom, Panduangkaew, and Rattanawaropas (2018) also observed that Thai students faced difficulties when communicating in English with international peers due to unfamiliarity with English accents, limited confidence, and reluctance to speak. These findings imply that effective speaking instruction for Thai Undergraduates should be designed to reduce anxiety, strengthen confidence, and provide repeated opportunities for meaningful oral communication.

In the Thai educational context, traditional English instruction has often placed greater emphasis on grammar knowledge, reading comprehension, vocabulary memorization, and written exercises than on spontaneous oral communication. Although these aspects of language learning are necessary, they may not adequately prepare students to use English in authentic communicative situations. In response to this limitation, Task-Based Language Teaching (TBLT) has gained attention as a communicative instructional approach that encourages learners to use language to complete meaningful tasks. Long (1985) explained that tasks are related to activities people perform in real-life situations, while Willis (1996) described tasks as goal-oriented activities in which learners use language to achieve communicative outcomes. Ellis (2003) further argued that tasks are central to communicative language teaching because they require learners to process language meaningfully rather than merely practice isolated grammatical forms. Likewise, Nunan (2004) emphasized that pedagogical tasks involve communicative language use in which learners focus primarily on meaning and complete a communicative act with a clear outcome.

For the development of English speaking skills, TBLT is particularly relevant because it enables learners to use English through pair work, group discussion, role play, problem-solving tasks, interviews, oral

presentations, and real-world simulations. Instead of requiring students to memorize dialogues or repeat fixed language patterns, TBLT encourages them to negotiate meaning, express ideas, ask questions, respond to others, and achieve communicative goals. In the Thai EFL context, Kruthangka (2019) investigated the effect of TBLT on young learners' English speaking and listening skills through a mixed-methods design comparing task-based instruction with conventional teaching. Although the study focused on younger learners, its findings support the broader pedagogical value of TBLT in Thai EFL classrooms. For Undergraduates at Rajabhat Universities, TBLT can be adapted to academic, social, and professional contexts, such as campus communication, job interviews, community-based tourism, giving directions, service encounters, academic discussions, and short presentations. Therefore, TBLT offers a practical instructional pathway for enhancing speaking performance through meaningful and contextualized communication.

Alongside the development of communicative teaching approaches, Mobile-Assisted Language Learning (MALL) has become increasingly important in higher education because mobile devices are now widely used in students' everyday lives. MALL refers to the use of smartphones, tablets, and other portable digital devices to support language learning through flexible, personalized, and interactive learning activities. Kukulska-Hulme and Shield (2008) reviewed studies on mobile-assisted language learning and highlighted the potential of mobile technologies to facilitate social interaction, collaboration, and language learning communication. In speaking instruction, MALL can support learners through voice recording, video recording, pronunciation applications, online dictionaries, learning management systems, mobile chat platforms, video conferencing, peer feedback, and teacher feedback. These tools are valuable because they allow learners to practice English beyond classroom time, listen to their own speech, revise their recordings, and reflect on their oral performance.

Thai research has also highlighted the usefulness of mobile learning in English language development. Susamawathanakun (2025) discussed the integration of MALL into Thai students' English learning and noted that Thai learners often encounter difficulties due to inadequate practice and limited opportunities for authentic English communication. Another study conducted in a Thai university context examined push and pull mechanisms in MALL and compared English proficiency and learner satisfaction between experimental and control groups. The findings suggested that mobile learning continues to be a relevant approach for developing English communication in Thai higher education. These studies demonstrate that MALL can help address one of the major limitations of Thai EFL classrooms, namely the lack of sufficient time and space for repeated speaking practice.

The integration of TBLT and MALL is therefore both theoretically sound and pedagogically appropriate for improving English speaking performance among Undergraduates at Rajabhat Universities. TBLT provides meaningful communicative tasks, whereas MALL offers digital tools that extend speaking practice beyond the physical classroom. In a TBLT-MALL learning environment, students may watch model conversations on mobile devices, prepare vocabulary through online resources, record role plays, create short video presentations, conduct peer interviews through mobile applications, upload speaking tasks to online platforms, receive feedback, and revise their spoken output. This learning process can promote not only fluency and accuracy but also learner autonomy, motivation, interaction, and confidence.

For students at Rajabhat Universities, the integration of TBLT and MALL is particularly significant because learners often come from diverse linguistic, educational, and local backgrounds. Some students may have limited opportunities to communicate with English speakers outside the classroom, while others may feel anxious when speaking English in front of classmates. TBLT-MALL can help reduce these barriers by allowing learners to engage in a gradual process of speaking development, including preparation, task performance, recording, self-review, feedback, revision, and improvement. This process responds to the needs identified in Thai EFL research,

particularly the need for authentic communication, greater willingness to communicate, reduced speaking anxiety, and systematic opportunities for oral practice.

The synthesis of Thai and international scholarship reveals that English speaking performance among Thai EFL learners remains a major pedagogical concern that requires communicative, learner-centered, and technology-supported instruction. Thai scholars such as Tantiwich, Sinwongsuwat, Pattapong, Phisutthangkoon, Bhattarachaiyakorn, Phettakua, Chinpakdee, Nuemaihom, Kruthangka, and Susamawathanakun have contributed important insights into speaking difficulties, anxiety, willingness to communicate, task-based instruction, and mobile learning in Thai EFL contexts. International scholars such as Long, Willis, Ellis, Nunan, and Kukulsk-Hulme have provided a strong theoretical foundation for task-based learning and mobile-assisted language learning. The investigation of the effectiveness of Task-Based Language Teaching integrated with Mobile-Assisted Language Learning on English speaking performance among Undergraduates at Rajabhat Universities in Thailand is therefore timely and significant, as it offers a pedagogical model that connects meaningful communication, mobile technology, and the actual learning needs of Thai undergraduate students.

II. TASK-BASED LANGUAGE TEACHING

Task-Based Language Teaching (TBLT) is a communicative approach to language instruction that positions meaningful task performance as the central mechanism of language learning. Rather than focusing primarily on the memorization of grammatical rules, decontextualized vocabulary, or controlled sentence patterns, TBLT encourages learners to employ the target language for purposeful communication. From this perspective, language is not viewed merely as a formal system to be learned, but as a functional resource for interaction, meaning negotiation, problem solving, information exchange, and authentic communication. In relation to the present study on the effectiveness of Task-Based Language Teaching integrated with Mobile-Assisted Language Learning on English speaking performance among Undergraduates at Rajabhat Universities in Thailand, TBLT is highly relevant because it provides a pedagogical basis for promoting students' speaking ability through purposeful, learner-centered, and contextually meaningful oral activities.

The theoretical foundation of TBLT has been shaped by several international scholars who foregrounded the importance of communication, meaning-making, and real-world language use. Prabhu (1987) is widely recognized as one of the pioneering figures in task-based pedagogy through the Bangalore Project, in which learners participated in problem-solving and meaning-focused activities instead of receiving direct grammar-based instruction. Long (1985) argued that language acquisition can be facilitated through tasks that correspond to real-world communicative demands and that provide learners with opportunities for interaction. Willis (1996) subsequently proposed a practical framework for classroom implementation, consisting of the pre-task stage, task cycle, and language focus stage. Ellis (2003) maintained that tasks should primarily direct learners' attention to meaning while still permitting attention to linguistic form when necessary. Nunan (2004) also emphasized that pedagogical tasks should involve communicative language use, learner participation, and a clear communicative outcome. These theoretical contributions indicate that TBLT is particularly suitable for speaking instruction, as learners develop oral performance when they are required to use English to convey ideas, respond to interlocutors, and complete communicative goals.

Within the Thai EFL context, TBLT has increasingly been proposed as an alternative to teacher-centered English instruction. The work of McDonough & Chaikitmongkol (2007) on a task-based EFL course in Thailand demonstrated how Thai teachers and learners responded to the implementation of task-based instruction through syllabus design, pilot teaching, revision, and classroom evaluation in a university setting. Their study is significant because it shows that TBLT can be adapted to Thai higher education when teachers and learners understand the

aims of task-based learning and when tasks are carefully designed in accordance with learners' needs. Bunmak (2015) also examined Thai EFL teachers' understanding and perceptions of TBLT and highlighted that task-based instruction is commonly regarded as a communicative approach in which learning to communicate through tasks becomes central to syllabus planning, teaching practice, and assessment. These studies suggest that the effectiveness of TBLT in Thailand depends not solely on the instructional approach itself, but also on teachers' pedagogical understanding, classroom management, task design, and learners' readiness to participate in communicative learning.

For speaking instruction, TBLT is pedagogically valuable because it creates learning conditions in which students are required to use English for genuine communicative purposes. Speaking tasks may include role plays, interviews, information-gap activities, problem-solving discussions, oral presentations, storytelling, opinion-sharing activities, simulations, and collaborative projects. Through such activities, learners are encouraged to speak not merely to produce grammatically correct sentences, but to accomplish meaningful communicative purposes. Kruthangka (2019) investigated the effect of TBLT on young Thai EFL learners' speaking and listening skills and found that learners who received task-based instruction achieved higher post-test mean scores than those who received conventional instruction. The study also reported that TBLT lessons were practical and suitable for Thai learners in terms of classroom activities, listening-speaking practice, and motivation. Although the study involved younger learners, its findings support the broader applicability of TBLT in Thai EFL classrooms because the approach enables learners to participate in meaningful communication rather than passively acquire linguistic knowledge.

At the tertiary level, TBLT has also demonstrated considerable potential for enhancing English speaking performance. Chantakhat (2025) examined the effectiveness of TBLT in improving the speaking skills of university students at Chiang Mai Rajabhat University and explored students' perceptions toward its implementation. This study is particularly relevant to the present research because it was conducted in a Rajabhat University context and focused on speaking skills among university students. Wiriyapan (2022) likewise investigated Thai students' perceptions of TBLT and examined the effectiveness of speaking tasks, task performance, teacher roles, and classroom challenges in developing English speaking ability. These studies indicate that TBLT can support undergraduate learners by providing systematic opportunities for interaction, oral performance, and feedback. For Undergraduates at Rajabhat Universities, these opportunities are especially important because many learners may have limited exposure to English beyond the classroom and may require repeated speaking practice to develop fluency, confidence, pronunciation, vocabulary use, and interactional competence.

A number of Thai scholars have also applied task-based learning to different learner groups and language skills, thereby confirming the flexibility of the approach. Thanghun (2012) studied the use of task-based learning to develop English speaking ability and suggested that task-based instruction can function as a practical method for improving learners' oral communication. Nget (2019), with academic support from Pansri and Poohongthong, developed task-based instruction to enhance the English speaking skills of ninth-grade students, demonstrating that TBLT can be systematically organized as an instructional model for speaking development in Thai educational settings. Later, the work of Nget, Pansri, and Poohongthong (2020) was also cited in a Rajabhat University study as evidence supporting the positive effect of task-based instruction on English speaking development. Kositchaivat (2025) further illustrated the value of task-based learning in Thai higher education by integrating task-based learning with graphic organizer techniques to develop undergraduate student teachers' listening and speaking competencies over an eight-week instructional period. Collectively, these Thai studies reveal that TBLT is not restricted to one educational level or learner type, but can be adapted to primary,

secondary, and university contexts when tasks are designed according to learners' proficiency levels, learning needs, and classroom situations.

One of the key strengths of TBLT is its learner-centered orientation. In a task-based classroom, the teacher serves as a facilitator, task designer, language supporter, monitor, and feedback provider, while learners actively participate as speakers, listeners, collaborators, negotiators, and problem solvers. This pedagogical shift is important in Thai EFL classrooms, where students are often familiar with teacher-led instruction and may feel reluctant to speak English spontaneously. TBLT can gradually reduce this reluctance by organizing learning into clear instructional stages. During the pre-task stage, the teacher introduces the topic, learning objectives, vocabulary, useful expressions, model dialogues, and task instructions. During the main task stage, learners complete communicative tasks individually, in pairs, or in groups. During the post-task or language focus stage, learners present outcomes, receive feedback, reflect on their performance, and revise their language use. This sequence enables students to prepare before speaking, perform with a communicative purpose, and refine their linguistic accuracy after communication.

For the present study, TBLT becomes even more appropriate when integrated with Mobile-Assisted Language Learning because task-based speaking activities can be extended beyond the limited time and space of the classroom. For instance, students may use mobile devices to watch model conversations before class, record role plays, conduct online interviews, submit voice or video tasks, receive teacher feedback, and revise their speaking performance. This integration strengthens the task cycle because mobile technology provides additional opportunities for preparation, performance, feedback, and reflection. In this regard, TBLT provides the pedagogical structure, while MALL provides the technological tools that enable learners to practice speaking more frequently, flexibly, and independently. For Undergraduates at Rajabhat Universities, this combination is especially beneficial because it connects classroom-based communicative tasks with students' everyday use of mobile devices and supports English speaking practice in flexible learning environments.

TBLT also aligns closely with the communicative needs of Undergraduates at Rajabhat Universities in Thailand. These students may need English for academic presentations, community-based projects, tourism-related communication, local development activities, workplace preparation, and intercultural communication. Therefore, speaking tasks should be designed to reflect realistic situations that are relevant to students' future academic, social, and professional roles. Appropriate task examples include introducing local communities, providing tourist information, participating in job interviews, discussing social issues, presenting local products, explaining university services, and collaborating on community development projects. Through engagement in these meaningful tasks, students are able to develop not only linguistic competence but also communicative confidence and practical English use.

The synthesis of Thai and international scholarship demonstrates that TBLT offers a strong theoretical and practical foundation for developing English speaking performance. International scholars such as Prabhu, Long, Willis, Ellis, and Nunan establish the core principles of task-based learning through meaning-focused communication, real-world relevance, task sequencing, and communicative outcomes. Thai scholars such as Chaikitmongkol, Bunmak, Kruthangka, Chantakhat, Wiriyapan, Thanghun, Nget, Pansri, Poohongthong, and Kositchaivat provide empirical and pedagogical evidence of TBLT's relevance in Thai educational contexts, particularly in relation to speaking skill development, learner participation, motivation, and classroom communication. For the current study, TBLT serves as an appropriate instructional approach for enhancing English speaking performance among Undergraduates at Rajabhat Universities, particularly when combined with mobile-assisted learning tools that expand opportunities for practice, interaction, feedback, and self-directed improvement.

III. MOBILE-ASSISTED LANGUAGE LEARNING

Mobile-Assisted Language Learning (MALL) refers to the application of mobile technologies, including smartphones, tablets, mobile applications, online learning platforms, voice-recording tools, video-recording functions, messaging applications, and digital learning resources, to facilitate language learning. In contemporary English language education, MALL has gained increasing importance because mobile devices enable learners to access language input, engage in communicative practice, receive feedback, and review their learning outcomes beyond the boundaries of the traditional classroom. Compared with conventional classroom-based instruction, which is often restricted by time and location, MALL provides learners with flexible, personalized, and continuous learning opportunities. In relation to the present study on the effectiveness of Task-Based Language Teaching integrated with Mobile-Assisted Language Learning on English speaking performance among Undergraduates at Rajabhat Universities in Thailand, MALL is particularly significant because it can broaden opportunities for speaking practice, self-recording, peer interaction, teacher feedback, and reflective learning.

The conceptual basis of MALL has been strongly developed by international scholars who regard mobile technology as a flexible and interactive medium for language learning. Kukulska-Hulme and Shield (2008) explained that mobile-assisted language learning has shifted from the simple delivery of learning content to more collaborative, interactive, and learner-centered forms of communication. Their perspective indicates that mobile devices can support not only independent study but also social interaction and communicative engagement. Burston (2015), through a meta-analysis of MALL implementation studies, emphasized that research on MALL should demonstrate measurable learning outcomes rather than depend solely on learners' perceptions. Stockwell (2010) also found that mobile phones could be used for vocabulary learning activities, although students' engagement may vary according to task design, usability, and learning objectives. Godwin-Jones (2011) further noted that mobile applications have become increasingly influential in language education because they give learners access to multimedia resources, practice tools, and learning materials in everyday contexts. These international perspectives suggest that MALL should be designed not merely as technological assistance, but as a pedagogical mechanism that promotes meaningful language use.

In the Thai EFL context, mobile learning has received growing attention because students commonly use smartphones for communication, entertainment, information searching, and academic purposes. Thai university students are generally familiar with digital applications such as LINE, Facebook, YouTube, Google Classroom, Google Forms, TikTok, Zoom, and other online learning platforms. This familiarity provides English teachers with an opportunity to transform students' everyday mobile use into purposeful language learning. Wechsumangkalo (2022) examined Thai university students' perceptions and practices regarding smartphone use for English language learning and found that smartphones were widely employed as learning tools. Similarly, Thedpitak (2021) explored Thai EFL learners' attitudes toward mobile applications for English learning and revealed that learners recognized the benefits of smartphones in supporting language development. These findings suggest that MALL corresponds well with the lifestyle of Thai undergraduate students and can be effectively incorporated into English courses when teachers provide clear objectives, structured learning activities, and appropriate feedback.

MALL is particularly beneficial for speaking instruction because oral communication requires frequent practice, exposure to language models, feedback, and opportunities for revision. In conventional classrooms, students may have limited chances to speak English, especially in large classes. Some learners may also feel anxious when speaking in front of classmates or teachers. Mobile technology can help address these limitations by enabling learners to practice speaking outside class, record their voices, listen to their own pronunciation, revise their performance, and submit improved versions of oral tasks. Phetsut and Waemusa (2022) investigated a MALL-based intervention for Thai EFL learners' oral accuracy and found that students completed oral tasks through WhatsApp as part of a dynamic assessment process. Their study reported a significant difference between pre-test and post-test scores after the mobile-based intervention. This evidence supports the view that mobile technology can create repeated and systematic opportunities for oral practice in Thai EFL learning environments.

Thai scholars have also emphasized the role of MALL in enhancing students' listening and speaking abilities. Susamawathanakun (2025) discussed the integration of MALL into undergraduate English learning and

noted that mobile-assisted activities can support students who have limited opportunities to practice English communication. In Thai higher education, MALL can provide additional learning spaces in which students listen to model conversations, practice pronunciation, record speaking assignments, receive online feedback, and monitor their learning progress. Sukavatee (2023) proposed Mobile-Assisted Language Learning in an Open Resources Environment, or MALLO, and identified important components of mobile-assisted English learning, including mobile English learning resources, mobile technology, and open learning resources. These studies indicate that MALL can function not only as supplementary technological support but also as a systematic instructional model for English language learning.

With regard to English speaking performance, MALL can support several important dimensions, including fluency, pronunciation, vocabulary use, grammatical accuracy, interaction, confidence, and learner autonomy. To improve fluency, students may use mobile devices to rehearse speaking tasks repeatedly before submitting their final performance. To enhance pronunciation, they may listen to models from proficient speakers through YouTube, pronunciation applications, online dictionaries, or AI-supported learning tools. To develop vocabulary, students may use mobile dictionaries, flashcard applications, and vocabulary games before completing speaking tasks. To encourage interaction, learners may communicate with peers through LINE groups, voice messages, video calls, or online discussion platforms. To build confidence, students may practice privately before performing in front of others. Through these processes, MALL enables learners to prepare, perform, review, and improve their speaking performance more independently.

For Undergraduates at Rajabhat Universities in Thailand, MALL is highly appropriate because students often come from diverse educational backgrounds and possess varying levels of English proficiency. Some students may have limited exposure to English outside the classroom, while others may lack confidence in oral communication. Mobile-assisted activities can respond to these differences by allowing learners to study at their own pace. For instance, students who experience pronunciation difficulties can listen to model pronunciation repeatedly before recording their own speech. Students with limited vocabulary can prepare word lists through mobile dictionaries before completing oral tasks. Students who feel anxious can record individual speaking performances before engaging in pair or group communication. In this way, MALL supports differentiated learning and helps reduce barriers to English speaking practice.

The integration of MALL with Task-Based Language Teaching is particularly meaningful because both approaches emphasize active learning and learner participation. TBLT provides meaningful communicative tasks, while MALL offers digital tools that support task preparation, task performance, feedback, and reflection. During the stage, students may watch short video conversations on their mobile phones, study useful expressions through Google Classroom, or complete vocabulary preparation activities through Quizlet. During the main task stage, students may record a role play, conduct a peer interview through a LINE voice call, create a short video presentation, or complete a problem-solving discussion using a mobile platform. During the post-task stage, students may upload their speaking performance, receive feedback from teachers and peers, complete a self-reflection form, and revise their speaking task. This learning sequence makes speaking instruction more interactive, flexible, and performance-oriented.

Several MALL-based speaking activities can be designed for Undergraduates at Rajabhat Universities. First, students may complete a self-introduction video task in which they introduce their personal background, academic program, hometown, and future career goals. Second, they may conduct a campus interview task by interviewing classmates, lecturers, or university staff in English and submitting the recording through an online platform. Third, they may complete a community tourism task by introducing a local tourist attraction, local product, cultural site, or community identity from their province. Fourth, they may perform a job interview simulation by using mobile video recording to practice common interview questions and responses. Fifth, they may participate in a problem-solving discussion task in which small groups discuss university or community issues and record their conversation. These activities demonstrate how MALL can link English speaking practice with academic, professional, and local contexts relevant to Rajabhat University students.

Thai and Thailand-based researchers have provided useful evidence for the application of MALL in English language learning. Phetsut and Waemusa demonstrated the effectiveness of a mobile-based intervention in improving oral accuracy in a Thai EFL context. Thedpitak (2021) examined Thai learners' attitudes toward mobile applications for English learning. Tangkiengsirisin, as a scholar in Thai English language teaching, has supported the development of technology-related English learning studies in Thai higher education. Wechsumangkalo (2022) investigated Thai university students' use of smartphones for English learning. Susamawathanakun discussed the role of MALL in undergraduate English learning. Sukavatee (2023) developed the MALLO model for mobile-assisted English learning. Klinjui studied the use of mobile-assisted language learning to develop English learning skills in a Thai educational context. Sakulwongs examined the use of MALL through the Cake application to improve English speaking skills in a Thai journal context. Thienpermpool contributed to research on Thai EFL university students' views of Duolingo for developing listening and speaking skills. These scholarly contributions indicate that mobile technology has become an important resource for English language development in Thailand, especially when it is implemented through clear pedagogical planning.

Despite its advantages, MALL implementation requires careful instructional design. Students may encounter challenges such as unstable internet connection, limited mobile storage, unequal access to devices, low digital literacy, distraction from non-academic applications, and anxiety about recording their voices. Teachers may also need additional time to evaluate students' recordings and provide meaningful feedback. For this reason, MALL should not be adopted merely because mobile phones are available. Rather, it should be integrated with clear learning objectives, task instructions, assessment criteria, and feedback procedures. Burston (2015) emphasized the importance of measurable learning outcomes in MALL implementation, suggesting that teachers and researchers should evaluate whether mobile-assisted activities genuinely improve language performance. This point is directly relevant to the present study because the effectiveness of TBLT integrated with MALL should be examined through students' English speaking performance before and after instruction.

For the current study, MALL serves as both a technological and pedagogical support system for developing English speaking performance among Undergraduates at Rajabhat Universities. It enables students to practice English more frequently, access authentic language input, perform speaking tasks, evaluate their own oral production, and receive feedback from teachers and peers. When integrated with TBLT, MALL can transform English speaking instruction from a classroom-bound activity into a continuous learning process. The contributions of Thai scholars such as Phetsut, Waemusa, Susamawathanakun, Thedpitak, Tangkiengsirisin, Wechsumangkalo, Sukavatee, Klinjui, Sakulwongs, and Thienpermpool demonstrate the relevance of mobile technology in Thai English language education. International scholars such as Kukulska-Hulme, Shield, Burston, Stockwell, and Godwin-Jones provide theoretical and empirical support for the role of MALL in flexible, interactive, and learner-centered language learning. Within the context of Rajabhat Universities in Thailand, MALL is therefore an appropriate component of the present research because it supports speaking practice, learner autonomy, feedback, and meaningful communication.

IV. INTEGRATION OF TBLT AND MALL

Learning (MALL) provides a pedagogically valuable approach for improving English speaking performance among Bachelor of Arts students at Rajabhat Universities in Thailand. TBLT offers an instructional framework in which learners use English to accomplish meaningful communicative tasks, whereas MALL provides technological resources that extend learning opportunities beyond the boundaries of the classroom. When these two approaches are combined, students are able to engage in speaking practice not only during face-to-face lessons but also through mobile-supported processes of preparation, performance, recording, review, revision, and resubmission. This integrated approach is particularly appropriate for Thai EFL learners because many students have limited exposure to English outside formal instruction and therefore need repeated opportunities for oral communication.

From a theoretical perspective, TBLT is grounded in meaningful language use, learner interaction, and communicative outcomes. Ellis (2003) explains that tasks require learners to focus mainly on meaning while drawing on available linguistic resources to achieve a communicative goal. Similarly, Nunan (2004) defines pedagogical tasks as classroom activities in which learners comprehend, produce, or interact in the target language with primary attention to meaning. When MALL is incorporated into TBLT, communicative tasks are enhanced through mobile tools that support input, interaction, feedback, and reflection. Kukulska-Hulme and Shield (2008) argue that MALL has progressed from simple content transmission to collaborative and interactive learning, while Burston (2015) emphasizes that MALL should be evaluated through measurable learning outcomes rather than treated merely as a technological innovation. These perspectives suggest that TBLT and MALL are mutually supportive: TBLT contributes communicative purpose and task structure, while MALL provides a flexible and interactive learning environment.

In the Thai EFL context, the integration of TBLT and MALL is highly relevant because English speaking instruction often faces constraints related to limited classroom time, large class sizes, learner anxiety, and insufficient opportunities for authentic communication. The study by McDonough & Chaikitmongkol (2007) on a task-based EFL course in Thailand demonstrated that task-based instruction can be implemented in Thai higher education through systematic syllabus design, pilot teaching, revision, and classroom evaluation. Bunmak (2015) also highlighted that Thai EFL teachers' understanding of TBLT is essential for successful task-based implementation. Kruthangka (2019) found that task-based instruction contributed to improvements in Thai EFL learners' speaking and listening skills compared with conventional teaching. At the university level, Chantakhat (2025) examined TBLT among students at Chiang Mai Rajabhat University, focusing on speaking skill development and students' perceptions, which makes the study particularly relevant to Rajabhat University contexts. Wiriyapan (2022) also investigated Thai students' perceptions of TBLT, including speaking tasks, task performance, teacher roles, and classroom challenges in developing speaking performance. These Thai studies indicate that TBLT can be successfully adapted to Thai classrooms when tasks are meaningful, well-structured, and aligned with learners' communicative needs.

MALL further strengthens TBLT by enabling students to engage with speaking tasks before, during, and after classroom instruction. Thai research has shown that mobile technology can support English language learning in practical and measurable ways. Phetsut and Waemusa (2022) investigated a MALL-based intervention for Thai EFL learners' oral accuracy through WhatsApp and found significant differences between pre-test and post-test scores after students completed mobile-based oral tasks. Susamawathanakun (2025) examined the incorporation of MALL into undergraduate English learning and emphasized its value for students who lack sufficient opportunities to practice English. Pingmuang (2022) developed a mobile-assisted language learning application based on a task-based approach and gamification, demonstrating that task-based mobile learning can be structured through stages such as pre-task, task process, and language focus. Durongbhandhu & Suwanasilp's work on computer-assisted English lessons with TBLT in Thai EFL college contexts also supports the pedagogical value of combining technology with task-based instruction. These studies suggest that technology-mediated task learning can increase opportunities for practice, performance, feedback, and learner engagement.

The integration of TBLT and MALL can be systematically organized through three principal stages of task-based instruction: pre-task, main task, and post-task. During the pre-task stage, mobile technology can be used to prepare students linguistically and cognitively before oral performance. For example, Undergraduates may watch short model conversations on YouTube, study useful expressions through Google Classroom, review vocabulary through Quizlet, listen to pronunciation models from online dictionaries, or complete brief warm-up

questions through Google Forms. This stage helps learners activate prior knowledge, understand the communicative purpose of the task, and reduce anxiety before speaking. For Rajabhat University students, pre-task activities may be designed around realistic topics such as introducing one's hometown, explaining local culture, giving directions on campus, describing community products, or preparing for job interviews.

During the main task stage, students use English to complete meaningful communicative activities with the support of mobile tools. Examples include conducting peer interviews through LINE voice calls, recording role-play conversations, creating short video presentations, participating in mobile-based group discussions, or completing problem-solving tasks through video conferencing. At this stage, the instructional focus is not initially on perfect grammatical accuracy, but on using English to accomplish a communicative purpose. For instance, students may work in pairs to create a video titled "Introducing a Local Tourist Attraction," in which they describe the location, transportation, activities, and cultural importance of a tourist site in their province. Another task may require students to simulate a job interview and record responses to common interview questions. These activities reflect the principles of TBLT because students use language for practical purposes, and they reflect the principles of MALL because the tasks are supported, recorded, shared, and reviewed through mobile technology.

During the post-task stage, MALL can be employed for feedback, reflection, and improvement. Students may upload their speaking recordings to Google Classroom, Padlet, a LINE group, or another digital learning platform. Teachers can provide comments on fluency, pronunciation, vocabulary, grammar, interaction, and task achievement, while peers may offer feedback through a checklist or rubric. Students can then listen to their own performance, identify strengths and weaknesses, and revise their recordings. This process is important because speaking development requires not only performance but also awareness, correction, and repeated practice. Burston's emphasis on measurable learning outcomes in MALL is relevant in this stage because students' improvement can be assessed through pre-test and post-test speaking scores, analytic speaking rubrics, self-reflection forms, and teacher feedback records.

For Undergraduates at Rajabhat Universities, the integration of TBLT and MALL should be designed around academic, professional, and local-community contexts. Rajabhat Universities have a strong mission related to local development; therefore, speaking tasks should reflect students' potential future use of English in community engagement, tourism, education, public service, business, and intercultural communication. For example, students may complete a community tourism presentation task by using mobile video recording to introduce a local temple, market, festival, museum, or cultural site. They may complete a local product promotion task by creating a short English video to promote OTOP products or community goods. They may also complete a campus service task by role-playing how to ask for information at the library, language center, student affairs office, or registration office. Career preparation tasks may include recording a job interview, self-introduction, or workplace conversation. These tasks connect English speaking practice with students' academic, professional, and local needs.

The integration of TBLT and MALL can also address common difficulties in Thai EFL speaking instruction. Students who feel anxious about speaking in front of others can first record their speech individually before presenting in class. Learners with pronunciation difficulties can listen to model speech repeatedly and compare it with their own recordings. Students with limited vocabulary can prepare word lists and expressions before task performance. Learners who lack fluency can rehearse several times before submitting a final version. Students who are less active in traditional classrooms can participate through voice messages, short videos, or online peer interaction. In this respect, TBLT-MALL supports differentiated learning because students can practice according to their own proficiency level, pace, and confidence.

A possible TBLT-MALL speaking lesson for Rajabhat University Undergraduates may focus on the topic “Introducing My Local Community.” In the pre-task stage, students watch a short model video about introducing a place and study useful expressions such as “It is located in...,” “It is famous for...,” and “Visitors can...” In the main task stage, students work in groups to plan and record a three-minute video introducing a local community, tourist attraction, food, or cultural practice. The video should include location, background information, interesting features, and reasons why visitors should go there. In the post-task stage, students upload the video to Google Classroom or a LINE group, receive teacher and peer feedback based on a speaking rubric, revise their script or pronunciation, and submit an improved version. This lesson represents TBLT because learners complete a meaningful communicative task, and it represents MALL because mobile devices are used for input, recording, sharing, feedback, and revision.

Another possible lesson is “Job Interview Simulation.” In the pre-task stage, students study common interview questions through mobile learning materials and watch sample interview videos. In the main task stage, students work in pairs as interviewer and interviewee, record the interview with a smartphone, and submit the video. In the post-task stage, students review their speaking performance and receive feedback on fluency, pronunciation, grammar, vocabulary, confidence, and interaction. This task is suitable for Undergraduates because it connects English speaking practice with career preparation. It also gives students opportunities to repeat and improve their performance before final assessment.

The integration of TBLT and MALL is further supported by recent international studies. Chen and Lin (2018) investigated mobile-assisted tasks as a form of technology-mediated TBLT in a university EFL class and noted that the combination of mobile learning and task-based instruction remains an important direction for research. Jia (2025) examined mobile-assisted task-based language teaching and oral production, focusing on complexity, accuracy, and fluency. Nurhadi (2024) reported that mobile-supported TBLT could improve vocabulary learning and conversation comprehension in EFL classrooms, although effective implementation depends on careful task design and scaffolding. These international studies support the argument that mobile-supported task-based learning can enhance oral language development when it is organized around clear learning objectives, meaningful tasks, and structured feedback.

The contributions of Thai scholars such as Chaikitmongkol, Bunmak, Kruthangka, Chantakhat, Wiriyanan, Phetsut, Waemusa, Susamawathanakun, Pingmuang, and Durongbhandhu & Suwanasilp demonstrate the relevance of task-based instruction, mobile learning, and technology-supported English learning in Thai EFL education. International scholars such as Ellis, Nunan, Kukulska-Hulme, Shield, and Burston provide theoretical support for meaningful tasks, mobile-supported interaction, and measurable learning outcomes. In the present study, the integration of TBLT and MALL functions as a coherent instructional model for developing English speaking performance among Undergraduates at Rajabhat Universities in Thailand by linking meaningful communication with mobile-supported practice and by offering repeated opportunities for preparation, oral performance, feedback, reflection, and improvement in academic, professional, and local-community contexts.

V. TBLT-MALL TEACHING PROCEDURE

The TBLT-MALL teaching procedure refers to a systematic instructional sequence that integrates the communicative principles of Task-Based Language Teaching (TBLT) with the flexible learning affordances of Mobile-Assisted Language Learning (MALL). In the context of the present study, this procedure is designed to develop English speaking performance among Bachelor of Arts students at Rajabhat Universities in Thailand through meaningful tasks supported by mobile technologies. The procedure enables learners to prepare language input, perform communicative tasks, record their oral production, receive feedback, reflect on their performance,

and revise their speaking output. It is especially appropriate for Thai EFL learners because many students have limited opportunities to use English outside the classroom and often require repeated, structured, and confidence-building practice.

The pedagogical foundation of this procedure is grounded in TBLT. Willis (1996) proposed a task-based framework consisting of the pre-task stage, task cycle, and language focus stage. The pre-task stage prepares learners for the topic and task; the task cycle allows learners to perform, plan, and report their task outcomes; and the language focus stage directs attention to useful linguistic forms after communication has occurred. Ellis (2003) similarly explains that tasks should require learners to focus primarily on meaning while using linguistic resources to achieve a communicative outcome. Nunan (2004) also argues that pedagogical tasks should involve learners in comprehending, producing, or interacting in the target language for a clear communicative purpose. These perspectives indicate that speaking instruction should not begin only with grammar explanation, but with purposeful communication that leads learners to use English to accomplish realistic goals.

MALL strengthens the task-based procedure by extending learning beyond classroom time and by providing tools for interaction, recording, feedback, and revision. Kukulska-Hulme and Shield (2008) describe mobile-assisted language learning as moving beyond simple content delivery toward collaboration and interaction. Therefore, mobile devices should not be used merely as supplementary technology; rather, they should support the learning process in meaningful ways. In a TBLT-MALL classroom, smartphones, learning applications, online platforms, voice recorders, video recorders, and messaging applications can be used to support task preparation, oral performance, peer communication, teacher feedback, and learner reflection.

Thai scholarship also supports the relevance of task-based and mobile-supported instruction in EFL contexts. McDonough & Chaikitmongkol (2007) demonstrated that task-based EFL instruction could be adapted to Thai higher education through syllabus design, classroom implementation, and evaluation. Bunmak (2015) emphasized that teachers' understanding of TBLT is essential for effective implementation. Kruthangka (2019) found that TBLT improved Thai learners' speaking and listening skills compared with conventional instruction. Chantakhat (2025) examined TBLT in a Rajabhat University context and highlighted its contribution to university students' speaking skills. Wiriyan (2022) also explored Thai students' perceptions of task-based speaking instruction, including task performance, teacher roles, and classroom challenges. These studies suggest that TBLT can be effective when tasks are relevant, sequenced, and aligned with learners' communicative needs.

Thai studies on mobile-supported learning further indicate that MALL can increase opportunities for speaking practice. Phetsut and Waemusa (2022) reported that a MALL-based intervention using WhatsApp improved Thai EFL learners' oral accuracy. Susamawathanakun (2025) discussed the usefulness of MALL for undergraduate English learning, particularly for learners who lack sufficient opportunities to practice communication. Saengpan (2022) studied a task-based instructional model with social media to enhance the speaking skills of pre-service teachers at Chandrakasem Rajabhat University. Kamsa-ard & Khampusaen (2021) examined blended learning with a speaking task-based design for Thai EFL students, while Pingmuang (2022) developed mobile-assisted language learning through a task-based approach and gamification. These contributions indicate that technology-supported task learning can provide additional opportunities for preparation, practice, performance, feedback, and learner engagement.

Based on the synthesis of TBLT and MALL literature, the proposed teaching procedure may be organized into six stages: pre-task preparation, mobile-supported input, main speaking task, task recording and sharing, feedback and language focus, and reflection and revision. These stages maintain the logic of TBLT while incorporating mobile tools to expand speaking practice and support learner autonomy. The procedure is suitable for Undergraduates at Rajabhat Universities because it can be adapted to academic, professional, and local-community contexts. Speaking tasks may focus on campus communication, job interviews, local tourism, community products, public services, classroom presentations, and intercultural communication.

Table 1: *A Proposed TBLT-MALL Teaching Procedure for English Speaking Instruction*

Stage	Teaching Focus	Teacher's Role	Students' Role	Mobile Tools / Examples
1. Pre-task preparation	Clarify task goal, topic, rubric, and expected outcome	Introduce topic, activate background knowledge, explain task and criteria	Discuss prior knowledge, ask questions, plan ideas	Pictures, prompts, Google Forms warm-up
2. Mobile-supported input	Provide language input before speaking	Share model videos, expressions, pronunciation models, and vocabulary lists	Watch/listen to models, study useful expressions, prepare vocabulary	YouTube, Google Classroom, Quizlet, online dictionaries
3. Main speaking task	Use English to complete a meaningful communicative task	Facilitate pair/group work, monitor communication, support learners	Perform role play, interview, presentation, discussion, or simulation	LINE voice call, Zoom, smartphone camera, voice recorder
4. Task recording and sharing	Record and submit oral performance	Set submission platform and provide technical guidance	Record, review, and upload speaking performance	Google Classroom, Padlet, LINE group, Microsoft Teams
5. Feedback and language focus	Improve fluency, pronunciation, vocabulary, grammar, and interaction	Provide teacher feedback and short language focus based on errors	Receive comments, compare performance with rubric, note areas for improvement	Audio comments, annotated rubric, peer checklist
6. Reflection and revision	Develop self-monitoring and improved performance	Guide self-reflection and allow resubmission	Reflect, revise, rehearse, and submit improved version	Google Forms reflection, revised video/audio submission

The first stage, pre-task preparation, is important because it establishes the communicative direction of the lesson. At this stage, the teacher introduces the topic, learning objectives, task outcome, and speaking rubric. For example, in a lesson on "Introducing My Local Community," students may be asked to brainstorm well-known places, local food, festivals, or community products in their province. This activity activates background knowledge and helps learners understand why they need to speak English. It also reduces anxiety because students know the purpose and expectations before performing the task.

The second stage, mobile-supported input, provides students with linguistic and content preparation. Learners may watch short model conversations, listen to pronunciation examples, study expressions, and complete vocabulary preparation activities through mobile devices. For instance, students preparing a tourism presentation may study expressions such as "It is located in...," "It is famous for...," "Visitors can enjoy...," and "The most attractive feature is..." This stage supports vocabulary development, pronunciation awareness, and idea organization before speaking.

The third stage is the main speaking task. Students use English to complete a meaningful task individually, in pairs, or in groups. Suitable tasks for Undergraduates at Rajabhat Universities include campus interviews, job interview simulations, community tourism presentations, local product promotion, role plays at university service offices, problem-solving discussions, and short academic presentations. For example, students may work in groups to create a three-minute video introducing a local market, temple, festival, museum, or community product. The task requires them to use English for a practical communicative purpose rather than merely repeat memorized sentences.

The fourth stage is task recording and sharing. Students use mobile devices to record their oral performance and submit it through a selected platform. Recording allows students to rehearse, monitor their pronunciation, and improve their performance before submission. It is also useful for assessment because teachers can review students' oral production more carefully. For students who feel nervous when speaking in front of the class, recording offers a supportive transition from private practice to public communication.

The fifth stage, feedback and language focus, connects communicative performance with language improvement. After students submit or present their speaking tasks, the teacher provides feedback on fluency, pronunciation, vocabulary, grammar, interaction, content, and task achievement. Peer feedback may also be given through a simple checklist. If many students make similar errors, the teacher can conduct a short language focus activity. For example, if students have difficulty using past tense forms when describing a local festival, the teacher may briefly review relevant sentence patterns and ask students to revise their speech.

The sixth stage, reflection and revision, encourages learner autonomy and self-directed improvement. Students listen to or watch their own recordings, identify strengths and weaknesses, revise their speaking plan, and submit an improved version. Reflection questions may include: "What did I do well?", "Which pronunciation problems did I notice?", "What vocabulary or expressions should I improve?", and "How can I speak more fluently next time?" This stage enables learners to see speaking development as a process of preparation, performance, evaluation, and improvement.

A sample lesson entitled "Job Interview Simulation" can illustrate the procedure. In the pre-task stage, the teacher introduces the purpose of job interview communication and explains the speaking rubric. In the mobile-supported input stage, students watch sample interview videos and study expressions such as "I am interested in this position because...", "My strength is...", and "I have experience in..." In the main task stage, students work in pairs as interviewer and interviewee. In the recording stage, they record a five-minute interview using a smartphone and upload it to Google Classroom. In the feedback stage, the teacher comments on pronunciation, grammar, vocabulary, confidence, and interaction. In the reflection and revision stage, students revise their answers and submit an improved interview video. This lesson is appropriate for Undergraduates because it links English speaking practice with career preparation.

Another example is "Promoting a Local Product." Students first study model videos of product promotion through mobile devices. They then prepare vocabulary related to product features, price, benefits, and cultural value. In groups, students create a short English promotional video for an OTOP product or community product from their province. After uploading the video, classmates provide feedback on clarity, persuasiveness, pronunciation, and organization. Students revise and resubmit their video. This activity is suitable for Rajabhat University contexts because it links English learning with local development, community identity, entrepreneurship, and practical communication.

Assessment should be embedded throughout the TBLT-MALL teaching procedure. Speaking performance may be evaluated through pre-test and post-test scores, analytic speaking rubrics, task performance records, mobile recordings, self-reflection forms, and peer feedback. The rubric may include fluency, pronunciation, vocabulary, grammar, interaction, content, and confidence. The use of mobile recordings provides concrete evidence of students' performance and allows both teachers and learners to observe progress across tasks. In the present study, the effectiveness of the procedure can be examined by comparing students' speaking performance before and after the intervention and by analyzing learners' reflections on the learning process.

The synthesized literature indicates that the TBLT-MALL teaching procedure should be communicative, staged, technology-supported, and contextually relevant. Thai scholars such as Chaikitmongkol, Bunmak, Kruthangka, Chantakhat, Wiriyapan, Phetsut, Waemusa, Susamawathanakun, Saengpan, and Kamsa-ard & Khampusaen provide evidence that task-based instruction and mobile-supported learning can contribute to English speaking development in Thai EFL contexts. International scholars such as Willis, Ellis, Nunan, Kukulska-Hulme, and Shield provide theoretical foundations for task cycles, communicative outcomes, mobile-supported

collaboration, and interaction. In the present study, the TBLT-MALL teaching procedure functions as a practical instructional model that enables Undergraduates at Rajabhat Universities to prepare, perform, record, receive feedback, reflect, and improve their English speaking performance through meaningful tasks and mobile-assisted learning tools.

VI. CONCLUSION

The conclusion of the study on the effectiveness of Task-Based Language Teaching integrated with Mobile-Assisted Language Learning (TBLT-MALL) on English speaking performance among Undergraduates at Rajabhat Universities in Thailand can be drawn from the convergence of communicative pedagogy, mobile-supported practice, learner-centered participation, and measurable speaking development. The synthesized evidence suggests that TBLT-MALL is a contextually appropriate instructional model for Thai EFL higher education because it addresses persistent limitations in speaking instruction, including restricted classroom time, limited exposure to authentic English, speaking anxiety, insufficient opportunities for repeated oral practice, and learners' lack of confidence. Rather than treating speaking as the final product of language learning, TBLT-MALL positions speaking as a developmental process in which students prepare, perform, record, receive feedback, reflect, revise, and improve their oral production through meaningful tasks and mobile technologies.

Task-Based Language Teaching provides the pedagogical foundation of this instructional model. Ellis and Nunan emphasize that effective language tasks should require learners to use language for meaning-focused communication and to achieve clear communicative outcomes. Within this perspective, students are encouraged to speak English in order to solve problems, exchange information, negotiate meaning, present ideas, and complete real-world tasks. In Thai EFL contexts, McDonough & Chaikitmongkol, Bunmak, Kruthangka, Chantakhat, and Wiriyan provide evidence that task-based instruction can be adapted to Thai classrooms when tasks are relevant to learners' needs and when teachers provide clear preparation, monitoring, and feedback. For Undergraduates at Rajabhat Universities, TBLT is particularly useful because speaking tasks can be linked with academic communication, career preparation, community engagement, tourism, public service, and intercultural communication.

Mobile-Assisted Language Learning strengthens the TBLT process by extending speaking practice beyond the classroom. Kukulska-Hulme and Shield explain that mobile learning can support collaboration, interaction, and learner-centered communication, while Burston emphasizes that MALL should be evaluated through measurable learning outcomes. Thai scholars such as Phetsut, Waemusa, Susamawathanakun, Pingmuang, and Durongbhandhu & Suwanasilp also demonstrate that mobile technology can support English learning through online practice, voice or video recording, digital feedback, and task-based performance. In the TBLT-MALL model, mobile devices are not used merely as technological accessories; they function as learning tools that enable students to access input, rehearse, record, submit tasks, receive feedback, and revise their spoken performance.

The connection between TBLT and MALL is therefore pedagogically coherent. TBLT contributes the communicative task structure, while MALL contributes flexible tools for input, interaction, performance, feedback, and reflection. In the pre-task stage, students may watch model videos, study useful expressions, review vocabulary, or listen to pronunciation models through mobile applications. In the main task stage, they may conduct interviews, record role plays, create short video presentations, complete problem-solving discussions, or participate in online speaking tasks. In the post-task stage, they may upload recordings, receive teacher and peer feedback, complete self-reflection forms, revise their speech, and resubmit improved performances. This sequence transforms speaking instruction from a one-time classroom activity into a continuous learning cycle.

Table 2: Connection between TBLT-MALL Instruction and Speaking Performance Components

TBLT-MALL Element	Classroom Example	Mobile-Assisted Example	Speaking Component Developed
Pre-task preparation	Teacher introduces topic, useful expressions, task goal, and assessment criteria.	Students watch model videos, study vocabulary online, or complete	Vocabulary, pronunciation, confidence

		warm-up questions through Google Forms.	
Main speaking task	Students complete role play, interview, discussion, or presentation.	Students record a pair conversation, video presentation, or mobile-based discussion.	Fluency, interaction, content organization
Feedback and language focus	Teacher and peers comment on task performance using a rubric.	Feedback is given through Google Classroom, LINE, Padlet, or recorded comments.	Grammar, pronunciation, vocabulary accuracy
Reflection and revision	Students identify strengths and weaknesses before improving their performance.	Students listen to their recordings, revise scripts, and submit improved versions.	Learner autonomy, fluency, confidence

TBLT-MALL connects meaningful speaking tasks with mobile-supported practice to improve English speaking performance. TBLT provides the task structure through preparation, performance, feedback, and reflection, while MALL supports input, recording, sharing, feedback, and revision. As shown in Table 2, each stage develops speaking components such as vocabulary, pronunciation, fluency, interaction, grammar, content organization, confidence, and learner autonomy. Therefore, TBLT-MALL helps undergraduates prepare, perform, review, and improve their speaking in academic, professional, and local-community contexts, as illustrated in Figure 1.

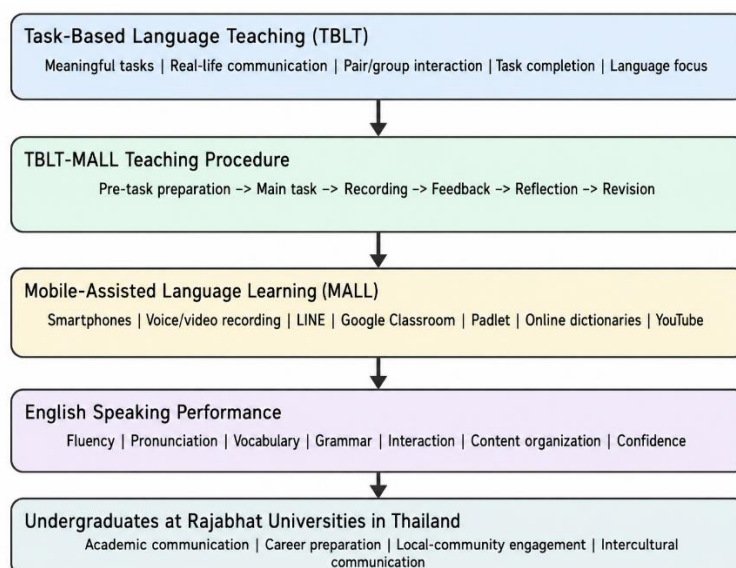


Figure 1. Conceptual connection of TBLT-MALL and English speaking performance.

The expected learning outcomes of TBLT-MALL can be described through specific components of English speaking performance. Fluency may improve because students are given repeated opportunities to rehearse and record their speech. Pronunciation may develop because students can listen to model speakers and compare their output with their own recordings. Vocabulary may expand because students prepare topic-specific expressions before performing tasks. Grammar may become more accurate through post-task feedback and

revision. Interaction may improve because students participate in interviews, role plays, group discussions, and peer feedback. Content organization may improve because students plan, structure, and revise their speaking tasks. Confidence may increase because students are able to practice privately before performing publicly.

Several task examples illustrate the practical application of this approach. In a local tourism presentation task, students use mobile video recording to introduce a temple, market, museum, festival, or cultural site in their province. This task develops vocabulary, pronunciation, fluency, and content organization. In a job interview simulation, students work in pairs as interviewer and interviewee, record the conversation, receive feedback, and submit an improved version. This activity develops confidence, interaction, grammar, and workplace communication. In a local product promotion task, students create a short English video to promote OTOP products or community goods, thereby linking English speaking with entrepreneurship and local development. In a campus service role play, students simulate conversations at the library, language center, registration office, or student affairs office. These examples demonstrate how TBLT-MALL can connect English speaking practice with real academic, professional, and community-based contexts.

Table 3: Examples of TBLT-MALL Speaking Tasks for Rajabhat University Undergraduates

Speaking Task	TBLT Focus	MALL Tool	Expected Speaking Outcome
Self-introduction video	Personal communication and identity expression	Smartphone video recording	Confidence and fluency
Job interview simulation	Career communication and question-response practice	Video recording / Google Classroom	Interaction and professional speaking
Local tourism presentation	Community-based communication and descriptive speaking	YouTube model / mobile video	Vocabulary, pronunciation, content organization
Campus service role play	Functional communication in university settings	LINE voice or video recording	Practical speaking and interaction
Local product promotion	Persuasive communication and local development	Short video / Padlet	Persuasive speaking and creativity
Problem-solving discussion	Collaborative communication and critical thinking	Zoom / mobile group recording	Fluency, reasoning, and interaction

Table 3 shows that TBLT-MALL speaking tasks connect English speaking practice with students' academic, professional, and local-community needs. Activities such as self-introduction videos, job interview simulations, local tourism presentations, campus service role plays, local product promotion, and problem-solving discussions allow students to use English meaningfully, while mobile tools support preparation, recording, feedback, and revision. Figure 2 further presents the key factors supporting English speaking performance: task design, mobile tools, learner practice, feedback, and learning context.

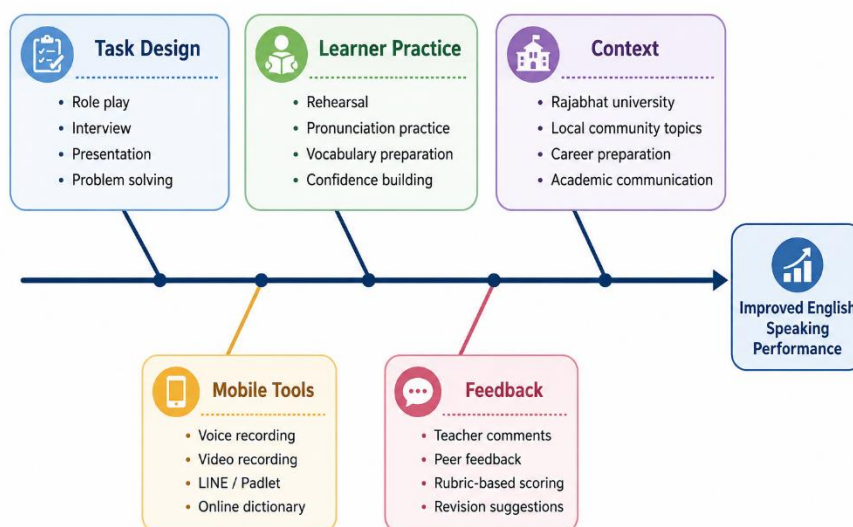


Figure 2. Fishbone framework of factors supporting English speaking performance.

Figure 2 indicates that English speaking performance is shaped by several related factors in the TBLT-MALL approach. Meaningful task design provides opportunities for communication, while mobile tools support recording, reviewing, and sharing speaking tasks. Learner practice, feedback, and relevant learning contexts further help students improve fluency, pronunciation, vocabulary, grammar, interaction, content organization, and confidence, as presented in Table 4.

Table 4. Expected Speaking Performance Development after TBLT-MALL Instruction

Speaking Component	Before TBLT-MALL	After TBLT-MALL	Example of Improvement
Fluency	Frequent pauses and hesitation	Smoother speech with better flow	Students present a local attraction for three minutes with fewer pauses.
Pronunciation	Unclear sounds, stress, or intonation	More intelligible pronunciation	Students correct pronunciation after comparing recordings with models.
Vocabulary	Limited word choice	More topic-specific vocabulary	Students use tourism, career, or community vocabulary appropriately.
Grammar	Frequent sentence errors	More accurate sentence patterns	Students revise grammar after teacher feedback.
Interaction	Short answers and limited responses	Better turn-taking and follow-up questions	Students conduct peer interviews more naturally.
Content organization	Ideas are unclear or incomplete	Ideas are more coherent and complete	Students structure presentations with introduction, details, and closing.
Confidence	Fear of speaking and low participation	Greater willingness to speak	Students submit improved videos and speak more actively in class.

The synthesized literature indicates that TBLT-MALL can function as a practical and theoretically grounded instructional model for improving English speaking performance among Undergraduates at Rajabhat Universities in Thailand. Thai scholars such as Chaikitmongkol, Bunmak, Kruthangka, Chantakhat, Wiriyan, Phetsut, Waemusa, Susamawathanakun, Pingmuang, and Durongbhandhu & Suwanasilp demonstrate that task-

based instruction, mobile learning, and technology-supported English teaching are relevant to Thai EFL contexts. International scholars such as Ellis, Nunan, Kukulska-Hulme, Shield, and Burston provide theoretical support for meaningful task design, mobile-supported interaction, and measurable language learning outcomes. The connection among these perspectives supports the conclusion that TBLT-MALL is an effective and contextually appropriate approach for improving fluency, pronunciation, vocabulary, grammar, interaction, content organization, confidence, and learner autonomy among Thai undergraduate students.

The present study contributes to English language teaching by proposing an instructional model that integrates communicative pedagogy with mobile technology. It is especially suitable for Rajabhat Universities because the approach can connect English speaking instruction with students' academic learning, career preparation, local-community engagement, and real-life communication. Through meaningful tasks and mobile-assisted practice, students are provided with repeated opportunities to use English, receive feedback, reflect on their performance, and improve their speaking ability. This pedagogical connection makes TBLT-MALL a valuable approach for developing English speaking performance in Thai higher education and for preparing Undergraduates to communicate more effectively in academic, professional, and community-based contexts.

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